



Board of Regents Meeting

August 13, 2026

Varner Hall, Board Room

2026.08.13 Board of Regents Meeting

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AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Thursday, August 13, 2026
9:00 a.m.

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON JUNE 29, 2026

IV. PRESENTATIONS

President's Excellence Awards

- **Outstanding Research and Creative Activity Award:**

- *Sajda Qureshi, Ph.D., Department of Information Systems and Quantitative Analysis, UNO*
- *Jian Wang, Ph.D., Department of Mechanical and Material Engineering, UNL*

- **Outstanding Teaching and Instructional Creativity Award:**

- *Amy Duhachek-Stapelman, M.D., MEHP, Department of Anesthesiology, UNMC*

- **Faculty IP Innovation and Commercialization Award:**

- *Benson Edagwa, Ph.D., Department of Pharmacology and Experimental Neuroscience, UNMC*

- **Innovations in Student Success Award:**

- *Department of Mathematics and Statistics, UNK*

- **University-wide Departmental Teaching Award:**

- *Department of Computer Science, UNO*

V. KUDOS

Alex Zabel, University of Nebraska at Kearney
Julia Peterson, University of Nebraska-Lincoln
April Elker, University of Nebraska Medical Center
Denise Kjeldgaard, University of Nebraska at Omaha
Josh Goodsell, University of Nebraska System

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
2. Leave of Absence Due to Disability, Addendum IX-A-2

X. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska

University of Nebraska-Lincoln Campus

1. Approve the elimination of the Bachelor of Arts and the Bachelor of Science degrees in Ethnic Studies administered by the Institute of Ethnic Studies and the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL), Addendum X-A-1
2. Approve the elimination of the Bachelor of Science in Insect Science administered by the former Department of Entomology in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL), Addendum X-A-2

University of Nebraska Medical Center

3. Approve the elimination of the Post-baccalaureate Certificate in Medical Nutrition Education administered by the College of Allied Health Professions at the University of Nebraska Medical Center (UNMC), Addendum X-A-3
4. Approve the elimination of the Post-baccalaureate Certificate in Infectious Disease Epidemiology administered by the Department of Epidemiology in the College of Public Health at the University of Nebraska Medical Center (UNMC), Addendum X-A-4

University of Nebraska at Kearney

5. Approve the elimination of the Master of Arts in Physical Education Exercise Science administered by the Department of Kinesiology and Sport Sciences in the College of Education at the University of Nebraska at Kearney (UNK), Addendum X-A-5
6. Approve the elimination of the Master of Science in Long Term Care Management administered by the Department of Management in the College of Business and Technology at the University of Nebraska at Kearney (UNK), Addendum X-A-6

University of Nebraska at Omaha

7. Approve the elimination of the Executive Business Analytics Graduate Certificate administered by the College of Business Administration at the University of Nebraska at Omaha (UNO), Addendum X-A-7
8. Approve the elimination of the Master of Science in Industrial and Organizational Psychology administered by the Department of Psychology in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO), Addendum X-A-8
9. Approve the elimination of the Master of Science in Urban Studies administered by the School of Public Administration at the University of Nebraska at Omaha (UNO), Addendum X-A-9
10. Approve the establishment of the Bachelor of Arts and the Bachelor of Science degrees in Statistics and Operations Research administered by the Department of Mathematical and Statistical Sciences in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO), Addendum X-A-10
11. Approve the establishment of the Master of Science in Early Childhood Inclusive administered by the Department of Special Education and Communication Disorders, in the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO), Addendum X-A-11

12. Approve the establishment of a Post-baccalaureate Certificate in Financial Planning to be administered by the Department of Finance, Banking, and Real Estate in the College of Business Administration at the University of Nebraska at Omaha (UNO), Addendum X-A-12

B. BUSINESS AND FINANCE

University of Nebraska System

1. Approve the University of Nebraska System 2027-29 Biennial State Operating and Capital Budget Requests, Addendum X-B-1
2. Approve the Nebraska College of Technical Agriculture's 2027-29 Biennial State Operating and Capital Budget Requests, Addendum X-B-2
3. Approve the Addendum to the Agency Agreement between the Collegiate Licensing Company, LLC and Husker Athletics, Addendum X-B-3
4. Approve Master Services Agreement, as amended, with Opendorse, Inc. for Husker Athletics, Addendum X-B-4

University of Nebraska

University of Nebraska-Lincoln Campus

5. Approve the Special Conditions related to a Revocable Permit between the University and USDA-ARS, Addendum X-B-5

University of Nebraska at Omaha

6. Approve the execution of a standard Guaranteed Maximum Price (GMP) contract for the UNO Baseball and Softball Clubhouse, Addendum X-B-6
7. Approve naming of the University of Nebraska at Omaha (UNO) Training Facility, Howard L. Hawks Training Center, Addendum X-B-7

C. EXECUTIVE

1. Approve updates to Board of Regents' Policy 5.9.1, Addendum X-C-1

D. FOR INFORMATION ONLY

E. REPORTS

1. Report on proposal to establish an expedited Graduate Certificate in World Language Teaching and Learning administered by the Department of Modern Languages and International Studies in the College of Arts and Sciences at the University of Nebraska at Kearney (UNK), Addendum X-E-1
2. Report on proposal to rename the Master of Science in Agricultural and Biological Systems Engineering to Biological Systems Engineering administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL), Addendum X-E-2
3. Report on proposal to rename the Ph.D. in Biological Engineering to Biological Systems Engineering administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL), Addendum X-E-3
4. Report on proposal to establish an expedited Graduate Certificate in Mentoring and Instructional Coaching administered by the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO), Addendum X-E-4
5. Report on proposal to establish an expedited Graduate Certificate in Science, Technology, Engineering, Math (STEM) Teaching and Learning administered by the

- College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO), Addendum X-E-5
6. Report on proposal to rename the Graduate Certificate in Systems Analysis and Design to Business Analysis and Systems Design, administered by the Department of Information Systems and Quantitative Analysis (ISQA) in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO), Addendum X-E-6
 7. First Quarter Personnel Reports, Addendum X-E-7
 8. Report on Bids and Contracts, Addendum X-E-8
 9. Report on naming of the student lounge in the newly constructed Glenn Korff School of Music building at UNL, the “Holling Hub”, Addendum X-E-9
 10. Report on naming of the classroom space located within the Scarlet Hotel at UNL, the “Elinor Kerrey Classroom”, Addendum X-E-10
 11. Report on proposed naming of rooms in the Douglas A. Kristensen Rural Health Education Complex (HSEC II) Building in honor of generous donations, Addendum X-E-11
 12. Report on Intermediate Design Review #3 (IDR-3) for the Big Red Rebuild Memorial Stadium Project and execution of a standard Guaranteed Maximum Price contract, Addendum X-E-12
 13. Report on Intermediate Design information for the University of Nebraska at Omaha (UNO) Athletics Baseball and Softball Clubhouse, Addendum X-E-13
 14. Report on Corrected Six-Year Capital Plan Report, Addendum X-E-14
 15. Report on revisions to the University of Nebraska Medical Center (UNMC), College of Medicine Bylaws of the Faculty, Addendum X-E-15
 16. Report on revisions to Bylaws of the University of Nebraska at Omaha (UNO) Student Government Association, Addendum X-E-16
 17. Report on the University of Nebraska System Strategic Plan: Odyssey to Extraordinary Foundational Pillars and Strategic Priorities Update, Addendum X-E-17

XI. CLOSED SESSION

XII. ADDITIONAL BUSINESS



BOARD OF REGENTS AGENDA ITEM SUMMARY

August 13, 2026

AGENDA ITEM: Consent Agenda

☐ Review ☒ 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.

- Megan Adkins, Dean of Graduate Studies & Academic Innovation (Special), UNK, effective 6/1/2026 (\$185,000, FY, 1.00 FTE)
- Tala Awada, Interim Dean of the Agricultural Research Division, (Special), Professor (Continuous) School of Natural Resources, IANR, UNL, effective 7/1/2026 (\$232,844 includes \$211,676 base salary and \$21,167 administrative stipend, FY, 1.00 FTE)
- Michael Merten, Interim Dean of the College of Education and Human Sciences (Special), Professor (Continuous) Department of Child, Youth and Family Studies, UNL, effective 8/4/2026 (\$275,000 includes \$177,198 base salary and \$97,802 administrative stipend, FY, 1.00 FTE)
- Donald Neal, Jr., Associate Vice Chancellor for Business & Finance (Special), UNO and Sr. Tax Director (Special), UNOP, effective 7/2/2026 (\$210,000, FY, 1.00 FTE)

PRESIDENT'S RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Leave of Absence Due to Disability

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

A faculty member at the University of Nebraska / University of Nebraska Medical Center has requested an unpaid leave of absence due to disability that exceeds 6-months. An additional 6-months of leave has the support of their Dean, Chancellor Davies, and President Gold.

BACKGROUND INFORMATION

Regents Bylaw 3.4.3.3 allows for unpaid leaves of absence exceeding 6-months "...upon recommendation of the CAO/Chancellor and the CEO/President and approval by the Board."

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Bachelor of Arts and the Bachelor of Science degrees in Ethnic Studies administered by the Institute of Ethnic Studies and the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The Ethnic Studies major has had modest and declining enrollment for the last 7 years. Faculty have actively recruited students but have had more success recruiting students to the minors than to the major. Based on this shift in student demand, the majors in Ethnic Studies are proposed for elimination. Students interested in this area of study will have minors available to them. Students currently enrolled in the major will all be able to finish the program. One course will be eliminated, and students who have not completed it will be advised of two other options to fulfill their ACE 10 (capstone) requirement.

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: UNL Bachelor of Arts and Bachelor of Science Ethnic Studies						
Date of Board approval: August 13, 2026			Upon Approval			
If a degree, estimated date of final completion:			Fall 2031			
Brief Explanation:						
The Ethnic Studies major has had modest and declining enrollment for the last 7 years. Students currently enrolled in the major will all be able to finish the program. There will be no cost savings. The faculty assigned to the course being eliminated will be reassigned to other duties.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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 ☒ None ☐ Positive ☐ Very Positive ☐ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
UNL BS Ethnic Studies (ETHN-BS)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	0	0	0	0	0	0
Number of Degrees Granted	0	0	0	0	0*	0
UNL BA Ethnic Studies (ETHN-BA)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	8	7	5	7	6	20
Number of Degrees Granted	2	2	2	2	2*	10

* Summer 2026 is in progress, degrees are not available

** Total is based on the number of unique students, not the sum of enrollment



April 8, 2026

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Dr. Jackson,

I am forwarding materials related to a proposal from the College of Arts and Sciences to delete the undergraduate major in Ethnic Studies associated with the Bachelor of Arts and Bachelor of Science degrees administered by the Institute of Ethnic Studies.

Interest from prospective students and enrollment has shifted to the minors in lieu of the major; therefore, we are proposing to delete the major while retaining the minors to support student interest in this area. There are no permanent budgetary impacts with this deletion.

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

Sincerely,

Katherine S. Ankerson
Interim Chancellor

c: Kevin Hanrahan, Chair, Academic Planning Committee
Mark Button, Executive Vice Chancellor
Patrick Dussault, Interim Dean, College of Arts and Sciences
Jordan Gonzales, Chief of Staff
Renee Batman, Assistant Vice Chancellor
Suzi Tamerius, Project Manager
Karen Griffin, Coordinator of Faculty Governance
Andrea Kessler, Executive Assistant

University of Nebraska

Deletion of Major or Program

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska-Lincoln
Full Name of Program
Ethnic Studies
Degree or Credential Awarded to Graduates of the Program
Bachelor of Arts and Bachelor of Science
CIP Code: 6 digit
05.0200
Subject Code
ETHN
Administrative Unit(s) for the Program
Institute of Ethnic Studies and College of Arts and Sciences
Program is Currently Offered
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major, Degree, or Certificate
<i>Upon Approval</i>
Major, Degree or Certificate End Date
<i>Fall 2031</i>

II. Details

A. Justification for Deletion of the Program

Ethnic Studies involves the exploration and examination of factors that bear on the lives and experiences, both past and present, of ethnically diverse peoples. Students learn about African-American, Native American and Latinx culture. Ethnic Studies is valuable for those who plan to work in law, health and social services, education, business and industry, program development, or government.

The Ethnic Studies major has had modest and declining enrollment for the last 7 years. Faculty have actively recruited students but have had more success recruiting students to the minors than to the major. Based on this shift in student demand, the major in Ethnic Studies will be deleted. Students interested in this area of study will have minors available to them.

Plan for Implementation of the Deletion

1. Current Students

Students currently enrolled in the major will all be able to finish the major. One curricular modification will be made to the program of study as it is phased out. ETHN 400 (ACE 10 and Capstone) will be taught in Spring 2026. After that, students who have not completed their ACE 10 requirement in Ethnic Studies (ETHN

400) will have two options: a) fulfill the ACE 10 requirement through a secondary major, if double majoring and substitute another 3/400 level ETHN course for ETHN 400; or b) substitute the CASC481 Multidisciplinary Studies Capstone for the ACE 10 and Capstone requirement.

2. Current Faculty, Staff and Curriculum

The only curricular change is the elimination of ETHN 400 (see above). Most other ETHN courses are cross-listed courses. The remaining 18 ETHN courses that are not cross-listed will be retained to support the minors. The teaching capacity assigned to ETHN 400 will be reassigned within the faculty member's primary unit.

3. Impact on other units and programs

None.

4. Impact on Course Subject Codes

Aligned with standard processes, the subject prefix ETHN, and the associated minors, will be administratively housed in the College of Arts and Sciences Dean's Office and overseen by an interdisciplinary faculty committee.

B. Impact on Resources

a. Fiscal

There will be no cost savings. Faculty will continue to teach ETHN courses to support the minors and ETHN cross-listed with their home departments. Faculty who might have taught ETHN 400 will be assigned to other courses, resulting in modest capacity for teaching higher SCH-earning courses.

b. Human

None.

c. Physical

None.

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

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expenses

TABLE 1: PROJECTED EXPENSES											
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNL BA/BS Ethnic Studies											
	(FY2026) Year 1		(FY2027) Year 2		(FY2028) Year 3		(FY2029) Year 4		(FY2030) 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	
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNL BA/BS Ethnic Studie						
	FY(2026) Year 1	(FY2027) Year 2	(FY2028) Year 3	(FY2029) Year 4	(FY2030) Year 5	Total
	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

*For use only if all revenue is zero. Must be explained in narrative document.



MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Executive Vice Chancellor

DATE: March 9, 2026

SUBJECT: Proposal to Delete Ethnic Studies BA/BS

Attached please find a proposal to delete the undergraduate major in Ethnic Studies associated with the Bachelor of Arts and Bachelor of Science degrees administered by the Institute of Ethnic Studies in the College of Arts and Sciences. The interest from prospective students and enrollment has shifted to the minors in lieu of the major over the last several years. Therefore, the major will be deleted, and the minors will be retained to support student interest in this area.

There are no permanent budgetary impacts with this deletion. I support this request and proposal from Interim Dean Dussault and ask that you review the proposal and advance it to the next level of the approval process.

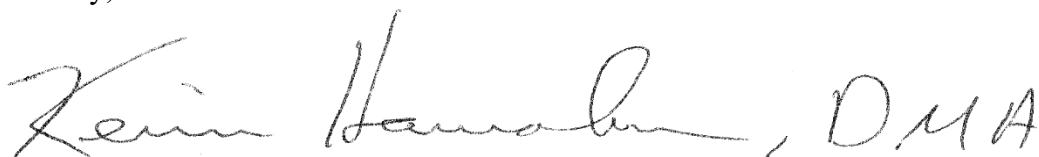
April 2, 2026

Interim Chancellor Katherine Ankerson
201 Canfield Administration
City Campus (0419)

Dear Interim Chancellor Ankerson:

The Academic Planning Committee (APC) considered a proposal to delete the BA/BS program in Ethnic Studies. The program is administered by the Institute of Ethnic Studies in the College of Arts and Sciences. The APC voted to recommend approval of the proposal at its March 25, 2026, meeting and I am forwarding this proposal for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Kevin Hanrahan, D.M.A." The signature is fluid and cursive, with the initials "D.M.A." written in a slightly more formal, blocky style at the end.

Kevin Hanrahan, Chair, Academic Planning Committee and Professor, Glenn Korff School of Music

c: Executive Vice Chancellor Mark Button
Interim Dean Patrick Dussault
Associate to the Chancellor Jordan Gonzales
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



Date: December 12, 2025

To: Mark E. Button
Executive Vice Chancellor

From: Patrick Dussault 
Interim Dean

Subject: Deletion of Major in Ethnic Studies

Please find attached a proposal to delete the major in Ethnic Studies in the College of Arts and Sciences.

The Ethnic Studies major has had modest enrollment for the last seven years.

Enrolled at Fall Census	19-20	20-21	21-22	22-23	23-24	24-25	25-26
ETHN Major	17	20	15	11	9	14	9

Faculty have actively recruited students but have had more success recruiting students to the minors than to the major. Recognizing the program cannot meet the CCPE threshold of a five-year mean of seven degrees awarded annually; the college has asked the unit to delete the program.

This was approved in the Institute for Ethnic Studies prior to submitted to the College of Arts and Sciences. The CAS Curriculum and Advising Committee met on November 6, 2025, and unanimously approved this proposal. This was presented for approval to the college faculty at our regularly scheduled fall faculty meeting on December 11, 2025, and received unanimous approval.

I support this proposal.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Bachelor of Science in Insect Science administered by the former Department of Entomology in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The Insect Science undergraduate program has failed to meet the CCPE's requirement of graduating an average of 7 students per 5-year period for at least the past two 5-year intervals: AY2015-16 through AY 2019-20 – average of 6.0 graduates per year; AY 2020-21 through AY 2024-25 – average of 5.6 graduates per year. Current students will be able to complete their degrees as planned in the newly formed School composed of the Departments of Plant Pathology and the Department of Entomology, since all courses remain part of other degree 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:UNL Bachelor of Science Insect Science						
Date of Board approval:		August 13, 2026				
If a degree, estimated date of final completion:		Fall 2031				
Brief Explanation:						
The Insect Science undergraduate major program has failed to meet the CCPE's requirement of graduating an average of 7 students per 5-year period for at least the past two 5-year intervals. No changes will be made in personnel or curriculum, and no fiscal impact.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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 ☒ None ☐ Positive ☐ Very Positive ☐ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	41	34	32	27	28	84
Number of Degrees Granted	3	5	9	9	4*	30

* Summer 2026 is in progress, degrees are not available

** Total is based on the number of unique students, not the sum of enrollment



May 8, 2026

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Dr. Jackson,

I am forwarding materials related to a proposal from the College of Agricultural Sciences and Natural Resources to delete the Bachelor of Science in Insect Science administered by the Department of Entomology.

Interest from prospective students and enrollment has been declining; therefore, we are proposing to maintain the area of study through a focused option within the existing Bachelor of Science in Integrated Science. There are no permanent budgetary impacts with this deletion.

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

Sincerely,

Katherine S. Ankerson
Interim Chancellor

c: Kevin Hanrahan, Chair, Academic Planning Committee
Mark Button, Executive Vice Chancellor
Tiffany Heng-Moss, Vice Chancellor IANR
Tom Burkey, Interim Dean, College of Agricultural Sciences and Natural Resources
John Ruberson, Department Head
Jordan Gonzales, Chief of Staff
Renee Batman, Assistant Vice Chancellor
Suzi Tamerius, Project Manager
Karen Griffin, Coordinator of Faculty Governance
Andrea Kessler, Executive Assistant

University of Nebraska Deletion of Major or Program

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska-Lincoln
Full Name of Program
Bachelor of Science in Insect Science
Degree or Credential Awarded to Graduates of the Program
Bachelor of Science
CIP Code: 6 digit
26.0702
Subject Code
ENTO
Administrative Unit(s) for the Program (eg: Department, School, College)
Department of Entomology, College of Agricultural Sciences and Natural Resources
Program is Currently Offered (full program, not individual courses)
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major
Upon Approval
Major or Degree End Date
Fall 2031

II. Details

A. Justification for Deletion of the Program

The Insect Science undergraduate major program has failed to meet the CCPE's requirement of graduating an average of 7 students per 5-year period for at least the past two 5-year intervals: AY2015-16 through AY 2019-20 – average of 6.0 graduates per year; AY 2020-21 through AY 2024-25 – average of 5.6 graduates per year.

B. Plan for Implementation of the Deletion

1. Current Students

There are 21 students currently enrolled in the program. These students will be allowed to complete their degrees under the current configuration of the major.

2. Current Faculty, Staff, and Curriculum

No changes will be made in personnel or curriculum. All classes currently being taught will continue to be taught, as the courses will support students in the Integrated Science BS, Entomology option. In addition, many of the courses are cross listed with other disciplinary areas, such as biological sciences, and are a part of other degree programs. The Insect Science minor will also continue to be offered.

3. Impact on Other Units and Programs

No impact to any other units or programs are expected.

4. **Impact on Course Subject Codes**

No impact will occur. All course subject codes will remain the same.

C. **Impact on Resources**

1. **Fiscal**

There will be no cost savings.

2. **Human**

There will be no personnel changes. We have a faculty member who has been functioning as our undergraduate advisor, in addition to her other duties. She will reallocate her former advising time to her existing Extension and teaching duties to further advance those program areas.

3. **Physical**

No changes in physical resources will occur.

4. **Budget Projections**

Table 1: Project Expenses (attached)

Table 2: Revenue Sources for Projected Expenses (attached)

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNL BS Insect Science												
	2027 Year 1		2028 Year 2		2029 Year 3		2030 Year 4		2031 Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNL BS Insect Science						
	20027 Year 1	2028 Year 2	2029 Year 3	2030 Year 4	2031 Year 5	Total
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

*For use only if all revenue is zero. Must be explained in narrative document.



MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Executive Vice Chancellor

DATE: April 13, 2026

SUBJECT: Proposal to Delete Insect Science BS

Attached please find a proposal to delete the Bachelor of Science in Insect Science administered by the Department of Entomology in the College of Agricultural Sciences and Natural Resources. The interest from prospective students and enrollment in the degree program has been declining for a number of years. A focused option within the existing Bachelor of Science in Integrated Science will better meet student demand and maintain the area of study at the undergraduate level.

There are no permanent budgetary impacts with this deletion. I support this request and proposal from Interim Dean Burkey and VC Heng-Moss and ask that you review the proposal and advance it to the next level of the approval process.



TO: Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer

FROM: Tiffany Heng-Moss *Tiffany Heng-Moss*
Interim NU Vice President and Interim IANR Harlan Vice Chancellor

SUBJECT: Proposal for Deletion of the BS in Insect Science

DATE: November 3, 2025

I approve the proposal to delete the Bachelor of Science degree in Insect Science. This request has full support from the academic parent unit (Department of Entomology), the CASNR Curriculum Committee, and the faculty in the College of Agricultural Sciences and Natural Resources.

The faculty in the Department of Entomology are developing an Entomology Option within the Integrated Science BS degree to provide students interested in entomology with an academic pathway at UNL.

If you need additional information, please do not hesitate to contact Interim Dean Burkey and/or the Department of Entomology.

CC: Tom Burkey



TO: Tiffany Heng-Moss
Interim NU Vice President and IANR Harlan Vice Chancellor

FROM: Tom Burkey, Interim Dean 
College of Agricultural Sciences and Natural Resources

SUBJECT: Proposal for deletion of Insect Science major in Entomology

DATE: October 28, 2025

I support the proposed deletion of the Insect Science major in the program of Entomology.

The revision was approved by the members of the CASNR Curriculum Committee on October 17, 2025, and the CASNR faculty on October 28, 2025.

If you need additional information, please let me know.

Enclosure

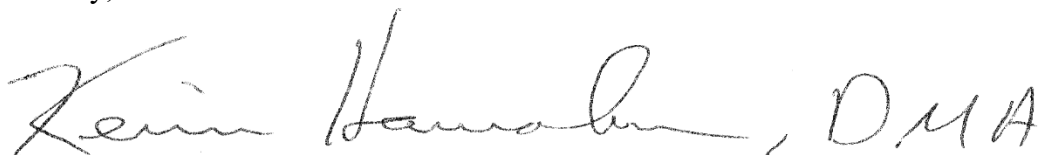
May 6, 2026

Interim Chancellor Katherine Ankerson
201 Canfield Administration
City Campus (0419)

Dear Interim Chancellor Ankerson:

The Academic Planning Committee (APC) considered a proposal to delete the Bachelor of Science in Insect Science. The program is administered by the Department of Entomology in the College of Agriculture and Natural Resources. The APC voted to recommend approval of the proposal at its April 22, 2026, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Kevin Hanrahan, Chair, Academic Planning Committee and Professor, Glenn Korff School of Music

c: Vice Chancellor Tiffany Heng-Moss
Executive Vice Chancellor Mark Button
Interim Dean Tom Burkey
Department Head John Ruberson
Associate to the Chancellor Jordan Gonzales
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

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

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The Commission on Dietetic Registration elevated the required educational preparation for the registered dietitian to a minimum of a graduate-level degree from an accredited program, effective in 2024. To meet this requirement, the post-baccalaureate certificate was transitioned to the Master of Medical Nutrition program beginning with the matriculating class of 2019. No students remain in the certificate program, and the request is to formally discontinue it.

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 Medical Nutrition Education Post-Baccalaureate Certificate						
Date of Board approval:		August 13, 2026				
If a degree, estimated date of final completion:		N/A				
Brief Explanation:						
Beginning in 2019, this program transitioned into a Master's degree rather than a post-baccalureate certificate, consistent with accreditation requirements. There are no students remining in the certificate program.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total**
Number of Majors	0	0	0	0	0	0
Number of Degrees Granted	0	0	0	0	0	0

*** Total is based on the number of unique students, not the sum of enrollment*



May 11, 2026

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

Dear Provost Jackson:

I am submitting for your review the request to discontinue the **Medical Nutrition Education post-baccalaureate certificate** in the **College of Allied Health Professions** at the University of Nebraska Medical Center. Following changes by the Commission on Dietetic Registration requiring a graduate degree for entry-level Registered Dietitian eligibility effective in 2024, this certificate was phased out and has not enrolled students since 2019. All affected students were transitioned to the **Master of Medical Nutrition** program, and the elimination carries no impact on faculty, staff, curriculum, or other academic units.

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

Sincerely,

A handwritten signature in black ink that reads "Dele Davies".

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

University of Nebraska

Deletion of Major or Program

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska Medical Center
Full Name of Program
Medical Nutrition Education post-baccalaureate certificate
Degree or Credential Awarded to Graduates of the Program
Post-baccalaureate certificate
CIP Code: 6 digit
42.0200
Subject Code
MNED
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Allied Health Professions
Program is Currently Offered [full program, not individual courses]
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☐ no ☒ yes If yes, explain: This certificate was required to take the Registration Examination for Registered Dietitians/Nutritionists until 2024, when the requirement changed to a Master's degree
Proposed Date for Deletion of Major or Degree
This program has not enrolled students since 2019. Students were transitioned into the Master of Medical Nutrition program to meet certification requirements.
Major or Degree End Date
This program has not enrolled students since 2019. Students were transitioned into the Master of Medical Nutrition program to meet certification requirements

II. Details

A. Justification for Deletion of the Program

The Commission on Dietetic Registration (CDR) elevated the educational preparation for the entry-level RD to a minimum of a graduate-level degree from an accredited program, effective 2024. To meet this requirement, the post-baccalaureate certificate was phased out, and students were transitioned into the Master of Medical Nutrition program beginning with the matriculating class of 2019.

B. Plan for Implementation of the Deletion

1. Current Students
There are no current students enrolled in the post-baccalaureate certificate program.
2. Current Faculty, Staff and Curriculum
There are no changes to current faculty, staff or curriculum.
3. Impact on other units and programs
There is no impact on other units or programs
4. Impact on Course Subject Codes
There is no impact on course subject codes.

C. Impact on Resources

a. Fiscal

None

b. Human

None

c. Physical

None

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

Table 1: Projected Expenses

None

Table 2: Revenue Sources for Projected Expenses

None

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC, Post Baccalaureate Certificate in Medical Nutrition												
	FY2019 Year 1		FY2020 Year 2		FY2021 Year 3		FY2022 Year 4		FY2023 Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC, Post-Baccalarueate Program in Medical Nutrition						
	FY2019 Year 1	FY2020 Year 2	FY2021 Year 3	FY2022 Year 4	FY2023 Year 5	Total
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

*For use only if all revenue is zero. Must be explained in narrative document.



April 30, 2026

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

Dear Interim Chancellor Davies:

I am requesting approval to formally eliminate the **Medical Nutrition Education post-baccalaureate certificate** in the **College of Allied Health Professions** at the University of Nebraska Medical Center. This certificate was phased out following changes by the Commission on Dietetic Registration that, beginning in 2024, elevated entry-level Registered Dietitian eligibility to require a graduate degree, and no students have been enrolled since 2019.

All impacted students were transitioned to the **Master of Medical Nutrition** program to meet certification requirements, and there are no current impacts on students, faculty, staffing, curricula, or programs associated with this deletion.

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



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Post-Baccalaureate Certificate in Infectious Disease Epidemiology administered by the Department of Epidemiology in the College of Public Health at the University of Nebraska Medical Center (UNMC).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

Over the past several years, interest in this certificate has remained very low, with no enrollments in the past 3 years. In addition, shifts in market forces and employer demand have favored more specialized, tightly-focused infectious disease training options and alternative short-format credentials, rather than a broadly focused certificate. One student remains in the program and will be able to finish as planned. The courses are also part of the Master of Public Health degree, so there will be no impact on course availability.

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 Certificate in Infectious Disease Epidemiology						
Date of Board approval:		August 13, 2026				
If a degree, estimated date of final completion:		Spring 2027				
Brief Explanation:						
Interest and enrollment in this certificate has been very low. Other training options have become more favorable as a specialized option over a broad-based certificate. There are no cost savigs as all courses are offered as part of other programs.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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 [☒]None [☐]Positive [☐]Very Positive [☐]Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total**
Number of Majors	3	2	3	2	1	7
Number of Degrees Granted	1	1	0	1	0	3

** Total is based on the number of unique students, not the sum of enrollment



May 11, 2026

David Jackson, PhD
Interim Executive Vice President and Provost
University of Nebraska

Dear Provost Jackson:

I am sharing the proposal to discontinue the **Graduate Certificate in Infectious Disease Epidemiology** in the **College of Public Health at UNMC**. The certificate has seen consistently low demand, with no new enrollments in the past three years, and shifting market conditions now favor more specialized infectious disease credentials. The program does not lead to licensure, and all courses remain integral to the MPH curriculum, resulting in no impact on faculty, staff, or coursework. One remaining student will be able to complete as planned.

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,

A handwritten signature in black ink that reads "Dele Davies".

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

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
UNMC
Full Name of Program
<i>Certificate in Infectious Disease Epidemiology</i>
Degree or Credential Awarded to Graduates of the Program
<i>Graduate certificate</i>
CIP Code: 6 digit
Subject Code
EPI
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Public Health
Program is Currently Offered [full program, not individual courses]
☒ On-campus ☒ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree
<i>Fall 2026</i>
Major or Degree End Date
<i>Spring 2027</i>

II. Details

A. Justification for Deletion of the Program

Over the past several years, interest in this certificate has remained very low, with no enrollments in the past 3 years. In addition, shifts in market forces and employer demand have favored more specialized, tightly focused infectious disease training options and alternative short-format credentials, further reducing the pool of prospective students for this broadly focused certificate.

B. Plan for Implementation of the Deletion

- Current Students
Only one student remains in this certificate program, who will be able to complete as planned
- Current Faculty, Staff and Curriculum

The courses which are part of this certificate are also part of the MPH program (either as required courses or electives). Therefore, there will not be changes to faculty, staff, or curriculum as a result of discontinuing this certificate program.

3. Impact on other units and programs

None.

4. Impact on Course Subject Codes

None.

C. Impact on Resources

a. Fiscal

None. These courses will continue to be offered as part of other degree programs.

b. Human

None.

c. Physical

None.

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

[if all zeros, use condensed budget templates]

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expenses

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: Certificate in Infectious Disease Epidemiology; UNMC College of Public Health												
	FY21 Year 1		FY22 Year 2		FY23 Year 3		FY24 Year 4		FY25 Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: Certificate in Infectious Disease Epidemiology; UNMC College of Public Health						
	FY21 Year 1	FY22 Year 2	FY23 Year 3	FY24 Year 4	FY25 Year 5	Total
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

*For use only if all revenue is zero. Must be explained in narrative document.



April 30, 2026

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

Dear Interim Chancellor Davies:

I am writing to request approval to eliminate the **Graduate Certificate in Infectious Disease Epidemiology** offered by the **College of Public Health at UNMC**. Enrollment in this on-campus and asynchronous online certificate has remained extremely low, with no new students enrolled over the past three years, reflecting shifts in workforce demand toward more specialized credentials. One student remains in the program and will be able to finish as planned. All courses are offered within the MPH program, and discontinuing the certificate will not affect faculty, staff, or the curriculum.

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



April 2, 2026

College of Public Health Curriculum Committee
University of Nebraska Medical Center
984355 Nebraska Medical Center
Omaha, NE 68198-4355

Dear COPH Curriculum Committee,

Thank you for your consideration of the Department of Epidemiology's request regarding the Certificate in Infectious Disease Epidemiology. After reviewing the department's analysis and enrollment history, I fully support the recommendation to discontinue this certificate.

A sustained lack of student interest, combined with a lack of enrollment in recent years, clearly indicates that the program no longer aligns with current student demand. Additionally, the evolving landscape of workforce needs—favoring more specialized infectious disease training and shorter, skills-focused credentials—further emphasizes that this broadly structured certificate is no longer the most effective or competitive offering.

Given these factors, I agree with the department's assessment and endorse the proposal to formally discontinue the Certificate in Infectious Disease Epidemiology. Please let me know if the committee needs any additional information or documentation as you continue your review.

Sincerely,

Ali S. Khan, MD, MPH, MBA
Richard Holland, Presidential Chair and Dean
Assistant Surgeon General, USPHS (ret.)



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to eliminate the Master of Arts in Physical Education Exercise Science administered by the Department of Kinesiology and Sport Sciences in the College of Education 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, Provost

PURPOSE & KEY POINTS

The proposal to eliminate the MA in Physical Education Exercise Science is due to a lack of enrollment. There is currently one student in the program who will be able to complete the degree as planned. The Executive Graduate Council voted to recommend elimination on May 19, 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...discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM						
CAMPUS AND NAME OF PROGRAM: UNK MAE Physical Education Exercise Science						
Date of Board approval: August 13, 2026						
If a degree, estimated date of final completion: May 2028						
Brief Explanation:						
The proposed elimination is due to low enrollment. There is one student remaining in the program who will be able to complete the degree as planned.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$0.00				
Reduction in Staff**	0	\$0.00				
All Other Savings***		\$0.00				
Total Annual Savings		\$0.00				
*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 ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Number of Majors	7	5	6	6	1	16
Number of Degrees Granted	4	2	1	4	1	12

*** Total is based on the number of unique students, not the sum of enrollment*

Number of majors is determined by students enrolled in a program at fall or spring census

Number of Degrees includes all degrees earned by students graduating in Fall, Spring, and Summer of the academic year

UNK
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: Elimination of the Master of Arts in Education in Physical Education Exercise Science

Dear President Gold:

I am writing to express my support for the proposed elimination of the Master of Arts in Education in Physical Education Exercise Science within the Department of Kinesiology and Sport Sciences in the College of Education at the University of Nebraska at Kearney.

This program currently has one student and has not met the CCPE guidelines for graduation for the last 5 years. The current student will be able to complete the degree with current classes.

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

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 Nebraska Kearney
Full Name of Program
<i>Physical Education Exercise Science</i>
Degree or Credential Awarded to Graduates of the Program
<i>Master of Arts</i>
CIP Code: 6 digit
13.1314
Subject Code
PEEXSC-MAE
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Education
Program is Currently Offered <i>[full program, not individual courses]</i>
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree
<i>May 2026</i>
Major or Degree End Date
<i>Spring 2028</i>

II. Details

A. Justification for Deletion of the Program

Not meeting the enrollment and graduation requirements.

B. Plan for Implementation of the Deletion

1. Current Students

Students will be able to complete the program with existing courses.

2. Current Faculty, Staff and Curriculum

N/A

3. Impact on other units and programs
n/a

4. Impact on Course Subject Codes
n/a

C. Impact on Resources

a. Fiscal
none

b. Human
n/a

c. Physical
n/a

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

Table 1: Projected Expenses

TABLE 1: PROJECTED EXPENSES											
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNK – Physical Education Exercise Science -MA											
	(FY24-25) Year 1		(FY25-26) Year 2		(FY26-27) Year 3		(FY27-28) Year 4		(FY28-29) Year 5		Total Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Table 2: Revenue Sources for Projected Expenses

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNK – Physical Education Exercise Science -MA						
	(FY24-25) Year 1	(FY25-26) Year 2	(FY26-27) Year 3	(FY27-28) Year 4	(FY28-29) Year 5	Total
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0



DATE: March 13, 2026

TO: Neal Schnoor, Chancellor

FROM: Julie J. Shaffer, Senior Vice Chancellor for Academic Affairs

SUBJECT: Elimination of the MAE in Physical Education Exercise Science

It is my recommendation to eliminate the MAE in Physical Education Exercise Science. This program currently has one student and has not met the CCPE guidelines for graduation for the last 5 years. We therefore want to eliminate the degree. The current student will be able to complete the degree with current classes. Please let me know if you have questions or need additional information.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to eliminate the Master of Science in Long Term Care Management administered by the Department of Management in the College of Business and Technology 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, Provost

PURPOSE & KEY POINTS

The proposal to eliminate the MS in Long Term Care Management is due to lack of enrollment. There are currently no students in the program, and it has historically not met CCPE thresholds for number of graduates. The Executive Graduate Council voted to recommend elimination on May 19, 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...discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY- ELIMINATING AN ACADEMIC PROGRAM						
CAMPUS AND NAME OF PROGRAM: UNK - Master of Science in Long Term Care Management						
Date of Board approval: August 13, 2026						
If a degree, estimated date of final completion: May 2026						
Brief Explanation:						
The proposal to eliminate the MS in Long Term Care Management is due to lack of enrollment. There are currently no students in the program, and it has historically not met CCPE thresholds for number of graduates.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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 ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Number of Majors	3	5	6	2	0	7
Number of Degrees Granted	0	0	0	2	0	2

*** Total is based on the number of unique students, not the sum of enrollment*

Number of majors is determined by students enrolled in a program at fall or spring census

Number of Degrees includes all degrees earned by students graduating in Fall, Spring, and Summer of the academic year

UNK
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: Elimination of the Master of Science in Long Term Care Management

Dear President Gold:

I am writing to express my support for the proposed elimination of the Master of Science in Long Term Care Management, in the College of Business and Technology at the University of Nebraska at Kearney.

No current students are enrolled in the program, which has not met the CCPE guidelines for graduation.

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

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 Nebraska Kearney
Full Name of Program
Long Term Care Management
Degree or Credential Awarded to Graduates of the Program
Master of Science
CIP Code: 6 digit
51.0718
Subject Code
UNK-MGT
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Business and Technology Department of Management
Program is Currently Offered [full program, not individual courses]
☐ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree
Upon Approval
Major or Degree End Date
Spring 2026

II. Details

A. Justification for Deletion of the Program

Not meeting the enrollment and graduation requirements.

B. Plan for Implementation of the Deletion

1. Current Students

There are no students currently in the program.

2. Current Faculty, Staff and Curriculum

N/A

3. Impact on other units and programs

n/a

4. Impact on Course Subject Codes

n/a

C. Impact on Resources

a. Fiscal

none

b. Human

n/a

c. Physical

n/a

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

Table 1: Projected Expenses

TABLE 1: PROJECTED EXPENSES											
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNK – Long term Care Management -MS											
	(FY24-25) Year 1		(FY25-26) Year 2		(FY26-27) Year 3		(FY27-28) Year 4		(FY28-29) Year 5		Total Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Table 2: Revenue Sources for Projected Expenses

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNK – Long Term Care Management - MS						
	(FY24-25) Year 1	(FY25-26) Year 2	(FY26-27) Year 3	(FY27-28) Year 4	(FY28-29) Year 5	Total
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0



DATE: March 13, 2026

TO: Neal Schnoor, Chancellor

FROM: Julie J. Shaffer, Senior Vice Chancellor for Academic Affairs

SUBJECT: Elimination of the MS in Long Term Care Management

It is my recommendation to eliminate the MS in Long Term Care Management. This program does not have any current students and has not met the CCPE guidelines for graduation. We therefore want to eliminate the degree. Please let me know if you have questions or need additional information.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Executive Business Analytics Graduate Certificate administered by the College of Business Administration at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

Enrollment in this certificate program has been low. In addition, the Executive MBA program was modified, and this certificate no longer aligns with that program. There will be no personnel changes; faculty were being paid overload to teach these courses. There will be a cost savings of \$42,000 by eliminating overload pay. The Executive Graduate Council voted to recommend the elimination on June 26, 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...discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM						
CAMPUS AND NAME OF PROGRAM:UNO Executive Business Analytics Certificate						
Date of Board approval:		August 13, 2026				
If a degree, estimated date of final completion:		Summer 2029				
Brief Explanation:						
This certificate no longer aligns with the recently modified Executive MBA program. Faculty were being paid overload for a very small number of students. A cost savings of \$42, 000 will be realized by no longer offering this certificate.						
Annual Program Savings*		Reductions at Completion				
		FTE	Savings			
Reduction in Faculty**			\$ -			
Reduction in Staff**			\$ -			
All Other Savings***			\$ 42,000.00			
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 ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	0	0	0	3	4	4
Number of Degrees Granted	0	0	0	0	3*	3

* Summer 2026 is in progress, degrees are not available

** Total is based on the number of unique students, not the sum of enrollment



MEMORANDUM

Date: May 12, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

RE: Deactivation—Executive Business Analytics Certificate

A handwritten signature in blue ink, likely belonging to Phil He, the Senior Vice Chancellor for Academic Affairs.

The University of Nebraska at Omaha committees, including the graduate committees, have reviewed and endorsed the deactivation of a graduate certificate.

The College of Business Administration requests the deactivation of the Executive Business Analytics Certificate. The Executive MBA program curriculum was modified in Spring 2026. The Executive Business Analytics Certificate no longer aligns with the curriculum. There are no current students in the graduate certificate. There will be no personnel changes as a result of this graduate certificate being deactivated. The faculty teaching the graduate certificate courses were being paid overload, so they will no longer receive overload pay.

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

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 at Omaha
Full Name of Program
Executive Business Analytics Certificate
Degree or Credential Awarded to Graduates of the Program
Graduate Certificate
CIP Code: 6 digit
45.0603
Subject Code
EBUAGCER
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Business Administration
Program is Currently Offered [full program, not individual courses]
☒ _x_ On-campus ☒ _x_ Online (asynchronous) ☒ _x_ Synchronous Distance ☒ _X_ Hybrid/Blended of Selected
Program leads to licensure or certification
☐ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree [The deletion date will include advertising, recruiting and admitting students]
[term/year]
Major or Degree End Date [The end date will allow current students to finish the program. For example, it is suggested that for an undergraduate program this date is 5 years after students stop being accepted.]
[term/year]

II. Details

A. Justification for Deletion of the Program

The Executive MBA program curriculum was modified in Spring 2026 and this Executive Business Analytics Certificate no longer aligns with the curriculum.

B. Plan for Implementation of the Deletion

1. Current Students

There are (0) zero students in this graduate certificate.

2. Current Faculty, Staff and Curriculum

There will be no personnel changes as a result of this graduate certificate being deleted. The faculty teaching the graduate certificate courses were being paid overload to teach the graduate certificate courses, so they will no longer receive overload pay. As was described previously, the curriculum of the Executive MBA program (in which this graduate certificate was embedded) was modified and these courses are no longer being offered.

3. Impact on other units and programs

No impact on other units or programs

4. Impact on Course Subject Codes

No impact on Course Subject Codes

C. Impact on Resources

a. Fiscal

CBA will see a cost savings of \$42,000 by not offering this graduate certificate.

b. Human

Faculty were being paid overload to teach the courses in this graduate certificate. They will no longer be receiving overload pay and will continue teaching the courses assigned in their regular workloads.

c. Physical

No impact on physical resources

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

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO Executive Business Analytics Certificate												
	FY (2026-2027)		FY (2027-2028)		FY (2028-2029)		FY (2029-2030)		FY (2030-2031)			
	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
Subtotal	\$0		\$0		\$0		\$0		\$0		\$0	
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO Executive Business Analytics Certificate						
	FY (2026-2027)	FY (2027-2028)	FY (2028-2029)	FY (2029-2030)	FY (2030-2031)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Cost
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0



May 8, 2026

Academic Affairs

RE: Dean Letter of Support for Deactivating CBA's Executive Business Analytics Graduate Certificate.

To whom it may concern:

In Spring 2026, UNO CBA's Executive MBA curriculum was updated. As a result of this update, the Executive Business Analytics Graduate Certificate is no longer an option in the Executive MBA Program.

I am in full support of deactivating the Executive Business Analytics Graduate Certificate.

Sincerely,

A handwritten signature in blue ink, reading "Gurpreet Dhillon".

Gurpreet Dhillon, PhD
John Becker Dean
College of Business Administration
University of Nebraska at Omaha



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Master of Science in Industrial and Organizational Psychology administered by the Department of Psychology in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The request to discontinue this MS program is due to low enrollment and graduation numbers over several years. The remaining students will be able to finish as planned or transfer to the MA in Psychology with an Industrial and Organizational Psychology concentration. The Executive Graduate Council voted to recommend the elimination on June 26, 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...discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM						
CAMPUS AND NAME OF PROGRAM: UNO Master of Science in Industrial and Organizational Psychology						
Date of Board approval:			August 13, 2026			
If a degree, estimated date of final completion:			Summer 2031			
Brief Explanation:						
The proposal to eliminate the Master of Science in I/O Psychology is due to historical low enrollment. Students remaining in the program can complete the degree or transfer to the MA in Psychology with an I/O Psychology concentration.						
Annual Program Savings*		Reductions at Completion				
		FTE	Savings			
Reduction in Faculty**		0	\$ -			
Reduction in Staff**		0	\$ -			
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 ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	9	6	10	6	5	24
Number of Degrees Granted	5	2	3	4	3*	17

* Summer 2026 is in progress, degrees are not available

** Total is based on the number of unique students, not the sum of enrollment



MEMORANDUM

Date: April 16, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

RE: Deactivation—MS Industrial/Organizational Psychology

The University of Nebraska at Omaha committees have reviewed and endorsed the deactivation of a program.

The Psychology department requests the deactivation of the Master of Science in Industrial/Organizational Psychology. The degree has not met CCPE average thresholds for a sustained number of years. There are currently eight students in the program; three are set to graduate in spring 2026. Four students nearing completion of the degree and will be given the option to finish the degree or transfer to the MA in Psychology with a concentration in I/O Psychology. There will be no changes in faculty, staff, or curriculum. The MS in I/O Psychology and the MA in Psychology with a concentration share faculty and curriculum.

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

Deletion of Major or Program

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska at Omaha
Full Name of Program
Master of Science, Industrial/Organizational Psychology
Degree or Credential Awarded to Graduates of the Program
Master of Science
CIP Code: 6 digit
42.2804
Subject Code
PSYC
Administrative Unit(s) for the Program (eg: Department, School, College)
Psychology
Program is Currently Offered [full program, not individual courses]
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree
[Fall/2026]
Major or Degree End Date
2031

II. Details

A. Justification for Deletion of the Program

The degree has not met the CCPE average threshold for number of graduates for a sustained number of years.

B. Plan for Implementation of the Deletion

1. Current Students

There are currently eight students in the program; three are set to graduate in spring 2026. Four are not enrolled currently but are nearing completion of degree. These students will be given the option to finish the degree or transfer to the MA in Psychology with a concentration in I/O Psychology. One student has completed nine hours and will be given the option to transfer to the MA in Psychology with a concentration in I/O Psychology. Advising will not change.

2. **Current Faculty, Staff and Curriculum**
There will be no changes in faculty, staff, or curriculum. The MS in I/O Psychology and the MA in Psychology with a concentration share faculty and curriculum.
3. **Impact on other units and programs**
The MA in Psychology I/O concentration may see a slight increase in students, but the program has capacity.
4. **Impact on Course Subject Codes**
There is no impact on subject codes.

C. Impact on Resources

a. Fiscal

There are no cost savings, and no resources will be reallocated, as faculty and curriculum are in the same unit.

b. Human

There are no changes to personnel, including new separations or reassignments.

c. Physical

There is no need for additional space, nor will there be vacancy of current space.

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

As the program is being eliminated, no expenses or revenue is anticipated.

TABLE 1: PROJECTED EXPENSES												
UNO, Master of Science, Industrial and Organizational Psychology												
	(FY2026)		(FY2027)		(FY2028)		(FY2029)		(FY2030)		Total Cost	
	Year 1		Year 2		Year 3		Year 4		Year 5			
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
	\$0		\$0		\$0		\$0		\$0		\$0	
Subtotal	\$0		\$0		\$0		\$0		\$0		\$0	
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

TABLE 2: REVENUE SOURCES						
UNO, Master of Science, Industrial and Organizational Psychology						
	(FY2026) Year 1	(FY2027) Year 2	(FY2028) Year 3	(FY2029) Year 4	(FY2030) Year 5	Total
	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0



March 20, 2026

Dr. Sarah Edwards
Associate Vice Chancellor for Academic Excellence and Program Innovation
Office of Academic Affairs

Dear Dr. Edwards,

The College of Arts and Sciences' Educational Policy Committee met on March 13, 2026, and were alerted to the discontinuation of the MS in Industrial and Organizational Psychology. I support this program discontinuation as it is not meeting CCPE thresholds. Moreover, the department has a solid plan for teaching out or migrating its handful of current students into the I/O concentration in the MA in Psychology.

Sincerely,

A handwritten signature in grey ink, appearing to read 'Mel. Bloom'.

Dr. Melanie Bloom
Dean, College of Arts and Sciences
Professor of World Languages and Literature
University of Nebraska at Omaha

CC: Dr. Michael Cortese, Chair Psychology Department
Dr. Brigitte Ryalls, Graduate Program Chair, Psychology Department



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Eliminate the Master of Science in Urban Studies administered by the School of Public Administration at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The proposal to eliminate the Master of Science in Urban Studies is due to historically low enrollment. Students remaining in the program will be able to complete their degree by 2029. The Executive Graduate Council voted to recommend its discontinuation on June 26, 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...discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM						
CAMPUS AND NAME OF PROGRAM: UNO Master of Science in Urban Studies						
Date of Board approval:		August 13, 2026				
If a degree, estimated date of final completion:		Summer 2029				
Brief Explanation:						
The proposal to eliminate the Master of Science in Urban Studies is due to historical low enrollment. Students remaining in the program will prepare a transition plan with an advisor to complete by the end date of 2029.						
Annual Program Savings*	Reductions at Completion					
	FTE	Savings				
Reduction in Faculty**	0	\$ -				
Reduction in Staff**	0	\$ -				
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 ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2026 Total**
Number of Majors	24	18	9	8	7	38
Number of Degrees Granted	8	5	2	2	1*	18

* Summer 2026 is in progress, degrees are not available

** Total is based on the number of unique students, not the sum of enrollment



MEMORANDUM

Date: May 12, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

A handwritten signature in blue ink, likely belonging to Phil He, the Senior Vice Chancellor for Academic Affairs.

RE: Deactivation—Master of Science in Urban Studies

The University of Nebraska at Omaha committees, including the graduate committees, have reviewed and endorsed the deactivation of a program.

The School of Public Administration requests the deactivation of the Master of Science in Urban Studies. The degree does not meet CCPE five-year average graduation rate. There are currently seven students in the program. These students will be allowed to finish the degree by the degree end date (Summer 2029). Students will meet individually with advisors to prepare a transition plan that meets each student's academic needs and the completion timetable. There is no change in personnel in terms of faculty lines in the School of Public Administration. Course assignments within the school need to be adjusted.

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

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 Omaha
Full Name of Program
<i>Master of Science in Urban Studies</i>
Degree or Credential Awarded to Graduates of the Program
<i>Master of Science</i>
CIP Code: 6 digit
45.1201
Subject Code
UBNSMS
Administrative Unit(s) for the Program (eg: Department, School, College)
School of Public Administration
Program is Currently Offered [full program, not individual courses]
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification
☒ no ☐ yes If yes, explain:
Proposed Date for Deletion of Major or Degree
<i>Upon Approval</i>
Major or Degree End Date
<i>Summer 2029</i>

II. Details

A. Justification for Deletion of the Program

The main reason for the program's deletion is that the five-year average graduation rate does not meet the CCPE standard of 5 for Masters programs.

B. Plan for Implementation of the Deletion

1. Current Students

There are seven students in the program. One student will graduate in May 2026 and one in August 2026. Four students are at various other stages of the program. One has not taken any classes.

Students will be allowed to finish the degree by the degree end date. Students will meet individually with advisors to prepare a transition plan that meets each student's academic needs and the completion timetable.

Minsoo Goo will be the academic advisor, and Dr. John Bartle will be the faculty advisor.

The School of Public Administration will make the best effort to provide the core classes with its course subject code and to allow appropriate substitutions if there was insufficient enrollment for a priority class.

2. Current Faculty, Staff and Curriculum

There is no change in personnel in terms of faculty lines in the School of Public Administration. Course assignments within the school need to be adjusted.

There is no change in staffing.

There will be no changes to the curriculum. The curriculum for the MSUS is supported by the School of Public Administration and other academic units.

3. Impact on other units and programs

SPA: (a) MPA, (b) Urban Leadership (graduate) Certificate (catalog);

The likely impact of the deletion on other units and programs offering courses for the degree is a reduction in student credit hour production.

4. Impact on Course Subject Codes

There is no planned impact on the course subject codes (UBNS) in the next three years. The School can still use them to offer courses to ensure the completion of the degree.

C. Impact on Resources

a. Fiscal

There is no cost savings from the proposed deletion for the School of Public Administration because the courses have been offered by adjuncts.

b. Human

There is no change in SPA personnel. There could be adjustments in course assignments.

c. Physical

No impact.

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

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expenses

TABLE 1: PROJECTED EXPENSES												
UNIVERSITY OF NEBRASKA AT OMAHA												
	(FY2026-2027)		(FY2027-2028)		(FY2028-2029)		(FY2029-2030)		(FY2030-2031)			
	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
UNIVERSITY OF NEBRASKA AT OMAHA						
	(FY2026-2027)	(FY2027-2028)	(FY2028-2029)	(FY2029-2030)	(FY2030-2031)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0

*For use only if all revenue is zero. Must be explained in narrative document.



MEMORANDUM

Date: April 2, 2026
To: Dean Dr. Gaylene Armstrong
CC: Associate Dean Dr. Julie Boron
From: Dr. Yu-Che Chen, Director, School of Public Administration
Subject: **Moratorium memo in conjunction with the deactivation of the Master of Science in Urban Studies**

Dear Dean Dr. Armstrong and Associate Dean Boron,

The purpose of this memo is to provide moratorium information in conjunction with the deactivation of the Master of Science in Urban Studies (MSUS).

The School of Public Administration proposes to pause the following immediately upon the approval of the College and the OAA:

- Advertisement of the MSUS program
- Acceptance of the new applicants for the program

The School of Public Administration also proposes to notify the Fall 2026 applicants and current program students shortly after the approval of the College and the OAA.

Sincerely,

Yu-Che Chen
Director of the School of Public Administration



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to Establish the Bachelor of Arts and the Bachelor of Science degrees in Statistics and Operations Research administered by the Department of Mathematical and Statistical Sciences, in the College of Arts and Sciences, at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The purpose of the proposed degree programs is to provide students with a rigorous, interdisciplinary education that integrates statistical reasoning, mathematical modeling, and optimization methods to address complex, data-driven decision-making problems. The program is designed to prepare graduates for careers in industry, government, and nonprofit sectors, as well as for advanced study in statistics, operations research, data science, actuarial and risk analysis, analytics, and related fields. The proposed degree will address growing regional and national demand for graduates with strong quantitative, analytical, and computational skills. Employers consistently seek individuals who can interpret data, develop predictive and prescriptive models, and support evidence-based decision-making. This program will provide students with marketable skills such as statistical computing, optimization modeling, and analytical problem solving, while emphasizing clear communication of quantitative results to diverse audiences. All courses currently exist to offer this degree program.

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: UNO BA and BS Statistics and Operations Research**

Proposed Date of First Offering: Upon Approval

Brief Explanation:

The proposed degree will address growing regional and national demand for graduates with strong quantitative, analytical, and computational skills. Employers consistently seek individuals who can interpret data, develop predictive and prescriptive models, and support evidence-based decision making. This program will provide students with marketable skills such as statistical computing, optimization modeling, and analytical problem solving, while emphasizing clear communication of quantitative results to diverse audiences. All courses currently exist to offer this degree program.

New/Additional Annual Program Costs	Program Management	
	FTE	Expense
Faculty*	0	\$
Staff*	0	\$
Additional Expenses**		\$ 200.00
Total Annual Expense		\$ 200.00

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

AAU Recognition Potential Impact: ☐ Very Negative ☐ Negative ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				\$ -
Non-Resident Tuition**				\$ -
Special/Other Tuition***	40	30	\$ 264.00	\$ 316,800.00
			Total Income	\$ 316,800
			Net Income	\$ 316,600

*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 \$ 264___ per CH; 30___ CH per year per student.



MEMORANDUM

Date: April 16, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

RE: New Program—BS and BA in Statistics and Operations Research

The University of Nebraska at Omaha (UNO) committees have reviewed and endorsed the creation of two programs.

The Department of Mathematical and Statistical Sciences requests the creation of Bachelor of Science and Bachelor of Arts degrees in Statistics and Operations Research to provide students with a rigorous, interdisciplinary education in statistical analysis, mathematical modeling, and optimization. These disciplines are foundational to modern data-driven decision making and are increasingly critical across sectors such as business, healthcare, logistics, finance, and public policy. The proposed program equips students with both theoretical knowledge and practical skills to analyze data, model uncertainty, and design effective, evidence-based solutions to complex real-world problems.

The program responds to strong and growing regional and national demand for graduates with advanced quantitative, analytical, and computational skills. It aligns with UNO's mission by offering a flexible, applied, and career-relevant pathway that serves a diverse student population and prepares graduates for immediate employment or advanced study. Offering both B.A. and B.S. options allows students to tailor their academic experience based on their professional goals, whether emphasizing technical depth or interdisciplinary breadth, while also strengthening the university's capacity to meet workforce needs and expand its academic portfolio in high-demand fields.

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

Proposal for New Undergraduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska at Omaha	
Full Name of Proposed Major or Degree	
Statistics and Operations Research	
Degree to be Awarded to Graduates	
Bachelor of Arts	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
None	
CIP Code: 6 digit <i>[Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i>	
27.0503	
Subject Code	
STAT, OPRS	
Administrative Unit(s) for the Major or Degree (e.g., Department, School, College)	
Department of Mathematical and Statistical Sciences, College of Arts and Sciences	
Proposed Delivery Site	
University of Nebraska at Omaha, Omaha, NE	
Students can Complete the Full Program <i>[check all that apply]</i>	
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☒ Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
☒ no ☐ yes If yes, complete Appendix: Professional Licensure and Certification.	
Curriculum Categories and Number of Credit Hours (Total = 120) Deviations require separate approval	
Existing or repackaged curricula:	120 credit hours
Revised or redesigned curricula:	0 credit hours
New curricula:	0 credit hours
Proposed Date the New Major or Degree will be Initiated	
Upon Approval	

II. Details

A. Purpose of the Proposed Major or Degree:

The Department of Mathematical and Statistical Sciences at the University of Nebraska at Omaha proposes the creation of Bachelor of Arts (B.A.) degree program in Statistics and Operations Research. The purpose of the proposed degree programs is to provide students with a rigorous, interdisciplinary education that integrates statistical reasoning, mathematical modeling, and optimization methods to address complex, data-driven decision-making problems. The program is designed to prepare graduates for careers in industry, government, and nonprofit sectors, as well as for advanced study in statistics, operations research, data science, actuarial and risk analysis, analytics, and related fields.

Statistics and operations research are foundational disciplines for modern quantitative analysis and are increasingly essential across a wide range of applications, including business analytics, healthcare, logistics, manufacturing, finance, public policy, and scientific research. By combining statistical inference and data analysis with optimization, simulation, and decision science, the proposed major equips students with both theoretical foundations and practical tools needed to model uncertainty, analyze data, optimize processes, and design effective solutions to real-world problems.

The proposed degree will address growing regional and national demand for graduates with strong quantitative, analytical, and computational skills. Employers consistently seek individuals who can interpret data, develop predictive and prescriptive models, and support evidence-based decision making. This program will provide students with marketable skills such as statistical computing, optimization modeling, and analytical problem solving, while emphasizing clear communication of quantitative results to diverse audiences.

In addition, the proposed major supports the mission of the University of Nebraska at Omaha by offering a flexible, applied, and career-relevant program that serves a diverse student population. The availability of the Bachelor of Arts degree in addition to the also proposed Bachelor of Science degree allows students to tailor their academic pathways to their professional goals, whether they emphasize technical depth, interdisciplinary study, or preparation for graduate and professional programs. The degree will strengthen the Department of Mathematical and Statistical Sciences by formalizing and expanding existing strengths in statistics and operations research and by creating new opportunities for collaboration across campus.

B. Description of the Proposed Major or Degree:

The proposed Bachelor of Arts in Statistics and Operations Research is an interdisciplinary undergraduate program housed in the Department of Mathematical and Statistical Sciences from the College of Arts and Sciences at the University of Nebraska at Omaha. The program integrates core coursework in statistics, probability, mathematical modeling, and operations research with computational tools and applied problem-solving experiences. The curriculum is designed to provide students with both strong theoretical foundations and practical skills applicable to a wide range of data-driven and decision-oriented professions.

Students in the major will complete a common core emphasizing statistical inference, regression and multivariate analysis, optimization methods, stochastic models, and simulation. These topics are complemented by coursework in calculus, linear algebra, and computing to ensure students develop the mathematical and computational proficiency required for advanced quantitative analysis. The curriculum emphasizes the use of modern statistical and optimization software and programming languages to analyze data, build models, and interpret results.

In alignment with the College of Arts and Sciences degree structures at the University of Nebraska at Omaha, students pursuing the Bachelor of Arts complete a set of credit hours in world language coursework, situating the degree within a broader liberal arts framework while maintaining a strong core in statistics and operations research.

Experiential learning is an integral component of the proposed major. Students will have opportunities to engage in applied projects, internships, or capstone experiences that involve real-world data and decision-making problems. These experiences are designed to strengthen students' abilities to work collaboratively, apply quantitative methods in practical contexts, and communicate analytical findings effectively to both technical and non-technical audiences.

The proposed degree builds upon existing courses, faculty expertise, and resources within the department, allowing for efficient implementation while enhancing curricular coherence and visibility. By formally unifying statistics and operations research into a single undergraduate major, the program provides a clear and attractive pathway for students seeking a comprehensive quantitative education aligned with current workforce and graduate education expectations.

C. Student Learning Outcomes

Upon completion of the Bachelor of Arts in Statistics and Operations Research, students will be able to:

1. **Apply statistical reasoning and inference** to analyze data, quantify uncertainty, and draw valid conclusions in a variety of applied contexts.
2. **Formulate and solve operations research problems** by developing mathematical models for optimization, decision making, and resource allocation.
3. **Use computational and analytical tools** to implement statistical and operations research methods, including the use of appropriate software and programming languages.
4. **Interpret and communicate quantitative results** clearly and effectively in written, oral, and visual formats for both technical and non-technical audiences.
5. **Integrate theory and practice** by applying statistical and operations research techniques to real-world problems involving data, uncertainty, and constraints.
6. **Work collaboratively and ethically** on quantitative projects, demonstrating professional responsibility and readiness for advancement study, and an understanding of ethical considerations in data analysis and decision making.

D. Admissions

Admission requirements for the Bachelor of Arts programs in Statistics and Operations Research align with the University of Nebraska at Omaha's general admission standards. Students admitted to the program will be enrolled in the College of Arts and Sciences and must maintain a cumulative GPA of at least 2.0 on a 4.0 scale, as well as earn grades of C- or higher in all core courses to the major, to remain in good academic standing.

E. Program Curriculum

The proposed Bachelor of Arts degrees in Statistics and Operations Research consist of a coherent and rigorous curriculum that emphasizes mathematical foundations, statistical reasoning, optimization modeling, and decision-making under uncertainty. The degree requires 120 total credit hours, including general education requirements (34 hours), college requirements (15-30 hours for the college breadth and/or electives), and major coursework (46 hours). Students pursuing the Bachelor of Arts will complete the college language requirement (15 hours), consistent with existing college standards.

Students in the Statistics and Operations Research program can satisfy the college breadth requirements by completing any UNO minor or undergraduate certificate, or additional general educational courses. If a minor is chosen, students are encouraged to complement their major with a minor that aligns with their academic interests and career goals. Appropriate minors include Mathematics, Computer Science, Economics, Business or Business Analytics, Logistics & Supply Chain Management, and Artificial Intelligence (when one is available). These minors provide valuable domain knowledge and technical skills that enhance students' ability to apply statistical and operations research methods in real-world settings, strengthen interdisciplinary problem-solving, and increase career and graduate study opportunities. Students may also pursue other minors with advisors' approval to tailor the program to specific interests.

The Statistics and Operations Research major consists of a **34-credit-hour core** that provides all students with a shared foundation in mathematics, probability, statistics, and operations research, along with a **12-credit-hour upper-division elective requirement**. These electives **must be selected from a single concentration area—Statistics, Operations Research, Data Science, or Actuarial and Quantitative Risk Analysis**—allowing students to develop focused expertise while maintaining breadth across the discipline. **All courses in the proposed curriculum are existing courses** currently offered by the Department of Mathematical and Statistical Sciences.

Concentrations

- **Statistics Concentration:** Students focus on probability theory, statistical inference, and model development. Coursework emphasizes the mathematical foundations of statistical methods and their application to prediction, estimation, classification, and uncertainty quantification. This concentration prepares students for careers in statistics and analytics as well as for graduate study in statistics or related fields. Students pursuing the statistics concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses**.
 - STAT 4430 Linear Models
 - STAT 4440 Time Series Analysis
- **Operations Research Concentration:** Students learn to formulate and analyze mathematical models for decision-making and optimization. Topics include linear and integer programming, stochastic models, and systems analysis. Students develop the ability to use data to allocate scarce resources, design efficient systems, and support evidence-based decision-making in industry, government, and nonprofit organizations. Students pursuing the operations research concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses**.
 - MATH 4320 Computational Operations Research
 - STAT 4450 Introduction to Machine Learning and Data Mining
- **Data Science Concentration:** Students focus on data organization, management, visualization, and computational methods. Coursework emphasizes working with real-world data sets, including data cleaning, exploratory analysis, and the development and evaluation of predictive and machine learning models. This concentration complements the strong mathematical and statistical core of the degree.

Students pursuing the data science concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses.**

- STAT 4410 Introduction to Data Science
- STAT 4420 Exploratory Data Visualization and Quantification
- **Actuarial and Quantitative Risk Analysis Concentration:** This concentration prepares students to analyze and manage risk in areas such as insurance, finance, pensions, and enterprise risk management. Coursework emphasizes probability, statistical inference, stochastic modeling, and quantitative methods used in actuarial science. Students apply these tools to real-world risk problems and develop a strong foundation for pursuing professional actuarial credentials or graduate study in actuarial science, statistics, or related quantitative fields. Students pursuing the actuarial and quantitative risk analysis concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses.**
 - MATH 3400 Theory of Interest
 - STAT 4440 Time Series Analysis

Flexibility and Career Preparation

Upper-division electives are organized by concentration area to support advising clarity while preserving flexibility for students with interdisciplinary interests. The curriculum supports a wide range of career paths in sectors such as finance, healthcare, logistics, technology, and public policy, and provides strong preparation for graduate study in statistics, operations research, data science, applied mathematics, and related disciplines.

By reorganizing existing courses into a clearly defined and focused degree program, the Statistics and Operations Research curriculum allows students to pursue specialized, workforce-relevant training that is not fully achievable within the structure of the traditional mathematics degree programs.

Table 1 presents the course chart for the Statistics and Operations Research major. Table 2 presents an example of a four-year plan of study for the Bachelor of Arts.

Table 1: Course Chart

Required Courses: Course Code and Title (<u>34 hours</u>)	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
MATH 1950 Calculus I	5	See Catalog*	None	Existing
MATH 1960 Calculus II	4	See Catalog*	None	Existing
MATH 1970 Calculus III	4	See Catalog*	None	Existing
MATH 2030 Discrete Mathematics or MATH 2230 Introduction to Abstract Math	3	See Catalog*	None	Existing
MATH 2050 Applied Linear Algebra	3	See Catalog*	None	Existing
MATH 2200 Mathematical Computing I	3	See Catalog*	None	Existing
OPRS 4300 Deterministic Operations Research Models	3	See Catalog*	None	Existing
OPRS 4310 Probabilistic Operations Research Models	3	See Catalog*	None	Existing
STAT 4740 Introduction to Probability and Statistics I	3	See Catalog*	None	Existing
STAT 4750 Introduction to Probability and Statistics II	3	See Catalog*	None	Existing
Electives: Course Code and Title (<u>12 hours</u>)	Major/Degree Credit Hours			
MATH 3400 Theory of Interest	3			
OPRS 4150 Graph Theory & Applications	3			
OPRS 4320 Computational Operations Research	3			
STAT 4410 Introduction to Data Science	3			
STAT 4420 Exploratory Data Visualization and Quantification	3			
STAT 4430 Linear Models	3			
STAT 4440 Time Series Analysis	3			
STAT 4450 Introduction to Machine Learning and Data Mining	3			
Total	46	-	-	-

*University of Nebraska at Omaha. *Academic Catalog: Mathematics (MATH)*. Accessed on December 17, 2025. Retrieved from: <https://catalog.unomaha.edu/undergraduate/coursesaz/math/>.

Table 2: Example of a Four-Year Plan of Study for the Bachelor of Arts in Statistics and Operations Research

Four-Year Plan of Study	Course Codes and Titles	Credit Hours	Fulfill Gen Ed, ACE, LOPER Y/N
Term 1	CMST 1110 Public Speaking Funds or CMST 2120 Argumentation and Debate	3	Y
	ENGL 1150 English Composition I	3	Y
	MATH 1950 Calculus I	5	N
	World Language 1210	3	N
	Total	14	
Term 2	ENGL 1160 College Research and Information Literacy	3	Y
	MATH 1960 Calculus II	4	N
	General Education Course	4	Y
	World Language 1220	3	N
	College Breadth Course	1	N
	Total	15	
Term 3	MATH 1970 Calculus III	4	N
	MATH 2050 Applied Linear Algebra	3	N
	General Education Course	3	Y
	World Language 2210	3	N
	World Language 2240 or College Breadth Course	3	N
	Total	16	
Term 4	MATH 2030 Discrete Mathematics or MATH 2230 Introduction to Abstract Math	3	N
	General Education Course	3	Y
	General Education Course	3	Y
	World Language 2220	3	N
	World Language 2240 or College Breadth Course	3	N
	Total	15	

Term 5	MATH 2200 Mathematical Computing I	3	N
	MATH 4740 Introduction to Probability and Statistics I	3	N
	MATH 4300 Deterministic Operations Research Models	3	N
	College Language Course	3	N
	College Breadth Course	3	N
	Total	15	
Term 6	MATH 4750 Introduction to Probability and Statistics II	3	N
	MATH 4310 Probabilistic Operations Research Models	3	N
	General Education Course	3	Y
	General Education Course	3	Y
	College Breadth Course	3	N
	Total	15	
Term 7	Major Elective	3	N
	Major Elective	3	N
	General Education Course	3	Y
	College Breadth Course	3	N
	College Breadth Course	3	N
	Total	15	
Term 8	Major Elective	3	N
	Major Elective	3	N
	General Education Course	3	Y
	College Breadth Course	3	N
	College Breadth Course	3	N
	Total	15	

F. Advising

Academic advising for students pursuing the proposed Bachelor of Arts in Statistics and Operations Research will be provided through the College of Arts and Sciences' advising structure, in coordination with faculty in the Department of Mathematical and Statistical Sciences. Advisors and faculty will assist students in planning and sequencing coursework, selecting appropriate concentrations and electives, and choosing between the Bachelor of Arts and the also proposed Bachelor of Science option based on individual academic interests and career goals.

Given the quantitative and interdisciplinary nature of the program, advising will emphasize early (in the semester the student declares their major) and ongoing guidance to ensure timely progress toward degree completion and appropriate preparation for employment or graduate study. Advisors will help students identify relevant experiential learning opportunities, including internships, applied projects, undergraduate research, and capstone experiences, as well as complementary coursework in areas such as business, computer science, economics, or the social sciences.

The department has existing advising experience with students pursuing concentrations in statistics, data science, operations research, and actuarial and quantitative risk analysis within the current Mathematics degrees. This expertise will directly support the proposed program and allow for effective implementation without the need for additional advising resources. Advising practices will follow established university policies and procedures and will be regularly reviewed to ensure student success and retention.

G. Evaluation of Program

The proposed Bachelor of Arts in Statistics and Operations Research will be evaluated through an ongoing, systematic assessment process designed to ensure program quality, effectiveness, and continuous improvement. The Department of Mathematical and Statistical Sciences will oversee program evaluation in accordance with university and college assessment policies.

Evaluation of student learning will be based on direct and indirect measures aligned with the program's stated Student Learning Outcomes. Direct measures may include performance on key course assignments, examinations, applied projects, capstone experiences, and presentations. Indirect measures may include student surveys, exit surveys, alumni feedback, and employer or internship supervisor evaluations. These measures will be used to assess students' mastery of statistical reasoning, operations research methods, computational proficiency, and communication skills.

Program-level effectiveness will also be evaluated using indicators such as enrollment trends, retention and graduation rates, time to degree, post-graduation placement in employment or graduate programs, and participation in internships or experiential learning opportunities. Feedback from industry and nonprofit partners, including those who provide internships or applied project opportunities, will be incorporated as appropriate.

Assessment results will be reviewed regularly by departmental faculty and used to inform curricular revisions, instructional improvements, and advising practices. Findings and resulting actions will be documented as part of the department's established assessment and program review processes. This continuous evaluation framework will ensure that the program remains responsive to student needs, workforce demands, and institutional goals.

H. Plan for Implementation

The proposed Bachelor of Arts in Statistics and Operations Research will be implemented using existing departmental resources within the Department of Mathematical and Statistical Sciences. The curriculum is primarily composed of courses that are already offered regularly, allowing the program to be launched without the need for additional faculty lines, facilities, or significant new financial resources. The implementation of this program is requesting the creation of a new course subject code, **OPRS (Operations Research)**, to support the organization and delivery of program-specific coursework. Listing courses under Operations Research in the published undergraduate catalog and semester schedules will help students navigate to the courses they need more easily. No existing subject codes will be modified or deleted as a result of this program. In addition, the following existing courses will be cross-listed with the new OPRS code and the existing STAT code:

- MATH 4150 will be cross-listed with OPRS 4150.
- MATH 4300 will be cross-listed with OPRS 4300.
- MATH 4310 will be cross-listed with OPRS 4310.
- MATH 4320 will be cross-listed with OPRS 4320.
- MATH 4740 will be cross-listed with STAT 4740.
- MATH 4750 will be cross-listed with STAT 4750.

Upon approval, the department will finalize degree requirements, update advising materials, and work with the College of Arts and Sciences and relevant university offices to complete catalog revisions, curriculum mapping, and administrative approvals. Advisors and faculty will be prepared to guide current and prospective students regarding the new degree options, including pathways for students transitioning from the existing Bachelor of Science or Bachelor of Arts in Mathematics.

The department will coordinate with academic advising, admissions, and marketing units to ensure accurate communication of program requirements and learning opportunities to prospective students. Outreach efforts may include updates to departmental and university websites, informational materials for advisors and recruiters, and targeted communication to students currently enrolled in mathematics-related programs who may benefit from the proposed degree.

The implementation timeline will allow students to declare the new major as soon as it appears in the undergraduate catalog following approval. The department will monitor enrollments and course demand during the initial years of implementation and make adjustments to course scheduling and advising practices as needed to support student progress and program sustainability.

I. Other Information (as applicable)

This section provides additional context supporting the proposed Bachelor of Arts in Statistics and Operations Research, with particular emphasis on external partnerships, interdisciplinary collaboration, and program visibility. The information presented here highlights the department's established relationships with industry, government, nonprofit organizations, and academic partners, as well as the role these collaborations play in workforce development, experiential learning, and applied research. Collectively, these activities demonstrate both the demand for and the capacity to sustain a high-quality undergraduate program in statistics and operations research.

Partnerships with Business, Government, and Nonprofit Organizations

The Department of Mathematical and Statistical Sciences has established extensive partnerships with local businesses, government agencies, and nonprofit organizations through its statistics, operations research, and data science initiatives. These partnerships have provided students with applied learning experiences, access to real-

world data, and pathways to employment, and they are expected to deepen and expand as demand for data-driven decision-making continues to grow.

Faculty have developed close working relationships with numerous organizations through data-sharing agreements and collaborative projects. These partners include First National Bank of Omaha, Methodist Health System, Milliman Inc., Mutual of Omaha, Nebraska Department of Education, TD Ameritrade (now Charles Schwab), Union Pacific, Ocuvera, and CyncHealth, among others.

Graduates and current students have been hired by a wide range of organizations, including Catch Intelligence, Google, Hudl, Kiewit, Nebraska Furniture Mart, Omaha Public Power District, Oriental Trading Company, PayPal, UniGroup, UNMC, Werner Enterprises, and Union Pacific. In many cases, students were hired after working on applied projects with these organizations during their coursework, internships, or research experiences.

Additional collaborations with private-sector and public organizations—including CLAAS, Medica, Region 6 Behavioral Healthcare, Omaha Public Schools, and Northrop Grumman—have further expanded students' exposure to real-world analytics, optimization, and decision science problems.

Nonprofit organizations have also partnered with faculty and students by sharing data and collaborating on applied projects involving data analysis and visualization. These partners include the City of Omaha Planning Department, CHI Health System, Keep Omaha Beautiful, the League of Women Voters, the Metro Area Continuum of Care for the Homeless, MilkWorks, the Omaha Municipal Land Bank, Raise Me to Read, RISE, the Strategic Air Command and Aerospace Museum, Wellbeing Partners and Pottawattamie County, Youth Emergency Services, and the Intercultural Senior Center.

Collectively, these collaborations support four key areas of engagement: (1) workforce development, (2) data and decision science research, (3) consulting and applied analytics, and (4) training and workshops. The proposed Statistics and Operations Research degree will provide students with the rigorous preparation needed to contribute effectively in these settings from the start of their careers.

Collaborations within the University of Nebraska

Faculty and students have also engaged in numerous collaborative projects across the University of Nebraska system, demonstrating strong internal demand for statistics and operations research expertise. Since 2015, projects have been conducted with units such as the UNO Office of Latino/Latin American Studies, the UNO Center for Public Affairs Research, the UNO School of Public Administration, UNMC's Department of Pharmacology and Experimental Neuroscience, the UNL Department of Agronomy and Horticulture, and the UNL Department of Political Science.

These collaborations have addressed topics including electoral analysis, health insurance preferences, municipal finance, childhood poverty, biomedical data visualization, crop recognition using drone imagery, and the development of data products for redistricting analysis. In many cases, students were funded for their research contributions, and some projects resulted in publications or externally visible outcomes.

These activities illustrate both the demand for and the value of advanced quantitative and decision science skills across disciplines. The proposed degree will further support and expand such collaborations by providing a clearly defined academic pathway for students with interests in applied statistics and operations research.

Collaborations with External Higher Education Institutions and Agencies

The department has also engaged in collaborative efforts with higher education institutions and agencies external to the University of Nebraska. These include partnerships with Creighton University College of Nursing, Heartland B-Cycle, U.S. Strategic Command (STRATCOM), Texas A&M University, United Way of the Midlands, and the University of Colorado–Boulder.

These projects have involved applications such as predicting graduation rates, optimizing resource allocation, analyzing spatial memory, and developing automated recognition methods using imagery. Such collaborations highlight the breadth of applications for statistics and operations research and demonstrate the department's capacity to engage in impactful, interdisciplinary work beyond the university.

Program Visibility and Growth

The creation of formal Bachelor of Arts degree in Statistics and Operations Research will raise the visibility of the department's expertise and make its capabilities more readily identifiable to students, employers, and external partners. Many organizations do not traditionally associate advanced data and decision science with mathematics departments, despite national recognition—by organizations such as the Mathematical Association of America—of the growing importance of statistics and operations research within the mathematical sciences.

By establishing clearly defined undergraduate credentials, the proposed program will strengthen external awareness, support continued growth in collaborative projects, and enhance opportunities for students, partners, and the university as a whole.

III. Review Criteria

A. Centrality to the Campus Role and Mission

The University of Nebraska at Omaha's mission is to transform and improve the quality of life locally, nationally, and globally, with a vision of being recognized as the premier metropolitan university in the world. Central to this mission is excellence in teaching, research, and service, combined with engaged leadership that directly benefits the metropolitan region. The proposed Bachelor of Arts degree program in Statistics and Operations Research directly support this mission by preparing students with strong quantitative, analytical, and decision-making skills that are essential to addressing complex challenges in business, government, and nonprofit organizations.

Goal 1: Student Performance – Ensure Every Student Can Earn a Degree

The proposed Statistics and Operations Research program will provide students with clear academic pathways and strong career preparation, supporting student success, social mobility, and long-term economic stability. Demand for graduates with strong quantitative and analytical training remains high, allowing students to transition directly into the workforce upon graduation or pursue advanced study. Careers in statistics and operations research offer competitive starting salaries and broad employment opportunities, enabling graduates to make meaningful contributions while achieving economic well-being.

Goal 2: Workforce Development – Provide Workforce Opportunities to Every Student

A defining feature of the Statistics and Operations Research curriculum is the application of theoretical concepts to real-world problems involving uncertainty, optimization, and data-informed decision making. Experiential learning opportunities—including applied projects, internships, and collaborative research—are an integral component of the program and prepare students to be engaged, effective, and ethical professionals.

Faculty in the Department of Mathematical and Statistical Sciences have a strong track record of providing such experiential learning opportunities through partnerships with for-profit, nonprofit, and governmental organizations. These collaborations allow students to apply statistical methods and operations research techniques in practical settings and to develop professional skills valued by employers. The department will continue to strengthen existing partnerships and expand new ones in support of workforce development.

Demand for professionals trained in statistics and operations research is strong both in the Omaha metropolitan area and nationally. Graduates with this background are sought after for roles requiring quantitative analysis, modeling, optimization, and evidence-based decision making. Alumni of related departmental programs have successfully entered the workforce and, in many cases, assumed leadership roles within their organizations. Employer feedback has consistently been positive, with partners expressing interest in hiring additional graduates, as reflected in letters of support for the proposed program.

B. Relationship of the Proposal to the University of Nebraska Strategic Priorities

The proposed Bachelor of Arts degree program in Statistics and Operations Research aligns closely with the University of Nebraska's Strategic Priorities by supporting extraordinary teaching and learning, research and creative activity, partnerships and engagement, and data-driven decision making. Through rigorous quantitative education, experiential learning opportunities, interdisciplinary collaboration, and engagement with external partners, the proposed programs will contribute to the University's mission of preparing students for success and serving the state of Nebraska.

Extraordinary Teaching & Learning

The proposed program directly supports the University of Nebraska's commitment to creating an extraordinary learner-centered educational environment by providing students with innovative curriculum, experiential learning opportunities, and workforce-focused preparation.

Organizations across sectors increasingly rely on quantitative analysis, statistical reasoning, and optimization to support evidence-based decision-making. As a result, there is a strong demand for professionals with training in statistics and operations research.

By providing Nebraska students with focused preparation in statistics and operations research, along with opportunities to work on applied projects and internships with local businesses, government agencies, and nonprofit organizations, the proposed programs will help prepare graduates for careers requiring advanced analytical and modeling skills.

Students in the Statistics and Operations Research program will be encouraged to participate in internships and service-learning experiences with local and regional organizations. While a strong foundation in mathematics and statistics is essential, effective preparation in operations research and applied statistics also requires hands-on experiential learning. Coursework and applied projects will provide opportunities for students to engage with real-world problems involving uncertainty, resource allocation, and optimization, strengthening their professional readiness and civic engagement.

These efforts directly support the Strategic Priority themes of *Inspiring All Future Learners* and *Curriculum Innovation and Alignment* by incorporating experiential learning, multidisciplinary opportunities, and workforce readiness into the undergraduate curriculum.

Extraordinary Research & Creative Activity

The proposed program support the University of Nebraska's goal of expanding research excellence and increasing societal impact through interdisciplinary collaboration and applied scholarship.

Faculty and students in the Department of Mathematical and Statistical Sciences are already engaged in interdisciplinary, intercampus, and inter-institutional collaborations that apply statistical and operations research methods across a wide range of domains.

As the proposed program gains visibility through the establishment of formal undergraduate credentials, these collaborative efforts are expected to expand further, enhancing the university's research profile and strengthening connections across academic units and institutions.

The program supports the Strategic Priority themes of *Internal Programmatic Growth and Alignment* and *External Collaborative Growth and Alignment* by creating additional opportunities for undergraduate research, applied projects, graduate pathways, and partnerships involving statistical modeling and optimization.

Extraordinary Partnerships & Engagement

The proposed program strongly align with the University of Nebraska's commitment to developing partnerships that create positive educational, economic, and community impacts throughout the state and beyond.

Students in the Statistics and Operations Research program will be encouraged to participate in internships, service-learning opportunities, and applied projects with business, education, government, military, and nonprofit organizations.

The proposed programs will contribute directly to Nebraska's economic development by producing graduates with skills in statistical analysis, optimization, and quantitative decision making—expertise that is critical to attracting and retaining analytically intensive organizations.

The department's ongoing engagement with regional partners, including economic development organizations, supports this effort and positions the program to contribute meaningfully to workforce and business development initiatives.

These activities directly support the Strategic Priority theme of *Partnerships Across Nebraska and Beyond* by strengthening collaborations with private-sector organizations, public agencies, and community partners.

Extraordinary Stewardship & Effectiveness

The proposed Statistics and Operations Research program also supports the University of Nebraska's commitment to strengthening data-driven strategic decisions and improving organizational effectiveness.

Statistics and Operations Research are disciplines focused on using data, mathematical modeling, and analytical methods to improve decision-making and resource allocation. Graduates of the program will develop skills that support evidence-based decision-making across organizations in Nebraska and beyond.

Faculty research in statistics and operations research frequently involves applied problems motivated by industry and government needs. These activities will continue to grow with the introduction of the undergraduate program in Statistics and Operations Research, which will provide additional opportunities for undergraduate research, applied projects, and pathways into graduate study.

The program will strengthen the connection between undergraduate education, graduate research, and private-sector engagement, further advancing the university's strategic priorities.

Extraordinary Culture & Environment

The proposed program will contribute to a collaborative and engaging academic environment by creating opportunities for students to work across disciplines and apply quantitative methods to complex challenges. Through collaborative coursework, applied projects, and engagement with faculty and external partners, students will participate in an educational environment that promotes innovation, professional growth, and meaningful connections with the broader community.

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

The proposed Bachelor of Arts degree program in Statistics and Operations Research is consistent with the Comprehensive Statewide Plan for Postsecondary Education by addressing student educational needs, supporting workforce and economic development in Nebraska, and leveraging institutional strengths and partnerships.

Meeting the Educational Needs of Students

The proposed Statistics and Operations Research degree programs meet student educational needs by providing rigorous quantitative training and recognized credentials that prepare graduates for professional careers both locally and nationally. Graduates will be equipped with skills in statistical analysis, mathematical modeling,

optimization, and evidence-based decision making—competencies that are in high demand and frequently cited by employers as difficult to fill due to a shortage of qualified applicants. These positions offer competitive compensation and clear pathways for career advancement, supporting students’ long-term economic stability and professional growth.

Meeting the Needs of the State

Regional economic development organizations have noted strong demand for professionals with advanced analytical and modeling skills. Employers in Nebraska require graduates who can analyze data, manage uncertainty, and support complex operational and strategic decisions. The success of students completing existing statistics- and operations-research-focused coursework within the Mathematics degree demonstrates the positive impact of such training on local workforce needs.

Establishing a dedicated Statistics and Operations Research degree program will allow the university to expand capacity, increase program visibility, and more effectively recruit and prepare students for these roles. The proposed program will also enable the department to respond more flexibly to evolving workforce needs by maintaining close engagement with community and industry partners.

Meeting Needs Through Exemplary Institutions

The proposed Bachelor of Arts degree program will support faculty excellence in teaching, research, and service within the Department of Mathematical and Statistical Sciences. Faculty expertise in statistics, probability, optimization, and applied mathematical modeling provides a strong foundation for delivering a high-quality undergraduate program that aligns with statewide educational priorities.

Meeting Educational Needs Through Partnerships and Collaborations

Faculty and students in the proposed program will continue to engage in partnerships with local businesses, nonprofit organizations, government agencies, and other educational institutions. These collaborations provide opportunities for applied projects, internships, and service learning that allow students to apply statistical and operations research methods to real-world problems. The creation of a formal Statistics and Operations Research degree will further strengthen existing partnerships and foster new collaborations that benefit students, partners, and the broader community.

D. Evidence of Need and Demand

There is a substantial and well-documented need and demand for undergraduate graduates trained in statistics and operations research at the institutional, regional, state, and national levels. Advances in data-driven decision-making, optimization, risk analysis, and statistical modeling have transformed how organizations in business, government, healthcare, logistics, and nonprofit sectors operate. Employers increasingly seek professionals with strong quantitative foundations who can analyze uncertainty, optimize complex systems, and support evidence-based decisions. The proposed Bachelor of Science and Bachelor of Arts in Statistics and Operations Research directly address these workforce needs while aligning with UNO’s mission as a metropolitan university to support economic development, workforce preparation, and applied problem-solving. The following sections present evidence of workforce need and student demand, drawing on labor market data, employer feedback, enrollment trends, and national and state-level employment projections.

Need

There is clear evidence of a strong and growing need for professionals trained in statistics and operations research at the regional, state, and national levels. Organizations across business, healthcare, logistics, finance, government, and nonprofit sectors increasingly rely on statistical inference, probabilistic modeling, optimization,

and systems analysis to support decision-making. As a result, employers seek graduates with rigorous quantitative foundations who can model complex systems, analyze risk, and design efficient solutions to operational challenges. However, multiple national and industry reports have documented ongoing shortages of individuals with advanced analytical, quantitative, and optimization skills required for high-value decision-making in business, government, and nonprofit sectors^{1,2,3}.

At the national level, the U.S. Bureau of Labor Statistics (BLS) projects that employment of operations research analysts will grow 21% from 2024 to 2034, much faster than the average for all occupations, with roughly 9,600 job openings per year over the decade⁴. This robust growth is driven by ongoing needs for efficiency, optimization, and data-informed planning across industries, including logistics, finance, healthcare, and consulting. Likewise, the broader category of mathematical science occupations, which includes statisticians and related quantitative roles, is projected to grow 8% from 2024 to 2034, significantly faster than average employment growth⁵.

Operations research analysts are also designated as a **“Bright Outlook” occupation** by ONET, *indicating rapid growth and/or large numbers of projected job openings. National wage data further underscore workforce demand, with average salaries in these fields well above national medians, reflecting the value employers place on advanced quantitative skills*^{6,7}.

Although projections specific to Nebraska’s occupations vary by source and methodology, statewide occupational data indicate that computer and mathematical occupations — the category that includes statisticians, operations research analysts, and closely related quantitative professions — are among the fastest growing in the state, with projected increases of approximately 12–14% between 2020 and 2030⁸. This aligns with national trends and highlights localized workforce expansion in fields requiring quantitative and analytical expertise.

The large percentage of workers in these occupations holding bachelor’s degrees further underscores the importance of accessible undergraduate pathways: for statisticians and operations research analysts, roughly 40% of the workforce holds a bachelor’s degree as their highest level of education⁹. This suggests that robust undergraduate preparation in statistics and operations research is essential to meet projected labor market needs.

Local employer feedback and letters of support submitted with this proposal reinforce these broader trends. Regional employers have emphasized ongoing demand for graduates who can apply statistical reasoning,

¹ BHEF. *The National Higher Education and Workforce Initiative: Forging Strategic Partnerships for Undergraduate Innovation and Workforce Development*. Accessed on December 17, 2025. Retrieved from: <https://files.eric.ed.gov/fulltext/ED559688.pdf>.

² ASA. *New National Survey by SHRM Shows Employers Struggling to Meet Growing Demand for Data Analysts*. Accessed on December 17, 2025. Retrieved from: <https://www.amstat.org/news-listing/2021/10/11/new-national-survey-by-shrm-shows-employers-struggling-to-meet-growing-demand-for-data-analysts>.

³ ZIPDO. *Skills Gap Statistics*. Accessed on December 17, 2025. Retrieved from: <https://zipdo.co/skills-gap-statistics/>.

⁴ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook: Operations Research Analysts*. Accessed on December 16, 2025. Retrieved from: <https://www.bls.gov/ooh/math/operations-research-analysts.htm>.

⁵ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook: Mathematicians and Statisticians*. Accessed on December 16, 2025. Retrieved from: <https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm>.

⁶ O*NET OnLine. *Bright Outlook: Operations Research Analysts*. Accessed on December 16, 2025. Retrieved from: <https://www.onetonline.org/help/bright/15-2031.00>.

⁷ O*NET OnLine. *Operations Research Analysts Profile*. Accessed on December 16, 2025. Retrieved from: <https://www.onetonline.org/link/summary/15-2031.00>.

⁸ Nebraska Department of Labor. *Nebraska Workforce Trends*. Accessed on December 16, 2025. Retrieved from: <https://dol.nebraska.gov/webdocs/Resources/Trends/July/August/Trends%20July-August%202023%20.pdf>.

⁹ CareerExplorer. *The Job Market for Operations Research Analysts in the United States*. Accessed on December 16, 2025. Retrieved from: <https://www.careerexplorer.com/careers/operations-research-analyst/job-market/>.

quantitative modeling, and optimization techniques to real-world problems, and many report difficulty finding qualified applicants with the necessary analytical background. The proposed program is structured to equip students with the competencies that Nebraska's economy increasingly requires.

Recent labor market evidence demonstrates active and sustained demand in Nebraska for professionals trained in statistics and operations research. A review of real-time job postings tied to relevant Standard Occupational Classification (SOC) codes shows consistent employer recruitment for these skill sets. For example, searches aligned with Operations Research Analysts (SOC 15-2031.00) identify approximately 20–25 active job postings in the Omaha metropolitan area on major platforms such as Indeed and LinkedIn, with roles emphasizing optimization, modeling, and decision support. Similarly, searches for Statisticians and Statistical Analysts (SOC 15-2041) reveal 15–20 active postings statewide, including positions in healthcare, finance, insurance, government, and research organizations.

These figures represent a snapshot of current demand and fluctuate over time, but they provide evidence that Nebraska employers are actively seeking graduates with strong quantitative, statistical, and analytical training. In addition, many positions requiring these skills are not classified under the specific titles of Statistician or Operations Research Analyst, but instead appear under broader analytical occupations such as data analyst, business analyst, supply chain analyst, and research analyst. Many of these roles are accessible to graduates with bachelor's-level preparation in statistics, operations research, mathematical modeling, and quantitative decision-making.

These real-time posting data complement state and national employment projections that identify statistics, operations research, and related analytical fields as high-growth, high-skill occupations. Together, these indicators reinforce the need for a dedicated undergraduate degree program in Statistics and Operations Research at the University of Nebraska at Omaha and demonstrate the value of preparing students for careers requiring advanced analytical and problem-solving skills.

Demand

Evidence of student interest in quantitative coursework is well documented within the Department of Mathematical and Statistical Sciences. Since the introduction of concentrations related to statistics, operations research, and data science within the mathematics curriculum, enrollment patterns show that students are highly motivated to pursue quantitatively focused coursework. In recent years, approximately 20–30 mathematics students have selected concentrations in statistics, operations research, and data science, compared with approximately 10–15 students selecting other available concentrations. This pattern demonstrates a strong and sustained student interest in quantitative areas related to statistics and operations research.

Many students pursuing these concentrations have also completed advanced coursework in statistical methods, mathematical modeling, optimization, and data analysis, further demonstrating demand for a dedicated undergraduate program that provides a more direct pathway into these fields. Enrollment in upper-level statistics and operations research courses has also grown substantially over the past decade, reflecting rising student demand not only from mathematics majors but also from students in engineering, computer science, and other disciplines who seek strong analytical skills. This growth demonstrates both existing demand within the University of Nebraska student population and broader interest in quantitative methods across academic disciplines.

The proposed Statistics and Operations Research degree is expected to build upon this existing demand while also expanding enrollment opportunities. While some students who currently pursue related concentrations within the mathematics major may transition into the new program, this reflects a clearer alignment between student

interests and academic pathways rather than a loss of student demand. The proposed degree will provide a dedicated pathway for students whose primary academic and career interests are in statistical modeling, optimization, data analysis, and quantitative decision-making.

In addition, the program is expected to attract students who may not otherwise pursue a mathematics degree but are seeking specialized preparation for analytical careers. The program will provide an opportunity to serve students across disciplines, including those interested in applications of statistics and operations research in areas such as engineering, computer science, business, healthcare, government, and other fields.

Based on historical trends in concentration selection and course enrollment growth, the department anticipates stable and increasing demand for the proposed degree program. A conservative projection estimates that approximately 20 students per year will graduate with a Bachelor's degree in Statistics and Operations Research once the program is fully established. This estimate is informed by prior enrollment and concentration completion data, which show consistent student engagement in related coursework and strong interest in analytics-focused career pathways.

The proposed program will be developed alongside the existing mathematics major, with both programs continuing to benefit from shared foundational coursework, faculty expertise, and departmental resources. As a result, the department expects the new degree to expand opportunities for students while maintaining a strong mathematics program.

To ensure sustainability and academic viability, the department anticipates a minimum threshold of 10 declared majors in the initial years of program operation, with enrollment growth expected as the program becomes established and marketed to a broader student audience. The department also plans to explore future opportunities for online delivery of the program, which could expand access beyond Nebraska and provide additional opportunities to serve students seeking undergraduate preparation in statistics and operations research. This future development would position the University of Nebraska at Omaha to reach a broader population of learners while supporting the University's commitment to innovative and accessible educational pathways.

The combination of strong labor market demand, demonstrated student interest, and growing regional employer engagement supports the conclusion that the proposed degree will be both impactful and sustainable.

E. Avoidance of Unnecessary Duplication

An assessment of related undergraduate programs in Nebraska—public and private—indicates that the proposed Bachelor of Arts in Statistics and Operations Research will not result in unnecessary duplication. Instead, it will fill a gap in state educational offerings by providing a coherent, mathematically grounded undergraduate degree that prepares students for careers and further study in analytics, optimization, and decision science.

University of Nebraska–Lincoln (UNL)

The University of Nebraska–Lincoln (UNL) previously offered multiple undergraduate programs related to statistics and data science, including a Bachelor of Science in Statistics and Data Analytics and a Bachelor of Science in Data Science through an interdisciplinary structure across the College of Agricultural Sciences and Natural Resources, the College of Arts and Sciences, and the College of Engineering. These programs combined

coursework in mathematics, statistics, and computing, and allowed students to pursue a flexible interdisciplinary major¹⁰. These programs are no longer available.

University of Nebraska at Omaha (UNO)

Within the University of Nebraska system, the University of Nebraska at Omaha currently offers Bachelor of Science and Bachelor of Arts programs in Mathematics with concentrations in Statistics, Operations Research, and Data Science¹¹. While these offerings provide some foundational preparation, they do not constitute a stand-alone, coherent degree focused comprehensively on both statistics and operations research with structured pathways, depth, and elective options that align with current industry demand.

The proposed Statistics and Operations Research program builds upon these strengths, formalizing a dedicated degree that integrates statistics, probability, optimization, stochastic modeling, and computational methods. This specialization goes beyond what is possible within the existing mathematics major, which is broader in scope and less flexible for students desiring focused quantitative training.

Other Nebraska Public Institutions

University of Nebraska at Kearney (UNK) offers a Mathematics major through its Department of Mathematics and Statistics; however, it does not currently provide a dedicated undergraduate program in statistics or operations research similar to the proposed Statistics and Operations Research¹².

No public community colleges in Nebraska currently offer degrees with a focus on operations research or statistical modeling at the bachelor's level. Some institutions may offer general mathematics or analytics minors, but these do not duplicate the depth or focus of the proposed Statistics and Operations Research curriculum.

Nebraska Private Institutions

Several private institutions in Nebraska offer programs related to data science or analytics, but with distinct missions and curricular emphases:

- Creighton University offers a Bachelor of Science in Data Science that provides interdisciplinary preparation combining computational and statistical thinking with opportunities to specialize in either advanced computing or advanced mathematics and statistics¹³. While this program includes statistical and mathematical content, it does not offer dedicated concentrations or a structured curriculum in operations research or an explicit operations research focus that is a core component of the proposed Statistics and Operations Research degree.
- Bellevue University and Concordia University, Nebraska, offer undergraduate programs in Data Science with an emphasis on statistical analysis and data interpretation¹⁴. These programs are typically broader in scope and less mathematically intense than the proposed Statistics and Operations Research program, which emphasizes mathematical foundations, optimization, and decision science. In addition, private

¹⁰ University of Nebraska—Lincoln. *Data Science*. Accessed on December 17, 2025. Retrieved from: <https://datascience.unl.edu/>.

¹¹ University of Nebraska at Omaha. *College of Arts and Sciences: Department of Mathematical and Statistical Sciences – Undergraduate Programs in Mathematics*. Accessed on December 17, 2025. Retrieved from: <https://www.unomaha.edu/college-of-arts-and-sciences/mathematics/academics/undergraduate.php>.

¹² University of Nebraska at Kearney. *Mathematics and Statistics*. Accessed on December 17, 2025. Retrieved from: <https://www.unk.edu/academics/math/index.php>.

¹³ Creighton University. *Data Science (Bachelor of Science)*. Accessed on December 17, 2025. Retrieved from: <https://www.creighton.edu/academics/programs/data-science>.

¹⁴ AnalyticsDegrees. *Analytics Degrees Programs in Nebraska*. Accessed on December 17, 2025. Retrieved from: <https://www.analyticsdegrees.org/programs/nebraska/>.

institutions generally have higher tuition costs and admissions criteria, making UNO's program a more accessible option for many students.

Regional and National Context

While some institutions outside Nebraska offer undergraduate degrees in statistics or operations research, these programs are relatively rare, and few combine both areas with the balance of mathematical rigor and applied problem solving envisioned for the Statistics and Operations Research degree. Nationally, undergraduate programs in operations research are not widespread, and opportunities to study operations research in conjunction with a strong statistical foundation are limited, making the proposed program distinctive in aligning with both statewide need and national trends.

Summary of Duplication Assessment

- The recent elimination of the UNL Statistics Department and its undergraduate degrees creates a gap in undergraduate education in applied statistics and analytics within the state.
- Existing offerings at UNO (mathematics with concentrations in statistics, operations research, and data science) provide partial preparation but lack a dedicated, integrated statistics-operations research curriculum.
- Private institutions provide related data science or analytics degrees, but differ significantly in focus, curricular depth, and cost.
- No public institution in Nebraska currently offers a stand-alone undergraduate degree that combines rigorous statistics and operations research training at the breadth and depth intended by this proposal.

Taken together, this assessment supports the conclusion that the proposed Bachelor of Arts in Statistics and Operations Research will not create unnecessary duplication within Nebraska but will fill a critical gap and expand undergraduate access to in-state quantitative training that aligns with workforce and educational needs. Additional information on the evidence of need and demand, as well as on the avoidance of unnecessary duplication, can be found in the **market research report**¹⁵.

F. Adequacy of Resources:

1. Faculty/Staff

Existing faculty and staff in the Department of Mathematical and Statistical Sciences are sufficient to launch and sustain the program. All courses included in the curriculum are already offered regularly, and all instructional faculty will teach these courses within their regular loads. Should enrollments grow, additional instructors or faculty may be needed to accommodate additional sections.

2. Library/Information Resources

No additional library resources are needed to support the program. Promotional materials will be developed in collaboration with the College of Arts and Sciences' Communications Specialist and UNO's Office of Strategic Marketing and Communications.

3. Physical Facilities and Equipment

Because the program is built entirely on courses already offered regularly, no additional physical facilities are needed at this time. Administering the program from campus will require only standard office equipment and basic supplies.

¹⁵ See the market research report at this link: <https://bit.ly/45Fyf0>

4. Budget Projections

Table 4 summarizes the projected expenses for the proposed program. The only anticipated expense is \$1,000 in marketing costs over two years. Table 5 outlines the revenue sources supporting these expenses. Tuition projections assume 10 new students per year, each enrolling in 30 credit hours annually at a resident tuition rate of \$264 per credit hour. Neither the proposed degree program nor its courses carry additional fees. Standard university fees are not included in Table 5.

Table 4: Projected Expenses

	Year 1		Year 2		Year 3		Year 4		Year 5		
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Faculty ¹											\$0
Professional ²											\$0
Graduate assistants											\$0
Support staff											\$0
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
General Operating ³		\$500		\$500		\$0		\$0		\$0	\$1000
Equipment ⁴											\$0
New or renovated space ⁵											\$0
Library/Information Resources ⁶											\$0
Other ⁷											\$0
Subtotal		\$500		\$500		\$0		\$0		\$0	\$1000
Total Expenses		\$500.00		\$500.00		\$0.00		\$0.00		\$0.00	\$1,000.00

Table 5: Revenue Sources for Projected Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5	
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	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800
Other Funding ⁴						\$0
Total Revenue ⁵	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800

IV. Appendices

A. Catalog Copy

See the catalog at this link: <https://catalog.unomaha.edu/undergraduate/>.

B. Market Analysis

See the market research report at this link: <https://bit.ly/45Fytf0>.

C. Letters of Support

Internal

See the internal letter(s) of support attached. For additional letter(s), visit this link: <https://bit.ly/4qS7mpF>.

External

See the external letter(s) of support attached. For additional letter(s), visit this link: <https://bit.ly/4qaYN7X>.

D. Professional Licensure and Certification

Not applicable.

Licensing Board Full Name		Link to Licensing Board Website	
Accrediting Body Full Name		Link to Accrediting Body Website	
Itemized Cost of Licensure and/or Certification			
List states where this program fulfills educational requirements for licensure/certification	List states where this program does not fulfill educational requirements for licensure/certification	List states that do not require licensure or certification for this program	

University of Nebraska

Proposal for New Undergraduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska at Omaha	
Full Name of Proposed Major or Degree	
Statistics and Operations Research	
Degree to be Awarded to Graduates	
Bachelor of Science	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
None	
CIP Code: 6 digit <i>[Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i>	
27.0503	
Subject Code	
STAT, OPRS	
Administrative Unit(s) for the Major or Degree (e.g., Department, School, College)	
Department of Mathematical and Statistical Sciences, College of Arts and Sciences	
Proposed Delivery Site	
University of Nebraska at Omaha, Omaha, NE	
Students can Complete the Full Program <i>[check all that apply]</i>	
☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☒ Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
☒ no ☐ yes If yes, complete Appendix: Professional Licensure and Certification.	
Curriculum Categories and Number of Credit Hours (Total = 120) Deviations require separate approval	
Existing or repackaged curricula:	120 credit hours
Revised or redesigned curricula:	0 credit hours
New curricula:	0 credit hours
Proposed Date the New Major or Degree will be Initiated	
Upon Approval	

II. Details

A. Purpose of the Proposed Major or Degree:

The Department of Mathematical and Statistical Sciences at the University of Nebraska at Omaha proposes the creation of Bachelor of Science (B.S.) degree program in Statistics and Operations Research. The purpose of the proposed degree programs is to provide students with a rigorous, interdisciplinary education that integrates statistical reasoning, mathematical modeling, and optimization methods to address complex, data-driven decision-making problems. The program is designed to prepare graduates for careers in industry, government, and nonprofit sectors, as well as for advanced study in statistics, operations research, data science, actuarial and risk analysis, analytics, and related fields.

Statistics and operations research are foundational disciplines for modern quantitative analysis and are increasingly essential across a wide range of applications, including business analytics, healthcare, logistics, manufacturing, finance, public policy, and scientific research. By combining statistical inference and data analysis with optimization, simulation, and decision science, the proposed major equips students with both theoretical foundations and practical tools needed to model uncertainty, analyze data, optimize processes, and design effective solutions to real-world problems.

The proposed degree will address growing regional and national demand for graduates with strong quantitative, analytical, and computational skills. Employers consistently seek individuals who can interpret data, develop predictive and prescriptive models, and support evidence-based decision making. This program will provide students with marketable skills such as statistical computing, optimization modeling, and analytical problem solving, while emphasizing clear communication of quantitative results to diverse audiences.

In addition, the proposed major supports the mission of the University of Nebraska at Omaha by offering a flexible, applied, and career-relevant program that serves a diverse student population. The availability of the Bachelor of Science degree in addition to the also proposed Bachelor of Arts degree allows students to tailor their academic pathways to their professional goals, whether they emphasize technical depth, interdisciplinary study, or preparation for graduate and professional programs. The degree will strengthen the Department of Mathematical and Statistical Sciences by formalizing and expanding existing strengths in statistics and operations research and by creating new opportunities for collaboration across campus.

B. Description of the Proposed Major or Degree:

The proposed Bachelor of Science in Statistics and Operations Research is an interdisciplinary undergraduate program housed in the Department of Mathematical and Statistical Sciences from the College of Arts and Sciences at the University of Nebraska at Omaha. The program integrates core coursework in statistics, probability, mathematical modeling, and operations research with computational tools and applied problem-solving experiences. The curriculum is designed to provide students with both strong theoretical foundations and practical skills applicable to a wide range of data-driven and decision-oriented professions.

Students in the major will complete a common core emphasizing statistical inference, regression and multivariate analysis, optimization methods, stochastic models, and simulation. These topics are complemented by coursework in calculus, linear algebra, and computing to ensure students develop the mathematical and computational proficiency required for advanced quantitative analysis. The curriculum emphasizes the use of modern statistical and optimization software and programming languages to analyze data, build models, and interpret results.

In alignment with the College of Arts and Sciences degree structures at the University of Nebraska at Omaha, students pursuing a Bachelor of Science complete a set of credit hours in cognate coursework that support deeper technical or applied preparation related to statistics and operations research.

Experiential learning is an integral component of the proposed major. Students will have opportunities to engage in applied projects, internships, or capstone experiences that involve real-world data and decision-making problems. These experiences are designed to strengthen students' abilities to work collaboratively, apply quantitative methods in practical contexts, and communicate analytical findings effectively to both technical and non-technical audiences.

The proposed degree builds upon existing courses, faculty expertise, and resources within the department, allowing for efficient implementation while enhancing curricular coherence and visibility. By formally unifying statistics and operations research into a single undergraduate major, the program provides a clear and attractive pathway for students seeking a comprehensive quantitative education aligned with current workforce and graduate education expectations.

C. Student Learning Outcomes

Upon completion of the Bachelor of Science in Statistics and Operations Research, students will be able to:

1. **Apply statistical reasoning and inference** to analyze data, quantify uncertainty, and draw valid conclusions in a variety of applied contexts.
2. **Formulate and solve operations research problems** by developing mathematical models for optimization, decision making, and resource allocation.
3. **Use computational and analytical tools** to implement statistical and operations research methods, including the use of appropriate software and programming languages.
4. **Interpret and communicate quantitative results** clearly and effectively in written, oral, and visual formats for both technical and non-technical audiences.
5. **Integrate theory and practice** by applying statistical and operations research techniques to real-world problems involving data, uncertainty, and constraints.
6. **Work collaboratively and ethically** on quantitative projects, demonstrating professional responsibility and readiness for advancement study, and an understanding of ethical considerations in data analysis and decision making.

D. Admissions

Admission requirements for the Bachelor of Science programs in Statistics and Operations Research align with the University of Nebraska at Omaha's general admission standards. Students admitted to the program will be enrolled in the College of Arts and Sciences and must maintain a cumulative GPA of at least 2.0 on a 4.0 scale, as well as earn grades of C- or higher in all core courses to the major, to remain in good academic standing.

E. Program Curriculum

The proposed Bachelor of Science degree in Statistics and Operations Research consist of a coherent and rigorous curriculum that emphasizes mathematical foundations, statistical reasoning, optimization modeling, and decision-making under uncertainty. The degree requires 120 total credit hours, including general education requirements (34 hours), college requirements (15-30 hours for the college breadth and/or electives), and major coursework (46 hours). Students pursuing the Bachelor of Science will complete a cognate requirement (15 hours), consistent with existing college standards.

Students in the Statistics and Operations Research program can satisfy the college breadth requirements by completing any UNO minor or undergraduate certificate, or additional general educational courses. If a minor is chosen, students are encouraged to complement their major with a minor that aligns with their academic interests and career goals. Appropriate minors include Mathematics, Computer Science, Economics, Business or Business Analytics, Logistics & Supply Chain Management, and Artificial Intelligence (when one is available). These minors provide valuable domain knowledge and technical skills that enhance students' ability to apply statistical and operations research methods in real-world settings, strengthen interdisciplinary problem-solving, and increase career and graduate study opportunities. Students may also pursue other minors with advisors' approval to tailor the program to specific interests.

The Statistics and Operations Research major consists of a **34-credit-hour core** that provides all students with a shared foundation in mathematics, probability, statistics, and operations research, along with a **12-credit-hour upper-division elective requirement**. These electives **must be selected from a single concentration area—Statistics, Operations Research, Data Science, or Actuarial and Quantitative Risk Analysis**—allowing students to develop focused expertise while maintaining breadth across the discipline. **All courses in the proposed curriculum are existing courses** currently offered by the Department of Mathematical and Statistical Sciences.

Concentrations

- **Statistics Concentration:** Students focus on probability theory, statistical inference, and model development. Coursework emphasizes the mathematical foundations of statistical methods and their application to prediction, estimation, classification, and uncertainty quantification. This concentration prepares students for careers in statistics and analytics as well as for graduate study in statistics or related fields. Students pursuing the statistics concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses**.
 - STAT 4430 Linear Models
 - STAT 4440 Time Series Analysis
- **Operations Research Concentration:** Students learn to formulate and analyze mathematical models for decision-making and optimization. Topics include linear and integer programming, stochastic models, and systems analysis. Students develop the ability to use data to allocate scarce resources, design efficient systems, and support evidence-based decision-making in industry, government, and nonprofit organizations. Students pursuing the operations research concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses**.
 - MATH 4320 Computational Operations Research
 - STAT 4450 Introduction to Machine Learning and Data Mining
- **Data Science Concentration:** Students focus on data organization, management, visualization, and computational methods. Coursework emphasizes working with real-world data sets, including data cleaning, exploratory analysis, and the development and evaluation of predictive and machine learning models. This concentration complements the strong mathematical and statistical core of the degree.

Students pursuing the data science concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses.**

- STAT 4410 Introduction to Data Science
- STAT 4420 Exploratory Data Visualization and Quantification
- **Actuarial and Quantitative Risk Analysis Concentration:** This concentration prepares students to analyze and manage risk in areas such as insurance, finance, pensions, and enterprise risk management. Coursework emphasizes probability, statistical inference, stochastic modeling, and quantitative methods used in actuarial science. Students apply these tools to real-world risk problems and develop a strong foundation for pursuing professional actuarial credentials or graduate study in actuarial science, statistics, or related quantitative fields. Students pursuing the actuarial and quantitative risk analysis concentration **must take the following two courses plus six additional hours of 4000 STAT/OPRS courses.**
 - MATH 3400 Theory of Interest
 - STAT 4440 Time Series Analysis

Flexibility and Career Preparation

Upper-division electives are organized by concentration area to support advising clarity while preserving flexibility for students with interdisciplinary interests. The curriculum supports a wide range of career paths in sectors such as finance, healthcare, logistics, technology, and public policy, and provides strong preparation for graduate study in statistics, operations research, data science, applied mathematics, and related disciplines.

By reorganizing existing courses into a clearly defined and focused degree program, the Statistics and Operations Research curriculum allows students to pursue specialized, workforce-relevant training that is not fully achievable within the structure of the traditional mathematics degree programs.

Table 1 presents the course chart for the Statistics and Operations Research major. Table 2 presents an example of a four-year plan of study for the Bachelor of Science.

Table 1: Course Chart

Required Courses: Course Code and Title (<u>34 hours</u>)	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
MATH 1950 Calculus I	5	See Catalog*	None	Existing
MATH 1960 Calculus II	4	See Catalog*	None	Existing
MATH 1970 Calculus III	4	See Catalog*	None	Existing
MATH 2030 Discrete Mathematics or MATH 2230 Introduction to Abstract Math	3	See Catalog*	None	Existing
MATH 2050 Applied Linear Algebra	3	See Catalog*	None	Existing
MATH 2200 Mathematical Computing I	3	See Catalog*	None	Existing
OPRS 4300 Deterministic Operations Research Models	3	See Catalog*	None	Existing
OPRS 4310 Probabilistic Operations Research Models	3	See Catalog*	None	Existing
STAT 4740 Introduction to Probability and Statistics I	3	See Catalog*	None	Existing
STAT 4750 Introduction to Probability and Statistics II	3	See Catalog*	None	Existing
Electives: Course Code and Title (<u>12 hours</u>)	Major/Degree Credit Hours			
MATH 3400 Theory of Interest	3			
OPRS 4150 Graph Theory & Applications	3			
OPRS 4320 Computational Operations Research	3			
STAT 4410 Introduction to Data Science	3			
STAT 4420 Exploratory Data Visualization and Quantification	3			
STAT 4430 Linear Models	3			
STAT 4440 Time Series Analysis	3			
STAT 4450 Introduction to Machine Learning and Data Mining	3			
Total	46	-	-	-

*University of Nebraska at Omaha. *Academic Catalog: Mathematics (MATH)*. Accessed on December 17, 2025. Retrieved from: <https://catalog.unomaha.edu/undergraduate/coursesaz/math/>.

Table 2: Example of a Four-Year Plan of Study for the Bachelor of Science in Statistics and Operations Research

Four-Year Plan of Study	Course Codes and Titles	Credit Hours	Fulfill Gen Ed, ACE, LOPER Y/N
Term 1	CMST 1110 Public Speaking Funds or CMST 2120 Argumentation and Debate	3	Y
	ENGL 1150 English Composition I	3	Y
	MATH 1950 Calculus I	5	N
	General Education Course	3	Y
	Total	14	
Term 2	ENGL 1160 College Research and Information Literacy	3	Y
	MATH 1960 Calculus II	4	N
	General Education Course	3	Y
	General Education Course	4	Y
	College Breadth Course	1	N
	Total	15	
Term 3	MATH 1970 Calculus III	4	N
	MATH 2050 Applied Linear Algebra	3	N
	General Education Course	3	Y
	General Education Course	3	Y
	College Breadth Course	3	N
	Total	16	
Term 4	MATH 2030 Discrete Mathematics or MATH 2230 Introduction to Abstract Math	3	N
	General Education Course	3	Y
	General Education Course	3	Y
	General Education Course	3	Y
	College Breadth Course	3	N
	Total	15	

Term 5	MATH 2200 Mathematical Computing I	3	N
	MATH 4740 Introduction to Probability and Statistics I	3	N
	MATH 4300 Deterministic Operations Research Models	3	N
	College Breadth Course	3	N
	College Breadth Course	3	N
	Total	15	
Term 6	MATH 4750 Introduction to Probability and Statistics II	3	N
	MATH 4310 Probabilistic Operations Research Models	3	N
	College Breadth Course	3	N
	College Breadth Course	3	N
	College Cognate Course	3	N
	Total	15	
Term 7	Major Elective	3	N
	Major Elective	3	N
	College Breadth Course	3	N
	College Cognate Course	3	N
	College Cognate Course	3	N
	Total	15	
Term 8	Major Elective	3	N
	Major Elective	3	N
	College Breadth Course	3	N
	College Cognate Course	3	N
	College Cognate Course	3	N
	Total	15	

F. Advising

Academic advising for students pursuing the proposed Bachelor of Science in Statistics and Operations Research will be provided through the College of Arts and Sciences' advising structure, in coordination with faculty in the Department of Mathematical and Statistical Sciences. Advisors and faculty will assist students in planning and sequencing coursework, selecting appropriate concentrations and electives, and choosing between the Bachelor of Science and the also proposed Bachelor of Arts option based on individual academic interests and career goals.

Given the quantitative and interdisciplinary nature of the program, advising will emphasize early (in the semester the student declares their major) and ongoing guidance to ensure timely progress toward degree completion and appropriate preparation for employment or graduate study. Advisors will help students identify relevant experiential learning opportunities, including internships, applied projects, undergraduate research, and capstone experiences, as well as complementary coursework in areas such as business, computer science, economics, or the social sciences.

The department has existing advising experience with students pursuing concentrations in statistics, data science, operations research, and actuarial and quantitative risk analysis within the current Mathematics degrees. This expertise will directly support the proposed program and allow for effective implementation without the need for additional advising resources. Advising practices will follow established university policies and procedures and will be regularly reviewed to ensure student success and retention.

G. Evaluation of Program

The proposed Bachelor of Science in Statistics and Operations Research will be evaluated through an ongoing, systematic assessment process designed to ensure program quality, effectiveness, and continuous improvement. The Department of Mathematical and Statistical Sciences will oversee program evaluation in accordance with university and college assessment policies.

Evaluation of student learning will be based on direct and indirect measures aligned with the program's stated Student Learning Outcomes. Direct measures may include performance on key course assignments, examinations, applied projects, capstone experiences, and presentations. Indirect measures may include student surveys, exit surveys, alumni feedback, and employer or internship supervisor evaluations. These measures will be used to assess students' mastery of statistical reasoning, operations research methods, computational proficiency, and communication skills.

Program-level effectiveness will also be evaluated using indicators such as enrollment trends, retention and graduation rates, time to degree, post-graduation placement in employment or graduate programs, and participation in internships or experiential learning opportunities. Feedback from industry and nonprofit partners, including those who provide internships or applied project opportunities, will be incorporated as appropriate.

Assessment results will be reviewed regularly by departmental faculty and used to inform curricular revisions, instructional improvements, and advising practices. Findings and resulting actions will be documented as part of the department's established assessment and program review processes. This continuous evaluation framework will ensure that the program remains responsive to student needs, workforce demands, and institutional goals.

H. Plan for Implementation

The proposed Bachelor of Science in Statistics and Operations Research will be implemented using existing departmental resources within the Department of Mathematical and Statistical Sciences. The curriculum is primarily composed of courses that are already offered regularly, allowing the program to be launched without the need for additional faculty lines, facilities, or significant new financial resources. The implementation of this program is requesting the creation of a new course subject code, **OPRS (Operations Research)**, to support the organization and delivery of program-specific coursework. Listing courses under Operations Research in the published undergraduate catalog and semester schedules will help students navigate to the courses they need more easily. No existing subject codes will be modified or deleted as a result of this program. In addition, the following existing courses will be cross-listed with the new OPRS code and the existing STAT code:

- MATH 4150 will be cross-listed with OPRS 4150.
- MATH 4300 will be cross-listed with OPRS 4300.
- MATH 4310 will be cross-listed with OPRS 4310.
- MATH 4320 will be cross-listed with OPRS 4320.
- MATH 4740 will be cross-listed with STAT 4740.
- MATH 4750 will be cross-listed with STAT 4750.

Upon approval, the department will finalize degree requirements, update advising materials, and work with the College of Arts and Sciences and relevant university offices to complete catalog revisions, curriculum mapping, and administrative approvals. Advisors and faculty will be prepared to guide current and prospective students regarding the new degree options, including pathways for students transitioning from the existing Bachelor of Science or Bachelor of Arts in Mathematics.

The department will coordinate with academic advising, admissions, and marketing units to ensure accurate communication of program requirements and learning opportunities to prospective students. Outreach efforts may include updates to departmental and university websites, informational materials for advisors and recruiters, and targeted communication to students currently enrolled in mathematics-related programs who may benefit from the proposed degree.

The implementation timeline will allow students to declare the new major as soon as it appears in the undergraduate catalog following approval. The department will monitor enrollments and course demand during the initial years of implementation and make adjustments to course scheduling and advising practices as needed to support student progress and program sustainability.

I. Other Information (as applicable)

This section provides additional context supporting the proposed Bachelor of Science in Statistics and Operations Research, with particular emphasis on external partnerships, interdisciplinary collaboration, and program visibility. The information presented here highlights the department's established relationships with industry, government, nonprofit organizations, and academic partners, as well as the role these collaborations play in workforce development, experiential learning, and applied research. Collectively, these activities demonstrate both the demand for and the capacity to sustain a high-quality undergraduate program in statistics and operations research.

Partnerships with Business, Government, and Nonprofit Organizations

The Department of Mathematical and Statistical Sciences has established extensive partnerships with local businesses, government agencies, and nonprofit organizations through its statistics, operations research, and data science initiatives. These partnerships have provided students with applied learning experiences, access to real-

world data, and pathways to employment, and they are expected to deepen and expand as demand for data-driven decision-making continues to grow.

Faculty have developed close working relationships with numerous organizations through data-sharing agreements and collaborative projects. These partners include First National Bank of Omaha, Methodist Health System, Milliman Inc., Mutual of Omaha, Nebraska Department of Education, TD Ameritrade (now Charles Schwab), Union Pacific, Ocuvera, and CyncHealth, among others.

Graduates and current students have been hired by a wide range of organizations, including Catch Intelligence, Google, Hudl, Kiewit, Nebraska Furniture Mart, Omaha Public Power District, Oriental Trading Company, PayPal, UniGroup, UNMC, Werner Enterprises, and Union Pacific. In many cases, students were hired after working on applied projects with these organizations during their coursework, internships, or research experiences.

Additional collaborations with private-sector and public organizations—including CLAAS, Medica, Region 6 Behavioral Healthcare, Omaha Public Schools, and Northrop Grumman—have further expanded students' exposure to real-world analytics, optimization, and decision science problems.

Nonprofit organizations have also partnered with faculty and students by sharing data and collaborating on applied projects involving data analysis and visualization. These partners include the City of Omaha Planning Department, CHI Health System, Keep Omaha Beautiful, the League of Women Voters, the Metro Area Continuum of Care for the Homeless, MilkWorks, the Omaha Municipal Land Bank, Raise Me to Read, RISE, the Strategic Air Command and Aerospace Museum, Wellbeing Partners and Pottawattamie County, Youth Emergency Services, and the Intercultural Senior Center.

Collectively, these collaborations support four key areas of engagement: (1) workforce development, (2) data and decision science research, (3) consulting and applied analytics, and (4) training and workshops. The proposed Statistics and Operations Research degree will provide students with the rigorous preparation needed to contribute effectively in these settings from the start of their careers.

Collaborations within the University of Nebraska

Faculty and students have also engaged in numerous collaborative projects across the University of Nebraska system, demonstrating strong internal demand for statistics and operations research expertise. Since 2015, projects have been conducted with units such as the UNO Office of Latino/Latin American Studies, the UNO Center for Public Affairs Research, the UNO School of Public Administration, UNMC's Department of Pharmacology and Experimental Neuroscience, the UNL Department of Agronomy and Horticulture, and the UNL Department of Political Science.

These collaborations have addressed topics including electoral analysis, health insurance preferences, municipal finance, childhood poverty, biomedical data visualization, crop recognition using drone imagery, and the development of data products for redistricting analysis. In many cases, students were funded for their research contributions, and some projects resulted in publications or externally visible outcomes.

These activities illustrate both the demand for and the value of advanced quantitative and decision science skills across disciplines. The proposed degree will further support and expand such collaborations by providing a clearly defined academic pathway for students with interests in applied statistics and operations research.

Collaborations with External Higher Education Institutions and Agencies

The department has also engaged in collaborative efforts with higher education institutions and agencies external to the University of Nebraska. These include partnerships with Creighton University College of Nursing, Heartland B-Cycle, U.S. Strategic Command (STRATCOM), Texas A&M University, United Way of the Midlands, and the University of Colorado–Boulder.

These projects have involved applications such as predicting graduation rates, optimizing resource allocation, analyzing spatial memory, and developing automated recognition methods using imagery. Such collaborations highlight the breadth of applications for statistics and operations research and demonstrate the department's capacity to engage in impactful, interdisciplinary work beyond the university.

Program Visibility and Growth

The creation of formal Bachelor of Science degree in Statistics and Operations Research will raise the visibility of the department's expertise and make its capabilities more readily identifiable to students, employers, and external partners. Many organizations do not traditionally associate advanced data and decision science with mathematics departments, despite national recognition—by organizations such as the Mathematical Association of America—of the growing importance of statistics and operations research within the mathematical sciences.

By establishing clearly defined undergraduate credentials, the proposed program will strengthen external awareness, support continued growth in collaborative projects, and enhance opportunities for students, partners, and the university as a whole.

III. Review Criteria

A. Centrality to the Campus Role and Mission

The University of Nebraska at Omaha's mission is to transform and improve the quality of life locally, nationally, and globally, with a vision of being recognized as the premier metropolitan university in the world. Central to this mission is excellence in teaching, research, and service, combined with engaged leadership that directly benefits the metropolitan region. The proposed Bachelor of Science degree program in Statistics and Operations Research directly support this mission by preparing students with strong quantitative, analytical, and decision-making skills that are essential to addressing complex challenges in business, government, and nonprofit organizations.

Goal 1: Student Performance – Ensure Every Student Can Earn a Degree

The proposed Statistics and Operations Research program will provide students with clear academic pathways and strong career preparation, supporting student success, social mobility, and long-term economic stability. Demand for graduates with strong quantitative and analytical training remains high, allowing students to transition directly into the workforce upon graduation or pursue advanced study. Careers in statistics and operations research offer competitive starting salaries and broad employment opportunities, enabling graduates to make meaningful contributions while achieving economic well-being.

Goal 2: Workforce Development – Provide Workforce Opportunities to Every Student

A defining feature of the Statistics and Operations Research curriculum is the application of theoretical concepts to real-world problems involving uncertainty, optimization, and data-informed decision making. Experiential learning opportunities—including applied projects, internships, and collaborative research—are an integral component of the program and prepare students to be engaged, effective, and ethical professionals.

Faculty in the Department of Mathematical and Statistical Sciences have a strong track record of providing such experiential learning opportunities through partnerships with for-profit, nonprofit, and governmental organizations. These collaborations allow students to apply statistical methods and operations research techniques in practical settings and to develop professional skills valued by employers. The department will continue to strengthen existing partnerships and expand new ones in support of workforce development.

Demand for professionals trained in statistics and operations research is strong both in the Omaha metropolitan area and nationally. Graduates with this background are sought after for roles requiring quantitative analysis, modeling, optimization, and evidence-based decision making. Alumni of related departmental programs have successfully entered the workforce and, in many cases, assumed leadership roles within their organizations. Employer feedback has consistently been positive, with partners expressing interest in hiring additional graduates, as reflected in letters of support for the proposed program.

B. Relationship of the Proposal to the University of Nebraska Strategic Priorities

The proposed Bachelor of Science degree program in Statistics and Operations Research aligns closely with the University of Nebraska's Strategic Priorities by supporting extraordinary teaching and learning, research and creative activity, partnerships and engagement, and data-driven decision making. Through rigorous quantitative education, experiential learning opportunities, interdisciplinary collaboration, and engagement with external partners, the proposed programs will contribute to the University's mission of preparing students for success and serving the state of Nebraska.

Extraordinary Teaching & Learning

The proposed program directly supports the University of Nebraska's commitment to creating an extraordinary learner-centered educational environment by providing students with innovative curriculum, experiential learning opportunities, and workforce-focused preparation.

Organizations across sectors increasingly rely on quantitative analysis, statistical reasoning, and optimization to support evidence-based decision-making. As a result, there is a strong demand for professionals with training in statistics and operations research.

By providing Nebraska students with focused preparation in statistics and operations research, along with opportunities to work on applied projects and internships with local businesses, government agencies, and nonprofit organizations, the proposed programs will help prepare graduates for careers requiring advanced analytical and modeling skills.

Students in the Statistics and Operations Research program will be encouraged to participate in internships and service-learning experiences with local and regional organizations. While a strong foundation in mathematics and statistics is essential, effective preparation in operations research and applied statistics also requires hands-on experiential learning. Coursework and applied projects will provide opportunities for students to engage with real-world problems involving uncertainty, resource allocation, and optimization, strengthening their professional readiness and civic engagement.

These efforts directly support the Strategic Priority themes of *Inspiring All Future Learners* and *Curriculum Innovation and Alignment* by incorporating experiential learning, multidisciplinary opportunities, and workforce readiness into the undergraduate curriculum.

Extraordinary Research & Creative Activity

The proposed program support the University of Nebraska's goal of expanding research excellence and increasing societal impact through interdisciplinary collaboration and applied scholarship.

Faculty and students in the Department of Mathematical and Statistical Sciences are already engaged in interdisciplinary, intercampus, and inter-institutional collaborations that apply statistical and operations research methods across a wide range of domains.

As the proposed program gains visibility through the establishment of formal undergraduate credentials, these collaborative efforts are expected to expand further, enhancing the university's research profile and strengthening connections across academic units and institutions.

The program supports the Strategic Priority themes of *Internal Programmatic Growth and Alignment* and *External Collaborative Growth and Alignment* by creating additional opportunities for undergraduate research, applied projects, graduate pathways, and partnerships involving statistical modeling and optimization.

Extraordinary Partnerships & Engagement

The proposed program strongly align with the University of Nebraska's commitment to developing partnerships that create positive educational, economic, and community impacts throughout the state and beyond.

Students in the Statistics and Operations Research program will be encouraged to participate in internships, service-learning opportunities, and applied projects with business, education, government, military, and nonprofit organizations.

The proposed programs will contribute directly to Nebraska's economic development by producing graduates with skills in statistical analysis, optimization, and quantitative decision making—expertise that is critical to attracting and retaining analytically intensive organizations.

The department's ongoing engagement with regional partners, including economic development organizations, supports this effort and positions the program to contribute meaningfully to workforce and business development initiatives.

These activities directly support the Strategic Priority theme of *Partnerships Across Nebraska and Beyond* by strengthening collaborations with private-sector organizations, public agencies, and community partners.

Extraordinary Stewardship & Effectiveness

The proposed Statistics and Operations Research program also supports the University of Nebraska's commitment to strengthening data-driven strategic decisions and improving organizational effectiveness.

Statistics and Operations Research are disciplines focused on using data, mathematical modeling, and analytical methods to improve decision-making and resource allocation. Graduates of the program will develop skills that support evidence-based decision-making across organizations in Nebraska and beyond.

Faculty research in statistics and operations research frequently involves applied problems motivated by industry and government needs. These activities will continue to grow with the introduction of the undergraduate program in Statistics and Operations Research, which will provide additional opportunities for undergraduate research, applied projects, and pathways into graduate study.

The program will strengthen the connection between undergraduate education, graduate research, and private-sector engagement, further advancing the university's strategic priorities.

Extraordinary Culture & Environment

The proposed program will contribute to a collaborative and engaging academic environment by creating opportunities for students to work across disciplines and apply quantitative methods to complex challenges. Through collaborative coursework, applied projects, and engagement with faculty and external partners, students will participate in an educational environment that promotes innovation, professional growth, and meaningful connections with the broader community.

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

The proposed Bachelor of Science degree program in Statistics and Operations Research is consistent with the Comprehensive Statewide Plan for Postsecondary Education by addressing student educational needs, supporting workforce and economic development in Nebraska, and leveraging institutional strengths and partnerships.

Meeting the Educational Needs of Students

The proposed Statistics and Operations Research degree programs meet student educational needs by providing rigorous quantitative training and recognized credentials that prepare graduates for professional careers both locally and nationally. Graduates will be equipped with skills in statistical analysis, mathematical modeling,

optimization, and evidence-based decision making—competencies that are in high demand and frequently cited by employers as difficult to fill due to a shortage of qualified applicants. These positions offer competitive compensation and clear pathways for career advancement, supporting students’ long-term economic stability and professional growth.

Meeting the Needs of the State

Regional economic development organizations have noted strong demand for professionals with advanced analytical and modeling skills. Employers in Nebraska require graduates who can analyze data, manage uncertainty, and support complex operational and strategic decisions. The success of students completing existing statistics- and operations-research-focused coursework within the Mathematics degree demonstrates the positive impact of such training on local workforce needs.

Establishing a dedicated Statistics and Operations Research degree program will allow the university to expand capacity, increase program visibility, and more effectively recruit and prepare students for these roles. The proposed program will also enable the department to respond more flexibly to evolving workforce needs by maintaining close engagement with community and industry partners.

Meeting Needs Through Exemplary Institutions

The proposed Bachelor of Science degree program will support faculty excellence in teaching, research, and service within the Department of Mathematical and Statistical Sciences. Faculty expertise in statistics, probability, optimization, and applied mathematical modeling provides a strong foundation for delivering a high-quality undergraduate program that aligns with statewide educational priorities.

Meeting Educational Needs Through Partnerships and Collaborations

Faculty and students in the proposed program will continue to engage in partnerships with local businesses, nonprofit organizations, government agencies, and other educational institutions. These collaborations provide opportunities for applied projects, internships, and service learning that allow students to apply statistical and operations research methods to real-world problems. The creation of a formal Statistics and Operations Research degree will further strengthen existing partnerships and foster new collaborations that benefit students, partners, and the broader community.

D. Evidence of Need and Demand

There is a substantial and well-documented need and demand for undergraduate graduates trained in statistics and operations research at the institutional, regional, state, and national levels. Advances in data-driven decision-making, optimization, risk analysis, and statistical modeling have transformed how organizations in business, government, healthcare, logistics, and nonprofit sectors operate. Employers increasingly seek professionals with strong quantitative foundations who can analyze uncertainty, optimize complex systems, and support evidence-based decisions. The proposed Bachelor of Science and Bachelor of Arts in Statistics and Operations Research directly address these workforce needs while aligning with UNO’s mission as a metropolitan university to support economic development, workforce preparation, and applied problem-solving. The following sections present evidence of workforce need and student demand, drawing on labor market data, employer feedback, enrollment trends, and national and state-level employment projections.

Need

There is clear evidence of a strong and growing need for professionals trained in statistics and operations research at the regional, state, and national levels. Organizations across business, healthcare, logistics, finance, government, and nonprofit sectors increasingly rely on statistical inference, probabilistic modeling, optimization,

and systems analysis to support decision-making. As a result, employers seek graduates with rigorous quantitative foundations who can model complex systems, analyze risk, and design efficient solutions to operational challenges. However, multiple national and industry reports have documented ongoing shortages of individuals with advanced analytical, quantitative, and optimization skills required for high-value decision-making in business, government, and nonprofit sectors^{1,2,3}.

At the national level, the U.S. Bureau of Labor Statistics (BLS) projects that employment of operations research analysts will grow 21% from 2024 to 2034, much faster than the average for all occupations, with roughly 9,600 job openings per year over the decade⁴. This robust growth is driven by ongoing needs for efficiency, optimization, and data-informed planning across industries, including logistics, finance, healthcare, and consulting. Likewise, the broader category of mathematical science occupations, which includes statisticians and related quantitative roles, is projected to grow 8% from 2024 to 2034, significantly faster than average employment growth⁵.

Operations research analysts are also designated as a **“Bright Outlook” occupation** by ONET, *indicating rapid growth and/or large numbers of projected job openings. National wage data further underscore workforce demand, with average salaries in these fields well above national medians, reflecting the value employers place on advanced quantitative skills*^{6,7}.

Although projections specific to Nebraska’s occupations vary by source and methodology, statewide occupational data indicate that computer and mathematical occupations — the category that includes statisticians, operations research analysts, and closely related quantitative professions — are among the fastest growing in the state, with projected increases of approximately 12–14% between 2020 and 2030⁸. This aligns with national trends and highlights localized workforce expansion in fields requiring quantitative and analytical expertise.

The large percentage of workers in these occupations holding bachelor’s degrees further underscores the importance of accessible undergraduate pathways: for statisticians and operations research analysts, roughly 40% of the workforce holds a bachelor’s degree as their highest level of education⁹. This suggests that robust undergraduate preparation in statistics and operations research is essential to meet projected labor market needs.

Local employer feedback and letters of support submitted with this proposal reinforce these broader trends. Regional employers have emphasized ongoing demand for graduates who can apply statistical reasoning,

¹ BHEF. *The National Higher Education and Workforce Initiative: Forging Strategic Partnerships for Undergraduate Innovation and Workforce Development*. Accessed on December 17, 2025. Retrieved from: <https://files.eric.ed.gov/fulltext/ED559688.pdf>.

² ASA. *New National Survey by SHRM Shows Employers Struggling to Meet Growing Demand for Data Analysts*. Accessed on December 17, 2025. Retrieved from: <https://www.amstat.org/news-listing/2021/10/11/new-national-survey-by-shrm-shows-employers-struggling-to-meet-growing-demand-for-data-analysts>.

³ ZIPDO. *Skills Gap Statistics*. Accessed on December 17, 2025. Retrieved from: <https://zipdo.co/skills-gap-statistics/>.

⁴ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook: Operations Research Analysts*. Accessed on December 16, 2025. Retrieved from: <https://www.bls.gov/ooh/math/operations-research-analysts.htm>.

⁵ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook: Mathematicians and Statisticians*. Accessed on December 16, 2025. Retrieved from: <https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm>.

⁶ O*NET OnLine. *Bright Outlook: Operations Research Analysts*. Accessed on December 16, 2025. Retrieved from: <https://www.onetonline.org/help/bright/15-2031.00>.

⁷ O*NET OnLine. *Operations Research Analysts Profile*. Accessed on December 16, 2025. Retrieved from: <https://www.onetonline.org/link/summary/15-2031.00>.

⁸ Nebraska Department of Labor. *Nebraska Workforce Trends*. Accessed on December 16, 2025. Retrieved from: <https://dol.nebraska.gov/webdocs/Resources/Trends/July/August/Trends%20July-August%202023%20.pdf>.

⁹ CareerExplorer. *The Job Market for Operations Research Analysts in the United States*. Accessed on December 16, 2025. Retrieved from: <https://www.careerexplorer.com/careers/operations-research-analyst/job-market/>.

quantitative modeling, and optimization techniques to real-world problems, and many report difficulty finding qualified applicants with the necessary analytical background. The proposed program is structured to equip students with the competencies that Nebraska's economy increasingly requires.

Recent labor market evidence demonstrates active and sustained demand in Nebraska for professionals trained in statistics and operations research. A review of real-time job postings tied to relevant Standard Occupational Classification (SOC) codes shows consistent employer recruitment for these skill sets. For example, searches aligned with Operations Research Analysts (SOC 15-2031.00) identify approximately 20–25 active job postings in the Omaha metropolitan area on major platforms such as Indeed and LinkedIn, with roles emphasizing optimization, modeling, and decision support. Similarly, searches for Statisticians and Statistical Analysts (SOC 15-2041) reveal 15–20 active postings statewide, including positions in healthcare, finance, insurance, government, and research organizations.

These figures represent a snapshot of current demand and fluctuate over time, but they provide evidence that Nebraska employers are actively seeking graduates with strong quantitative, statistical, and analytical training. In addition, many positions requiring these skills are not classified under the specific titles of Statistician or Operations Research Analyst, but instead appear under broader analytical occupations such as data analyst, business analyst, supply chain analyst, and research analyst. Many of these roles are accessible to graduates with bachelor's-level preparation in statistics, operations research, mathematical modeling, and quantitative decision-making.

These real-time posting data complement state and national employment projections that identify statistics, operations research, and related analytical fields as high-growth, high-skill occupations. Together, these indicators reinforce the need for a dedicated undergraduate degree program in Statistics and Operations Research at the University of Nebraska at Omaha and demonstrate the value of preparing students for careers requiring advanced analytical and problem-solving skills.

Demand

Evidence of student interest in quantitative coursework is well documented within the Department of Mathematical and Statistical Sciences. Since the introduction of concentrations related to statistics, operations research, and data science within the mathematics curriculum, enrollment patterns show that students are highly motivated to pursue quantitatively focused coursework. In recent years, approximately 20–30 mathematics students have selected concentrations in statistics, operations research, and data science, compared with approximately 10–15 students selecting other available concentrations. This pattern demonstrates a strong and sustained student interest in quantitative areas related to statistics and operations research.

Many students pursuing these concentrations have also completed advanced coursework in statistical methods, mathematical modeling, optimization, and data analysis, further demonstrating demand for a dedicated undergraduate program that provides a more direct pathway into these fields. Enrollment in upper-level statistics and operations research courses has also grown substantially over the past decade, reflecting rising student demand not only from mathematics majors but also from students in engineering, computer science, and other disciplines who seek strong analytical skills. This growth demonstrates both existing demand within the University of Nebraska student population and broader interest in quantitative methods across academic disciplines.

The proposed Statistics and Operations Research degree is expected to build upon this existing demand while also expanding enrollment opportunities. While some students who currently pursue related concentrations within the mathematics major may transition into the new program, this reflects a clearer alignment between student

interests and academic pathways rather than a loss of student demand. The proposed degree will provide a dedicated pathway for students whose primary academic and career interests are in statistical modeling, optimization, data analysis, and quantitative decision-making.

In addition, the program is expected to attract students who may not otherwise pursue a mathematics degree but are seeking specialized preparation for analytical careers. The program will provide an opportunity to serve students across disciplines, including those interested in applications of statistics and operations research in areas such as engineering, computer science, business, healthcare, government, and other fields.

Based on historical trends in concentration selection and course enrollment growth, the department anticipates stable and increasing demand for the proposed degree program. A conservative projection estimates that approximately 20 students per year will graduate with a Bachelor's degree in Statistics and Operations Research once the program is fully established. This estimate is informed by prior enrollment and concentration completion data, which show consistent student engagement in related coursework and strong interest in analytics-focused career pathways.

The proposed program will be developed alongside the existing mathematics major, with both programs continuing to benefit from shared foundational coursework, faculty expertise, and departmental resources. As a result, the department expects the new degree to expand opportunities for students while maintaining a strong mathematics program.

To ensure sustainability and academic viability, the department anticipates a minimum threshold of 10 declared majors in the initial years of program operation, with enrollment growth expected as the program becomes established and marketed to a broader student audience. The department also plans to explore future opportunities for online delivery of the program, which could expand access beyond Nebraska and provide additional opportunities to serve students seeking undergraduate preparation in statistics and operations research. This future development would position the University of Nebraska at Omaha to reach a broader population of learners while supporting the University's commitment to innovative and accessible educational pathways.

The combination of strong labor market demand, demonstrated student interest, and growing regional employer engagement supports the conclusion that the proposed degree will be both impactful and sustainable.

E. Avoidance of Unnecessary Duplication

An assessment of related undergraduate programs in Nebraska—public and private—indicates that the proposed Bachelor of Science in Statistics and Operations Research will not result in unnecessary duplication. Instead, it will fill a gap in state educational offerings by providing a coherent, mathematically grounded undergraduate degree that prepares students for careers and further study in analytics, optimization, and decision science.

University of Nebraska–Lincoln (UNL)

The University of Nebraska–Lincoln (UNL) previously offered multiple undergraduate programs related to statistics and data science, including a Bachelor of Science in Statistics and Data Analytics and a Bachelor of Science in Data Science through an interdisciplinary structure across the College of Agricultural Sciences and Natural Resources, the College of Arts and Sciences, and the College of Engineering. These programs combined

coursework in mathematics, statistics, and computing, and allowed students to pursue a flexible interdisciplinary major¹⁰. These programs are no longer available.

University of Nebraska at Omaha (UNO)

Within the University of Nebraska system, the University of Nebraska at Omaha currently offers Bachelor of Science and Bachelor of Arts programs in Mathematics with concentrations in Statistics, Operations Research, and Data Science¹¹. While these offerings provide some foundational preparation, they do not constitute a stand-alone, coherent degree focused comprehensively on both statistics and operations research with structured pathways, depth, and elective options that align with current industry demand.

The proposed Statistics and Operations Research program builds upon these strengths, formalizing a dedicated degree that integrates statistics, probability, optimization, stochastic modeling, and computational methods. This specialization goes beyond what is possible within the existing mathematics major, which is broader in scope and less flexible for students desiring focused quantitative training.

Other Nebraska Public Institutions

University of Nebraska at Kearney (UNK) offers a Mathematics major through its Department of Mathematics and Statistics; however, it does not currently provide a dedicated undergraduate program in statistics or operations research similar to the proposed Statistics and Operations Research¹².

No public community colleges in Nebraska currently offer degrees with a focus on operations research or statistical modeling at the bachelor's level. Some institutions may offer general mathematics or analytics minors, but these do not duplicate the depth or focus of the proposed Statistics and Operations Research curriculum.

Nebraska Private Institutions

Several private institutions in Nebraska offer programs related to data science or analytics, but with distinct missions and curricular emphases:

- Creighton University offers a Bachelor of Science in Data Science that provides interdisciplinary preparation combining computational and statistical thinking with opportunities to specialize in either advanced computing or advanced mathematics and statistics¹³. While this program includes statistical and mathematical content, it does not offer dedicated concentrations or a structured curriculum in operations research or an explicit operations research focus that is a core component of the proposed Statistics and Operations Research degree.
- Bellevue University and Concordia University, Nebraska, offer undergraduate programs in Data Science with an emphasis on statistical analysis and data interpretation¹⁴. These programs are typically broader in scope and less mathematically intense than the proposed Statistics and Operations Research program, which emphasizes mathematical foundations, optimization, and decision science. In addition, private

¹⁰ University of Nebraska—Lincoln. *Data Science*. Accessed on December 17, 2025. Retrieved from: <https://datascience.unl.edu/>.

¹¹ University of Nebraska at Omaha. *College of Arts and Sciences: Department of Mathematical and Statistical Sciences – Undergraduate Programs in Mathematics*. Accessed on December 17, 2025. Retrieved from: <https://www.unomaha.edu/college-of-arts-and-sciences/mathematics/academics/undergraduate.php>.

¹² University of Nebraska at Kearney. *Mathematics and Statistics*. Accessed on December 17, 2025. Retrieved from: <https://www.unk.edu/academics/math/index.php>.

¹³ Creighton University. *Data Science (Bachelor of Science)*. Accessed on December 17, 2025. Retrieved from: <https://www.creighton.edu/academics/programs/data-science>.

¹⁴ AnalyticsDegrees. *Analytics Degrees Programs in Nebraska*. Accessed on December 17, 2025. Retrieved from: <https://www.analyticsdegrees.org/programs/nebraska/>.

institutions generally have higher tuition costs and admissions criteria, making UNO's program a more accessible option for many students.

Regional and National Context

While some institutions outside Nebraska offer undergraduate degrees in statistics or operations research, these programs are relatively rare, and few combine both areas with the balance of mathematical rigor and applied problem solving envisioned for the Statistics and Operations Research degree. Nationally, undergraduate programs in operations research are not widespread, and opportunities to study operations research in conjunction with a strong statistical foundation are limited, making the proposed program distinctive in aligning with both statewide need and national trends.

Summary of Duplication Assessment

- The recent elimination of the UNL Statistics Department and its undergraduate degrees creates a gap in undergraduate education in applied statistics and analytics within the state.
- Existing offerings at UNO (mathematics with concentrations in statistics, operations research, and data science) provide partial preparation but lack a dedicated, integrated statistics-operations research curriculum.
- Private institutions provide related data science or analytics degrees, but differ significantly in focus, curricular depth, and cost.
- No public institution in Nebraska currently offers a stand-alone undergraduate degree that combines rigorous statistics and operations research training at the breadth and depth intended by this proposal.

Taken together, this assessment supports the conclusion that the proposed Bachelor of Science in Statistics and Operations Research will not create unnecessary duplication within Nebraska but will fill a critical gap and expand undergraduate access to in-state quantitative training that aligns with workforce and educational needs. Additional information on the evidence of need and demand, as well as on the avoidance of unnecessary duplication, can be found in the **market research report**¹⁵.

F. Adequacy of Resources:

1. Faculty/Staff

Existing faculty and staff in the Department of Mathematical and Statistical Sciences are sufficient to launch and sustain the program. All courses included in the curriculum are already offered regularly, and all instructional faculty will teach these courses within their regular loads. Should enrollments grow, additional instructors or faculty may be needed to accommodate additional sections.

2. Library/Information Resources

No additional library resources are needed to support the program. Promotional materials will be developed in collaboration with the College of Arts and Sciences' Communications Specialist and UNO's Office of Strategic Marketing and Communications.

3. Physical Facilities and Equipment

Because the program is built entirely on courses already offered regularly, no additional physical facilities are needed at this time. Administering the program from campus will require only standard office equipment and basic supplies.

¹⁵ See the market research report at this link: <https://bit.ly/45Fyf0>

4. Budget Projections

Table 4 summarizes the projected expenses for the proposed program. The only anticipated expense is \$1,000 in marketing costs over two years. Table 5 outlines the revenue sources supporting these expenses. Tuition projections assume 10 new students per year, each enrolling in 30 credit hours annually at a resident tuition rate of \$264 per credit hour. Neither the proposed degree program nor its courses carry additional fees. Standard university fees are not included in Table 5.

Table 4: Projected Expenses

	Year 1		Year 2		Year 3		Year 4		Year 5		
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Faculty ¹											\$0
Professional ²											\$0
Graduate assistants											\$0
Support staff											\$0
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
General Operating ³		\$500		\$500		\$0		\$0		\$0	\$1000
Equipment ⁴											\$0
New or renovated space ⁵											\$0
Library/Information Resources ⁶											\$0
Other ⁷											\$0
Subtotal		\$500		\$500		\$0		\$0		\$0	\$1000
Total Expenses		\$500.00		\$500.00		\$0.00		\$0.00		\$0.00	\$1,000.00

Table 5: Revenue Sources for Projected Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5	
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	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800
Other Funding ⁴						\$0
Total Revenue ⁵	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800

IV. Appendices

A. Catalog Copy

See the catalog at this link: <https://catalog.unomaha.edu/undergraduate/>.

B. Market Analysis

See the market research report at this link: <https://bit.ly/45Fytf0>.

C. Letters of Support

Internal

See the internal letter(s) of support attached. For additional letter(s), visit this link: <https://bit.ly/4qS7mpF>.

External

See the external letter(s) of support attached. For additional letter(s), visit this link: <https://bit.ly/4qaYN7X>.

D. Professional Licensure and Certification

Not applicable.

Licensing Board Full Name		Link to Licensing Board Website
Accrediting Body Full Name		Link to Accrediting Body Website
Itemized Cost of Licensure and/or Certification		
List states where this program fulfills educational requirements for licensure/certification	List states where this program does not fulfill educational requirements for licensure/certification	List states that do not require licensure or certification for this program

TABLE 1: PROJECTED EXPENSES											
CAMPUS AND NAME OF PROGRAM, CENTER OR UNIT: UNO - Department of Mathematical and Statistical Sciences, CAS											
	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Faculty ¹											\$0
Professional ²											\$0
Graduate assistants											\$0
Support staff											\$0
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
General Operating ³		\$500		\$500		\$0		\$0		\$0	\$1,000
Equipment ⁴											\$0
New or renovated space ⁵											\$0
Library/Information Resources ⁶											\$0
Other ⁷											\$0
Subtotal		\$500		\$500		\$0		\$0		\$0	\$1,000
Total Expenses		\$500.00		\$500.00		\$0.00		\$0.00		\$0.00	\$1,000.00

¹ Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program.

² Show the number of additional full-time equivalent professional staff (non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program.

³ Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

⁴ Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program.

⁵ Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

⁶ Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.

⁷ Additional Other Expenses: Show other expenses not appropriate to another category.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO - Department of Mathematical and Statistical Sciences, CAS						
	Year 1	Year 2	Year 3	Year 4	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	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$79,200	\$158,400	\$237,600	\$316,800	\$316,800	\$1,108,800

¹ Show the total amount of dollars of existing funds to support this program. Identify the source of funding and provide an explanation of the impact that any redistribution of funds will have on existing programs or units.

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

³ Show additional tuition and fee revenues that will be generated by this program.

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

Job Posting Analytics

Lightcast Q1 2026 BETA Data Set

February 2026

University of Nebraska at Omaha

6001 Dodge Street
Omaha, Nebraska 68182
402-554-2800

Parameters

Select Timeframe: Feb 2025 - Dec 2025

Regions:
106 items selected. See Appendix A for details.

Skills (Has All):

Results should Include all of the selected skills

Code	Skills (Has All)
Specialized Skill	Statistics

Code	Skills (Has All)
Specialized Skill	Operations Research

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level:

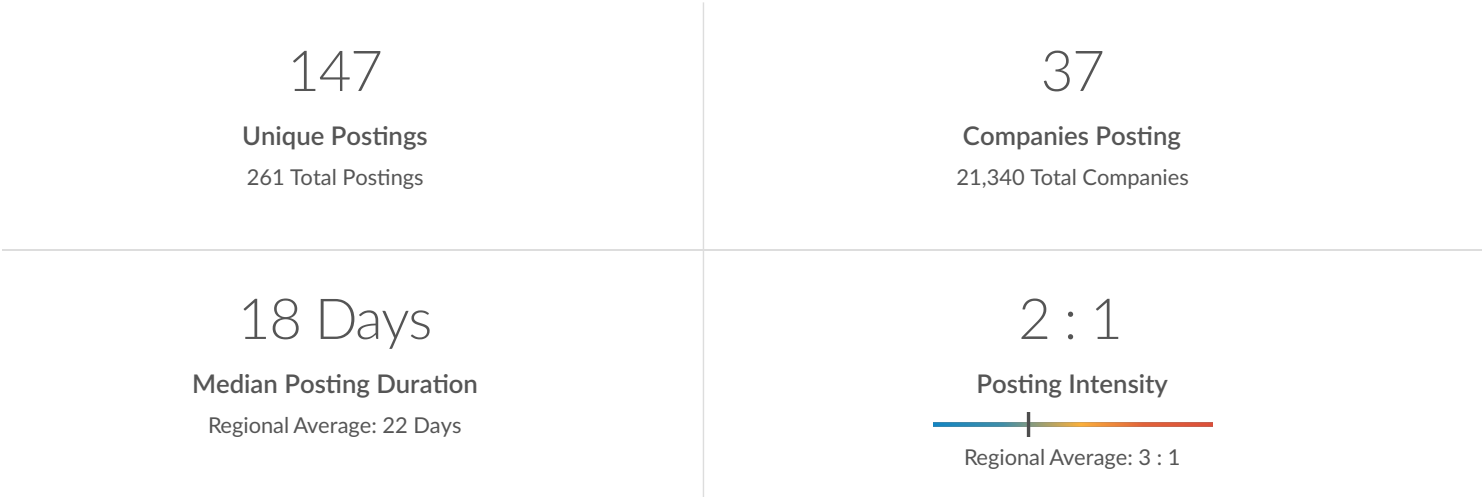
Description
Bachelor's degree

Job Type: Include Internships

Keyword Search:

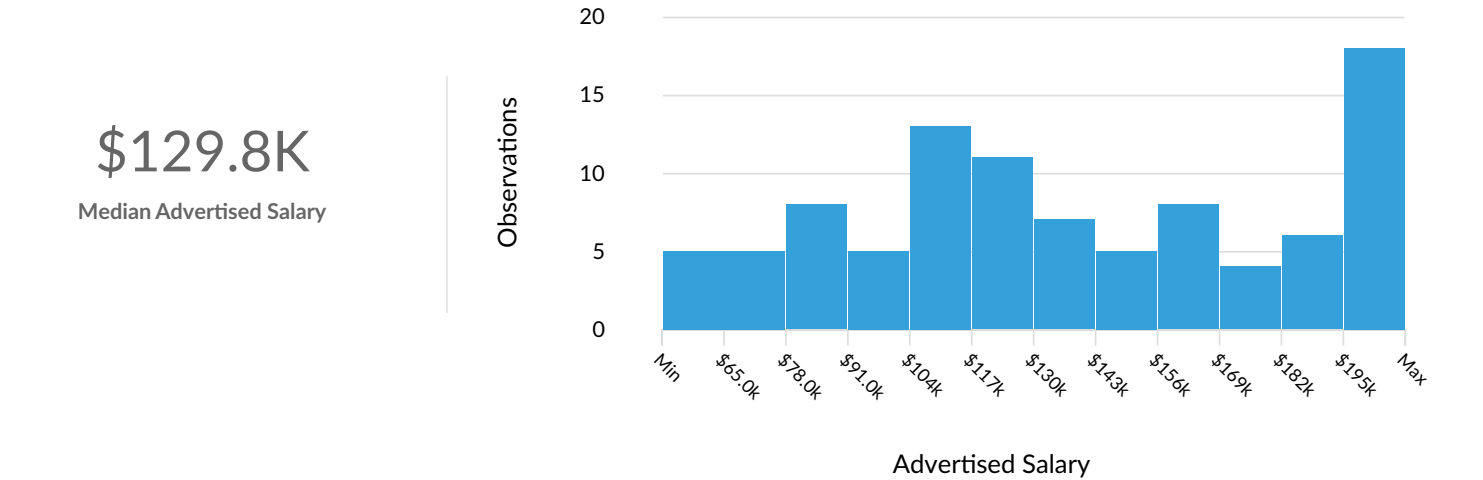
Posting Type: Newly Posted

Job Postings Overview



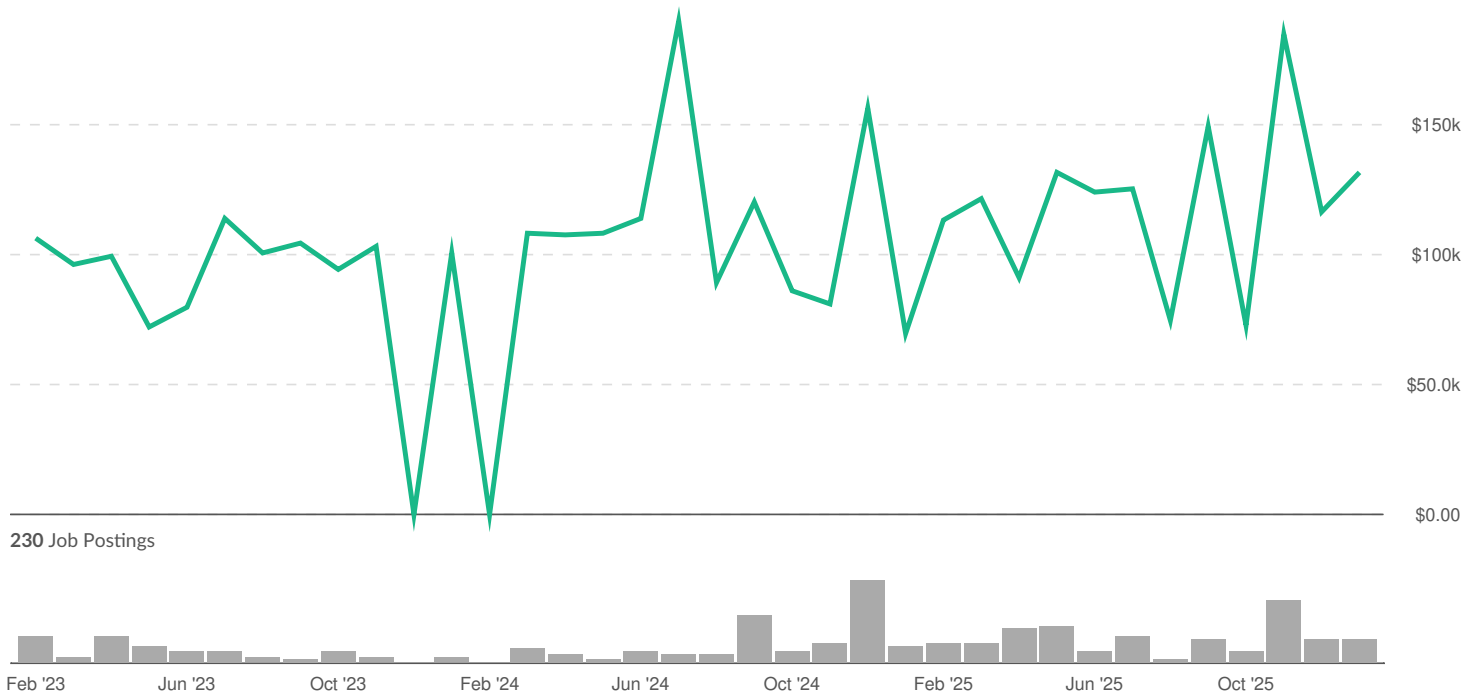
Advertised Salary

There are 95 advertised salary observations (65% of the 147 matching postings).

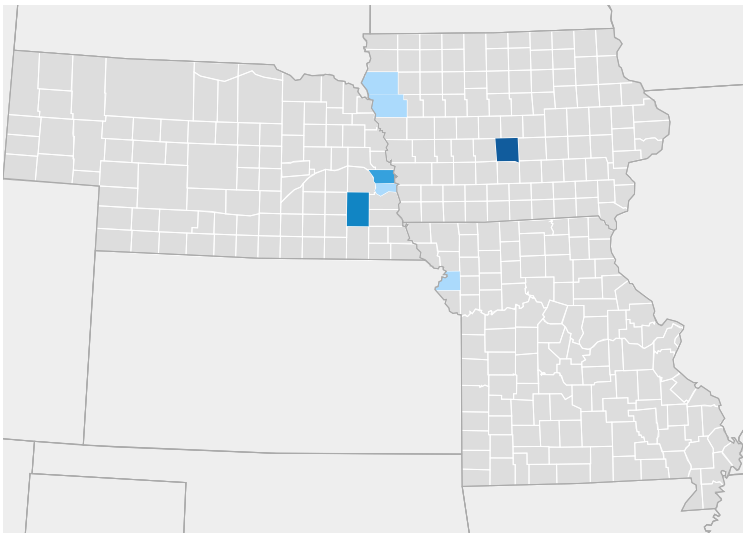


Advertised Salary Trend

▲ 23.6% Feb 2023 – Jan 2026
\$116k Median

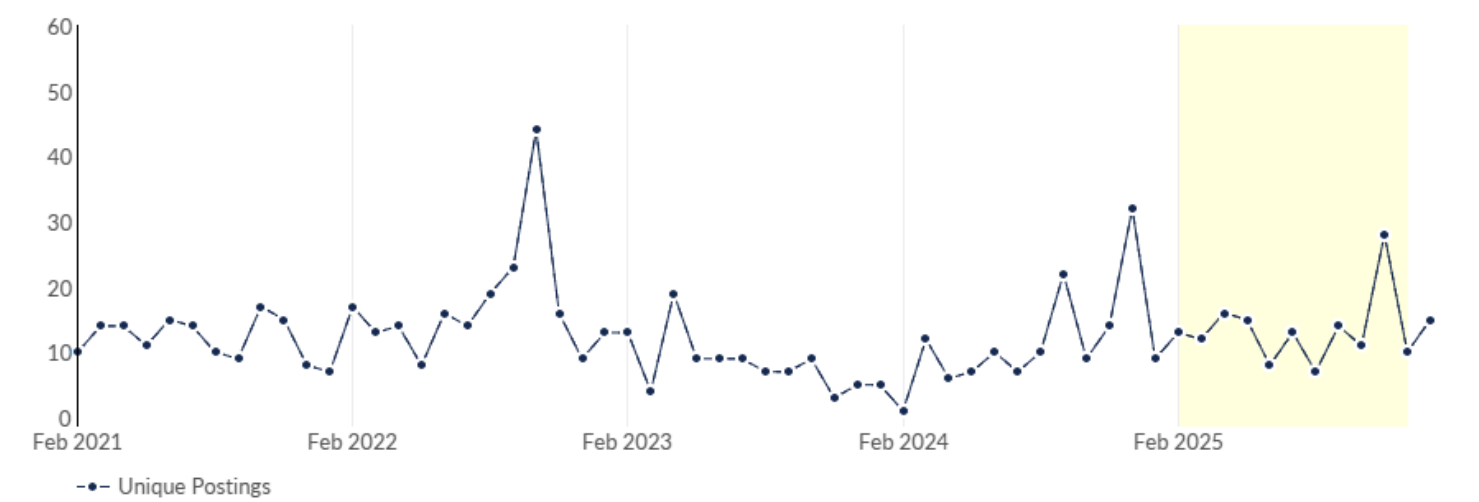


Job Postings Regional Breakdown



County	Unique Postings (Feb 2025 - Dec 2025)
Polk County, IA	65
Lancaster County, NE	60
Douglas County, NE	13
Sarpy County, NE	4
Woodbury County, IA	2

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Jan 2026	15	1 : 1
Dec 2025	10	1 : 1
Nov 2025	28	1 : 1
Oct 2025	11	1 : 1
Sep 2025	14	3 : 1
Aug 2025	7	1 : 1
Jul 2025	13	2 : 1
Jun 2025	8	1 : 1
May 2025	15	2 : 1
Apr 2025	16	3 : 1
Mar 2025	12	3 : 1
Feb 2025	13	1 : 1
Jan 2025	9	2 : 1
Dec 2024	32	2 : 1
Nov 2024	14	2 : 1
Oct 2024	9	2 : 1
Sep 2024	22	2 : 1
Aug 2024	10	2 : 1
Jul 2024	7	2 : 1
Jun 2024	10	3 : 1

May 2024	7	2 : 1
Apr 2024	6	2 : 1
Mar 2024	12	2 : 1
Feb 2024	1	14 : 1
Jan 2024	5	2 : 1
Dec 2023	5	2 : 1
Nov 2023	3	1 : 1
Oct 2023	9	2 : 1
Sep 2023	7	1 : 1
Aug 2023	7	2 : 1
Jul 2023	9	2 : 1
Jun 2023	9	1 : 1
May 2023	9	1 : 1
Apr 2023	19	1 : 1
Mar 2023	4	2 : 1
Feb 2023	13	2 : 1
Jan 2023	13	2 : 1
Dec 2022	9	2 : 1
Nov 2022	16	2 : 1
Oct 2022	44	1 : 1
Sep 2022	23	6 : 1
Aug 2022	19	1 : 1
Jul 2022	14	3 : 1
Jun 2022	16	2 : 1
May 2022	8	2 : 1
Apr 2022	14	3 : 1
Mar 2022	13	4 : 1
Feb 2022	17	2 : 1
Jan 2022	7	3 : 1
Dec 2021	8	2 : 1
Nov 2021	15	3 : 1

Oct 2021	17	3 : 1
Sep 2021	9	6 : 1
Aug 2021	10	3 : 1
Jul 2021	14	2 : 1
Jun 2021	15	2 : 1
May 2021	11	2 : 1
Apr 2021	14	2 : 1
Mar 2021	14	2 : 1
Feb 2021	10	1 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	0	0%
Associate's degree	4	3%
Bachelor's degree	147	100%
Master's degree	117	80%
Ph.D. or professional degree	39	27%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	0	0	0%
Associate's degree	4	0	3%
Bachelor's degree	143	2	97%
Master's degree	0	78	0%
Ph.D. or professional degree	0	39	0%

Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	5	3%
0 - 1 Years	14	10%
2 - 3 Years	37	25%
4 - 6 Years	54	37%
7 - 9 Years	30	20%
10+ Years	7	5%

Top Companies Posting

	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Capital One	24 / 22	1 : 1 	n/a
Baylor Scott & White Health	24 / 18	1 : 1 	15 days
General Motors	22 / 14	2 : 1 	26 days
Evolent	22 / 14	2 : 1 	39 days
Ford	8 / 8	1 : 1 	14 days
Centerwell Limited Partnership	8 / 6	1 : 1 	24 days
Cardinal Health	6 / 6	1 : 1 	36 days
CVS Health	20 / 5	4 : 1 	18 days
GovCIO	6 / 4	2 : 1 	8 days
Scientific Research Corporation	4 / 4	1 : 1 	34 days

Top Cities Posting

City	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Des Moines, IA	87 / 63	1 : 1 	20 days
Lincoln, NE	109 / 60	2 : 1 	20 days
Omaha, NE	21 / 13	2 : 1 	17 days
Bellevue, NE	4 / 2	2 : 1 	10 days
Offutt Air Force Base, NE	6 / 2	3 : 1 	25 days
Saint Joseph, MO	22 / 2	11 : 1 	n/a
Sioux City, IA	7 / 2	4 : 1 	7 days
West Des Moines, IA	2 / 2	1 : 1 	6 days
Le Mars, IA	3 / 1	3 : 1 	n/a

Top Posted Occupations

	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Data Scientists	43 / 33	1 : 1 	15 days
Marketing Managers	21 / 19	1 : 1 	41 days
Computer Systems Analysts	37 / 18	2 : 1 	33 days
Software Developers	21 / 15	1 : 1 	15 days
Computer and Information Research Scientists	14 / 8	2 : 1 	14 days
Database Administrators	6 / 5	1 : 1 	n/a
Database Architects	6 / 5	1 : 1 	12 days
General and Operations Managers	6 / 4	2 : 1 	23 days
Compliance Officers	3 / 3	1 : 1 	25 days
Logisticians	5 / 3	2 : 1 	n/a

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Data Scientists	24 / 21	1 : 1 	15 days
Marketing Managers	21 / 19	1 : 1 	41 days
Health Informatics Specialists	31 / 16	2 : 1 	39 days
Software Developers	21 / 15	1 : 1 	15 days
Business Intelligence Analysts	19 / 12	2 : 1 	8 days
Computer and Information Research Scientists	14 / 8	2 : 1 	14 days
Database Administrators	6 / 5	1 : 1 	n/a
Database Architects	6 / 5	1 : 1 	12 days
General and Operations Managers	6 / 4	2 : 1 	23 days
Environmental Compliance Inspectors	3 / 3	1 : 1 	25 days
Chief Executives	2 / 2	1 : 1 	n/a
Sales Managers	2 / 2	1 : 1 	48 days
Wholesale and Retail Buyers, Except Farm Products	22 / 2	11 : 1 	n/a
Human Resources Specialists	2 / 2	1 : 1 	47 days
Logisticians	2 / 2	1 : 1 	n/a
Market Research Analysts and Marketing Specialists	4 / 2	2 : 1 	26 days
Computer Systems Analysts	6 / 2	3 : 1 	28 days
Computer Occupations, All Other	2 / 2	1 : 1 	n/a
Operations Research Analysts	4 / 2	2 : 1 	4 days
Economists	7 / 2	4 : 1 	7 days
Natural Sciences Managers	2 / 1	2 : 1 	13 days
Logistics Analysts	3 / 1	3 : 1 	n/a
Information Security Analysts	2 / 1	2 : 1 	10 days
Network and Computer Systems Administrators	2 / 1	2 : 1 	25 days
Computer Systems Engineers/Architects	4 / 1	4 : 1 	n/a
Electrical Engineers	3 / 1	3 : 1 	n/a

Industrial Engineers	3 / 1	3 : 1		n/a
Climate Change Policy Analysts	4 / 1	4 : 1		n/a
Political Scientists	3 / 1	3 : 1		22 days
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	22 / 1	22 : 1		n/a

Top Posted Occupations

Occupation	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Data Scientist	22 / 19	1 : 1 	14 days
Product Manager	19 / 17	1 : 1 	6 days
Clinical Analyst / Clinical Documentation and Improvement Specialist	31 / 16	2 : 1 	39 days
Software Developer / Engineer	18 / 12	2 : 1 	15 days
Data / Data Mining Analyst	16 / 9	2 : 1 	8 days
Researcher / Research Associate	9 / 9	1 : 1 	36 days
Artificial Intelligence Engineer	14 / 8	2 : 1 	14 days
Data Engineer	6 / 5	1 : 1 	n/a
Database Architect	6 / 5	1 : 1 	12 days
Business / Management Analyst	6 / 4	2 : 1 	23 days
Business Intelligence Analyst	3 / 3	1 : 1 	58 days
Software Development / Engineering Manager	3 / 3	1 : 1 	n/a
Environmental Compliance Specialist	3 / 3	1 : 1 	25 days
Operations Analyst	4 / 2	2 : 1 	4 days
Logistician / Supply Chain Specialist	2 / 2	1 : 1 	n/a
Chief Operating Officer	2 / 2	1 : 1 	n/a
Buyer / Purchasing Agent	22 / 2	11 : 1 	n/a
Human Resources / Labor Relations Specialist	2 / 2	1 : 1 	47 days
Analytics Manager	2 / 2	1 : 1 	24 days
Systems Analyst	6 / 2	3 : 1 	28 days
Technology Consultant	2 / 2	1 : 1 	n/a
Marketing Manager	2 / 2	1 : 1 	41 days
Marketing Analyst	4 / 2	2 : 1 	26 days
Business Development / Sales Manager	2 / 2	1 : 1 	48 days
Policy Analyst	7 / 2	4 : 1 	22 days

Economist	7 / 2	4 : 1		7 days
Logistics / Supply Chain Analyst	3 / 1	3 : 1		n/a
Office / Administrative Assistant	22 / 1	22 : 1		n/a
Power Systems Engineer	3 / 1	3 : 1		n/a
Industrial Engineer	3 / 1	3 : 1		n/a
Clinical Laboratory Manager	2 / 1	2 : 1		13 days
Computer Systems Engineer / Architect	4 / 1	4 : 1		n/a
Cyber / Information Security Engineer / Analyst	2 / 1	2 : 1		10 days
Network / Systems Administrator	2 / 1	2 : 1		25 days

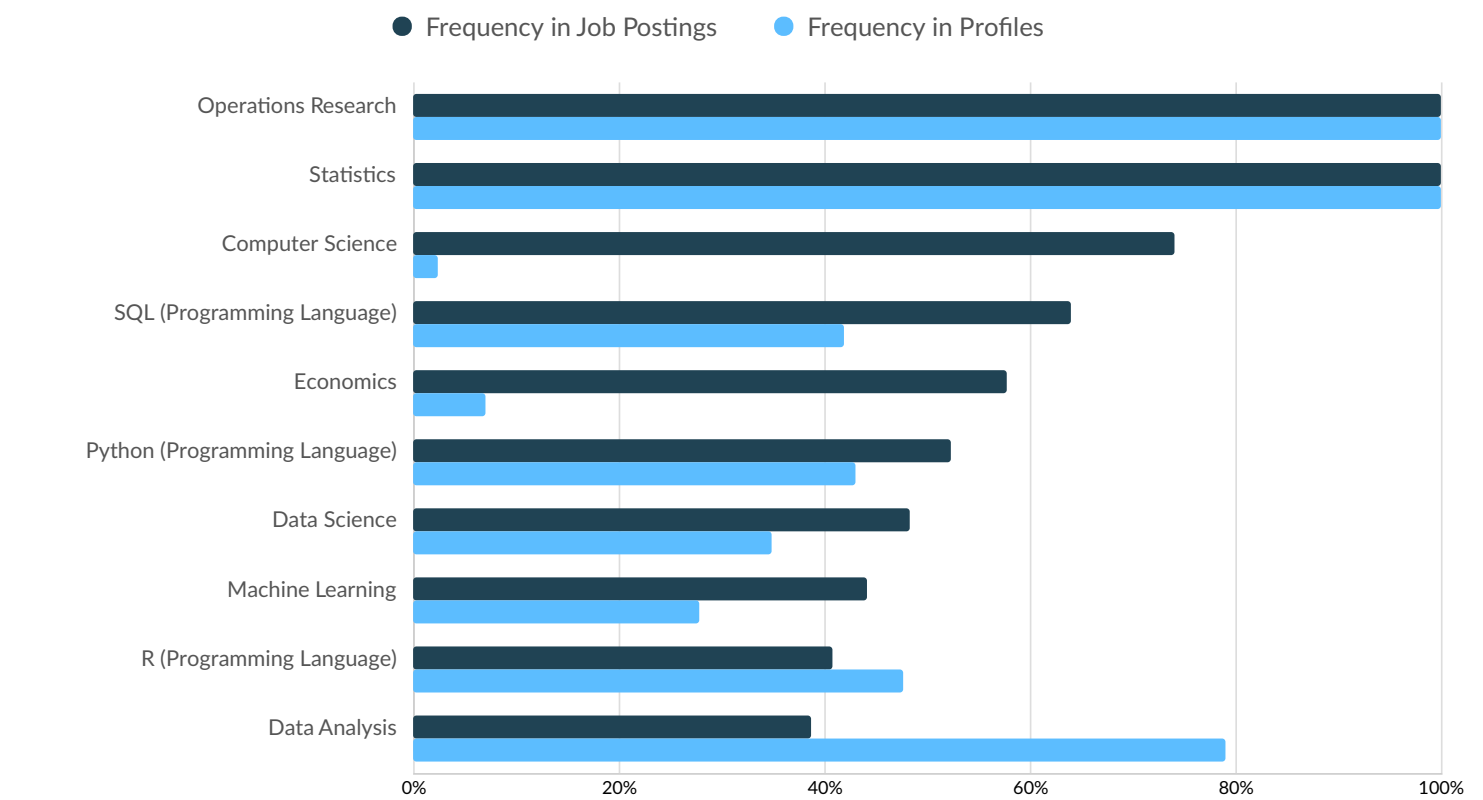
Top Posted Job Titles

	Total/Unique (Feb 2025 - Dec 2025)		Posting Intensity	Median Posting Duration
Analytics Developers	22 / 16	1 : 1		15 days
Data Scientists	13 / 13	1 : 1		14 days
Performance Directors	10 / 6	2 : 1		53 days
Operations Research Scientists	6 / 6	1 : 1		36 days
Facility Administrators	7 / 4	2 : 1		25 days
Data Analysts	6 / 4	2 : 1		8 days
Principal Data Scientists	12 / 4	3 : 1		17 days
Performance Analysts	4 / 4	1 : 1		39 days
Capacity Planning Managerengineers	6 / 4	2 : 1		23 days
Product Performance Analysts	8 / 4	2 : 1		17 days

Top Industries

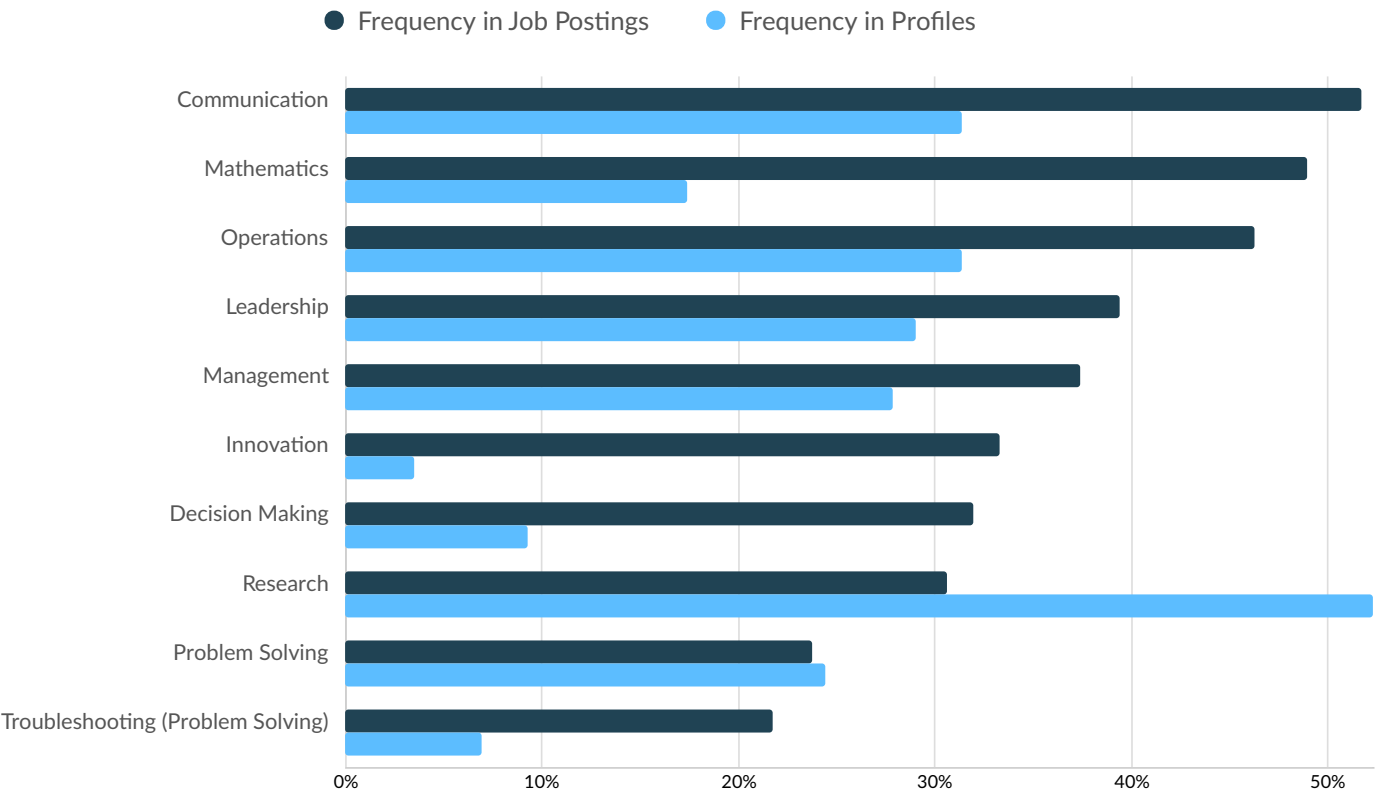
	Total/Unique (Feb 2025 - Dec 2025)	Posting Intensity	Median Posting Duration
Commercial Banking	24 / 22	1 : 1 	n/a
General Medical and Surgical Hospitals	49 / 22	2 : 1 	15 days
Other Motor Vehicle Parts Manufacturing	22 / 14	2 : 1 	26 days
All Other Miscellaneous Ambulatory Health Care Services	22 / 14	2 : 1 	39 days
Automobile and Light Duty Motor Vehicle Manufacturing	8 / 8	1 : 1 	14 days
Drugs and Druggists' Sundries Merchant Wholesalers	6 / 6	1 : 1 	36 days
Lessors of Nonresidential Buildings (except Miniwarehouses)	8 / 6	1 : 1 	24 days
Other General Government Support	34 / 6	6 : 1 	22 days
Pharmacies and Drug Retailers	20 / 5	4 : 1 	18 days
Web Search Portals and All Other Information Services	4 / 4	1 : 1 	20 days

Top Specialized Skills



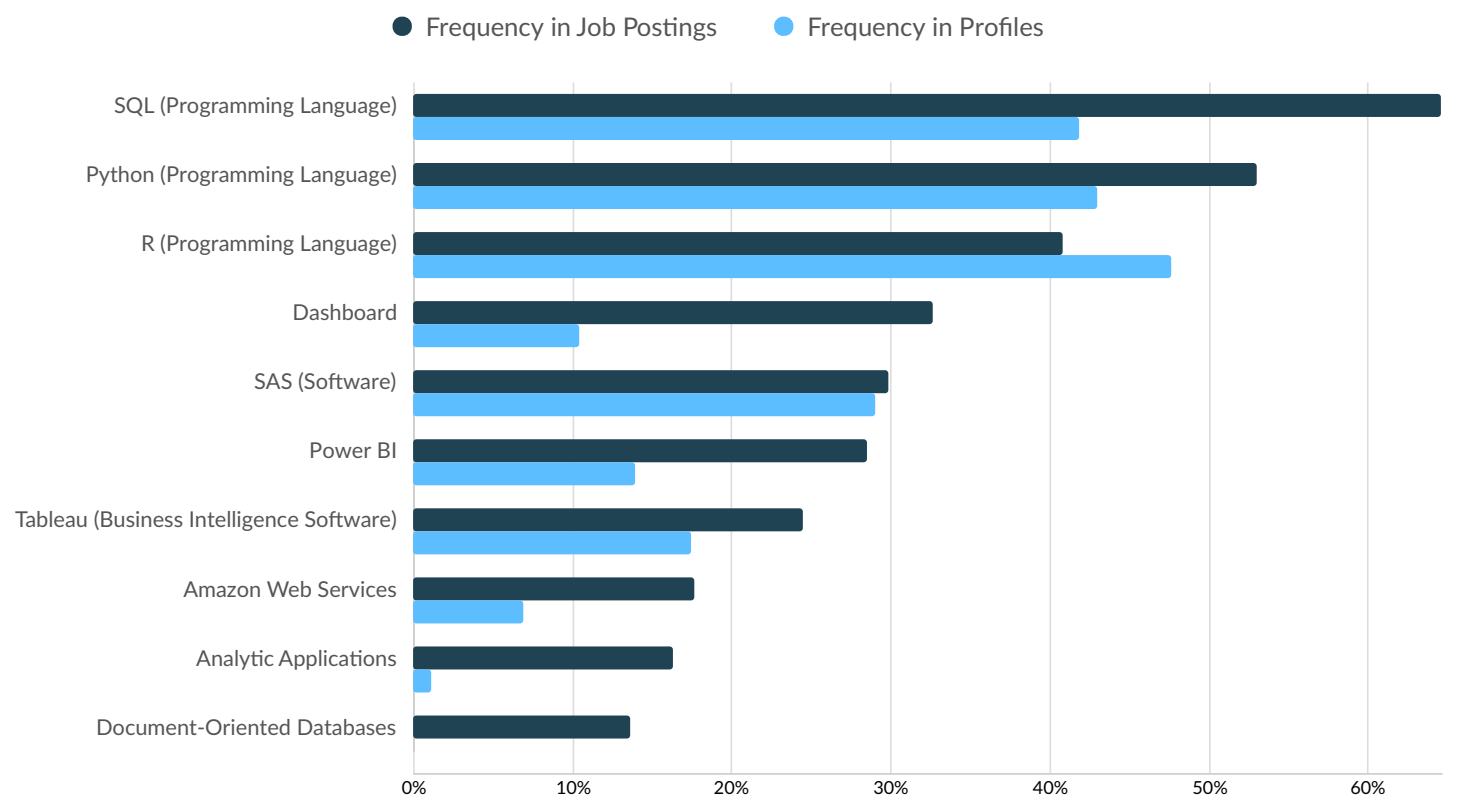
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Operations Research	147	100%	86	100%	+13.3%	Growing
Statistics	147	100%	86	100%	+22.7%	Rapidly Growing
Computer Science	109	74%	2	2%	+26.8%	Rapidly Growing
SQL (Programming Language)	94	64%	36	42%	+6.4%	Stable
Economics	85	58%	6	7%	+20.1%	Rapidly Growing
Python (Programming Language)	77	52%	37	43%	+24.5%	Rapidly Growing
Data Science	71	48%	30	35%	+17.4%	Growing
Machine Learning	65	44%	24	28%	+19.9%	Rapidly Growing
R (Programming Language)	60	41%	41	48%	+20.3%	Rapidly Growing
Data Analysis	57	39%	68	79%	+25.8%	Rapidly Growing

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	76	52%	27	31%	+3.6%	Lagging
Mathematics	72	49%	15	17%	+20.2%	Rapidly Growing
Operations	68	46%	27	31%	+8.1%	Stable
Leadership	58	39%	25	29%	+8.5%	Stable
Management	55	37%	24	28%	+5.3%	Stable
Innovation	49	33%	3	3%	+25.8%	Rapidly Growing
Decision Making	47	32%	8	9%	+13.5%	Growing
Research	45	31%	45	52%	+17.2%	Growing
Problem Solving	35	24%	21	24%	+11.3%	Growing
Troubleshooting (Problem Solving)	32	22%	6	7%	+19.0%	Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
SQL (Programming Language)	95	65%	36	42%	+6.4%	Stable
Python (Programming Language)	78	53%	37	43%	+24.5%	Rapidly Growing
R (Programming Language)	60	41%	41	48%	+20.3%	Rapidly Growing
Dashboard	48	33%	9	10%	+25.3%	Rapidly Growing
SAS (Software)	44	30%	25	29%	+12.4%	Growing
Power BI	42	29%	12	14%	+20.4%	Rapidly Growing
Tableau (Business Intelligence Software)	36	24%	15	17%	+20.8%	Rapidly Growing
Amazon Web Services	26	18%	6	7%	+24.0%	Rapidly Growing
Analytic Applications	24	16%	1	1%	+9.4%	Growing
Document-Oriented Databases	20	14%	0	0%	+12.2%	Growing

Top Qualifications

	Postings with Qualification
Master Of Business Administration (MBA)	28
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	12
Professional Engineer (PE) License	7
Certified Public Accountant	6
Security Clearance	4
Top Secret Clearance	3
Certified Safety Professional	3
Valid Driver's License	1

Appendix A - Regions

Code	Description
19001	Adair County, IA
19003	Adams County, IA
19009	Audubon County, IA
19015	Boone County, IA
19021	Buena Vista County, IA
19025	Calhoun County, IA
19027	Carroll County, IA
19029	Cass County, IA
19035	Cherokee County, IA
19039	Clarke County, IA
19041	Clay County, IA
19047	Crawford County, IA
19049	Dallas County, IA
19053	Decatur County, IA
19071	Fremont County, IA
19073	Greene County, IA
19077	Guthrie County, IA
19085	Harrison County, IA
19091	Humboldt County, IA
19093	Ida County, IA
19121	Madison County, IA
19129	Mills County, IA
19133	Monona County, IA
19137	Montgomery County, IA
19141	O'Brien County, IA
19145	Page County, IA

Code	Description
29075	Gentry County, MO
29081	Harrison County, MO
29087	Holt County, MO
29147	Nodaway County, MO
29227	Worth County, MO
31001	Adams County, NE
31003	Antelope County, NE
31011	Boone County, NE
31021	Burt County, NE
31023	Butler County, NE
31025	Cass County, NE
31027	Cedar County, NE
31035	Clay County, NE
31037	Colfax County, NE
31039	Cuming County, NE
31043	Dakota County, NE
31051	Dixon County, NE
31053	Dodge County, NE
31055	Douglas County, NE
31059	Fillmore County, NE
31067	Gage County, NE
31077	Greeley County, NE
31079	Hall County, NE
31081	Hamilton County, NE
31093	Howard County, NE
31095	Jefferson County, NE

19149	Plymouth County, IA
19151	Pocahontas County, IA
19153	Polk County, IA
19155	Pottawattamie County, IA
19159	Ringgold County, IA
19161	Sac County, IA
19165	Shelby County, IA
19167	Sioux County, IA
19173	Taylor County, IA
19175	Union County, IA
19181	Warren County, IA
19187	Webster County, IA
19193	Woodbury County, IA
20005	Atchison County, KS
20013	Brown County, KS
20043	Doniphan County, KS
20085	Jackson County, KS
20117	Marshall County, KS
20131	Nemaha County, KS
20149	Pottawatomie County, KS
20157	Republic County, KS
20201	Washington County, KS
29003	Andrew County, MO
29005	Atchison County, MO
29021	Buchanan County, MO
29061	Daviess County, MO
29063	DeKalb County, MO

31097	Johnson County, NE
31107	Knox County, NE
31109	Lancaster County, NE
31119	Madison County, NE
31121	Merrick County, NE
31125	Nance County, NE
31127	Nemaha County, NE
31129	Nuckolls County, NE
31131	Otoe County, NE
31133	Pawnee County, NE
31139	Pierce County, NE
31141	Platte County, NE
31143	Polk County, NE
31147	Richardson County, NE
31151	Saline County, NE
31153	Sarpy County, NE
31155	Saunders County, NE
31159	Seward County, NE
31167	Stanton County, NE
31169	Thayer County, NE
31173	Thurston County, NE
31177	Washington County, NE
31179	Wayne County, NE
31183	Wheeler County, NE
31185	York County, NE
46027	Clay County, SD
46127	Union County, SD

Appendix B

Top Posting Sources

Website	Postings on Website (Feb 2025 - Dec 2025)
dejobs.org	114
simplyhired.com	13
clearancejobs.com	11
indeed.com	9
fairygodboss.com	5
dice.com	4
governmentjobs.com	4
themuse.com	4
diversityjobs.com	3
councilbluffsrecruiter.com	2
disabledperson.com	2
gd.com	2
glassdoor.com	2
iowaworks.gov	2
mo.gov	2
myworkdayjobs.com	2
careercircle.com	1
icims.com	1
jobdiva.com	1
oraclecloud.com	1

Appendix C

Sample Postings

Sourcing Analysts — Mosaic Life Care in Saint Joseph, MO (Nov 2025 - Active)

Sourcing Analyst	
Link to Live Job Posting: app-jobs.mo.gov	
Location: Saint Joseph, MO	O*NET: 13-1022.00
Company: Mosaic Life Care	Job Title: Sourcing Analysts
Salary Not AvailablePosition range in Missouri \$47k - \$70k Per Year Sourcing AnalystMosaic Life Care Occupation: Operations Research Analysts Location: Saint Joseph, MO - 64501Positions available: 1Job #: 18861 Source: Mosaic Life Care Posted: 09/11/2025 Web Site: www.mymlc.com Job Type: Full Time (30 Hours or More), Day Shift Job Requirements and Properties Help for Job Requirements and Properties. Opens a new window.Work OnsiteFull Time ScheduleFull Time ShiftDay Shift Job Description Help for Job Description. Opens a new window.Mosaic Life Care is a health care system in northwest Missouri. With a vision of transforming community health by being a life-care innovator, Mosaic places the holistic needs of patients first by providing the right care at the right time and place, offering high value and quality health care. Mosaic has a wide array of benefits to meet each employee's individual needs. Our benefits were designed by listening to people just like you. Mosaic also offers several perks with a focus on ensuring our employees feel valued, including concierge services, employee lounge, wellness programs, free covered parking, free on-site and virtual health clinics and many more. When paired with compensation and recognition, it is what continues to make us the employer of choice for employees at any stage of their journey. Details • Sourcing Analyst • Supply Chain • Full Time Status • Day Shift Pay: \$46,675.20 - \$70,012.80 / year Summary • This position is responsible for the daily sourcing data analytics of the Supply Chain group, the Sourcing Analyst develops,maintains and manages various sourcing databases, undertakes compliance and rebate tracking, develops and maintains Metric/KPI performance	

manages various sourcing databases, undertakes compliance and rebate tracking, develops and maintains metrics/KPI performance dashboards/scorecards and provides analytical support to Sourcing Specialists, Director of Supply Chain Operations and VP of Supply chain.

The Sourcing Analyst will also be a primary data liaison with various 3rd party data partners including Vizient, GHX and ECRI. Provides training as required for caregivers regarding system and database capabilities and use. Takes on additional special projects as requested including but not limited to training, reporting, spend & utilization analysis. The Sourcing Analyst works under the supervision of the Director of Supply Chain Operations as the subject matter expert supporting Supply Chain Sourcing activities, and is employed by Mosaic Life Care. Duties

- Provide Analytic support to Supply Chain Sourcing Specialists including data mining for opportunity assessment, support of sourcing initiatives (RFP data elements and evaluation). Data modeling and award option analytics, final data sign off and reporting.
 - Develop, maintain and manage standardized reporting and tracking tools including Metric Dashboards, KPI tracking, Workplan tracking and maintenance.
 - Responsible for maintaining savings tracking and liaison with Finance/Accounting staff to assure savings/impact analysis is accurate and appropriately documented.
 - Coordinates with various internal groups to ensure accuracy and availability of data sources including assessment of departmental level supply utilization highlighting variances and opportunities
 - Interface and coordinate with various 3rd party services to assure accuracy of data submissions, data requests and maximize effective utilization of those tools. Services include but not limited to; Vizient, Captis, GHX, ECRI, etc.
 - Other duties as assigned Additional Information Help for Additional Information. Opens a new window.
- Qualifications**
- Bachelor's Degree within Mathematics, Statistics, Business, Computer science or related technical field, or in pursuit of degree to be completed within 1 year is required. Master's in Business/Supply Chain/Engineering/Finance is preferred.
 - 3 years of experience in managing or supporting MMIS is preferred.

Advanced knowledge of Microsoft Office, Visio, Adobe, SQL/Access is required. . Computer programming or systems analyst experience is preferred. Experience with Infor MMIS is preferred. Experience in Tableau is preferred. Previous health care/Supply Chain experience is preferred.

Senior Associate, Product Management: Velocity Black Agent Tools

Link to Live Job Posting: Posting is no longer active

Location: Des Moines, IA	O*NET: 11-2021.00
Company: Capital One	Job Title: Product Management Associates

Senior Associate, Product Management:

Velocity Black Agent Tools Product Management at Capital One is a booming, vibrant craft that requires reimagining the status quo, finding value creation opportunities, and driving innovative and sustainable customer experiences through technology. We're excited to share that Capital One US has now acquired Velocity Black, a digital concierge company. Take a look at the announcement here (<https://www.capitalone.com/about/newsroom/velocity-black-acquisition/>) . Velocity Black by Capital One harnesses the power of artificial intelligence, the warmth of human experts and the convenience of the latest interfaces to help high-performance people actualize the full potential of their lives. It's concierge, reimagined for the digital age. By harnessing 24/7 chat, AI, and mobile payments, we help our customers do more and be more in the digital age. From access to the hottest restaurants to guaranteed upgrades at the world's finest resorts. Make a custom request through the app and you will be chatting to our team within 1 minute, 24/7/365. We are looking for someone passionate about hospitality and the customer experience to work on our Velocity Black Concierge product. You will have the opportunity to work on our internal agent-facing products that enable us to provide excellent service to customers, and be asked to coordinate between stakeholders, engineering, and leadership to build a world class product

- Capital One Product Framework
- In this role, you'll be expected to demonstrate proficiency in five key areas which we consider to be the foundation for successful Product management: + Human Centered
- Obsesses about internal and external customer needs to reimagine and innovate product solutions + Business Focused
- Delivers game-changing outcomes by focusing on leverage and execution excellence + Technology Driven
- Leverages technology to deliver innovative and resilient solutions that enable both near term and long term value + Integrated Problem Solving
- Identifies and resolves complex problems to deliver outcomes while mitigating product risks + Transformational Leadership
- Leads cross functional teams to solve customer problems and drive organizational alignment
- As a Velocity Black Concierge product manager, you will:
- + Collaborate with internal stakeholders to grow and enhance Velocity Black's luxury concierge offering.

You will work closely with operations, sales, engineering, and leadership to create a premium experience that exceeds customer expectations. + Dream up and deliver new luxury concierge features and experiences in partnership with business partners. You will be responsible for optimizing in-market products though rapid testing and obsessing over the customer experience. + Think strategically to prioritize the roadmap in a way that balances multiple priorities including building a product that customers love, meeting the interests of internal partners, and driving value for our growing luxury concierge business. + Shape the product development roadmap for new launches and features. + Work alongside a passionate and collaborative team to create innovative new concierge experiences.

- We want you if you are:
- + Intellectually Curious.

You ask why, you explore, you're not afraid to blurt out your crazy idea or follow an email chain for weeks to find someone with an answer. Comfortable with ambiguity, a hunger to learn and a seeker of new challenges. + Communicator & Influencer. You can communicate complex ideas clearly regardless of your audience. Our team knows their priorities and why they're doing what they're doing. You always can rally associates to work with you. + Do-er. You're biased toward action, you try things and sometimes you fail. You can get around roadblocks and stay focused on your goals. You're well organized, able to multitask and able to prioritize your work. + Passionate & Customer Focused. You

care about growing others and bringing them together around what's possible. You get a thrill from the journey of building and shipping products, and you have a desire and ability to connect with our external or internal customers to fully understand their needs. + Learner. You have an appetite to learn new things or new technologies all while exhibiting humbleness when the time comes to ask for help. + Team Player. You enjoy working with diverse people and driving the team toward a common goal. You have the ability to put the team before yourself and establish long-lasting relationships.

- **Basic Qualifications:**

- + Bachelor's degree or military experience + At least 1 year of experience working in Product Management

- **Preferred Qualifications:**

- + Currently has, or is in the process of obtaining one of the following with an expectation that the required degree will be obtained on or before the scheduled start date: + A Bachelor's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a related quantitative field) + A Master's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a related quantitative field) or an MBA with a quantitative concentration + Experience translating business strategy and analysis into consumer facing digital products Capital One is open to hiring a Remote Employee for this opportunity.

At this time, Capital One will not sponsor a new applicant for employment authorization for this position. The minimum and maximum full-time annual salaries for this role are listed below, by location. Please note that this salary information is solely for candidates hired to perform work within one of these locations, and refers to the amount Capital One is willing to pay at the time of this posting. Salaries for part-time roles will be prorated based upon the agreed upon number of hours to be regularly worked. Remote (Regardless of Location): \$101,100

- \$115,400 for Sr.

Associate, Product Management McLean, VA:

\$111,200

- \$126,900 for Sr.

Associate, Product Management Candidates hired to work in other locations will be subject to the pay range associated with that location, and the actual annualized salary amount offered to any candidate at the time of hire will be reflected solely in the candidate's offer letter. This role is also eligible to earn performance based incentive compensation, which may include cash bonus(es) and/or long term incentives (LTI).

Incentives could be discretionary or non discretionary depending on the plan. Capital One offers a comprehensive, competitive, and inclusive set of health, financial and other benefits that support your total well-being. Learn more at the Capital One Careers website

(<https://www.capitalonecareers.com/benefits>) . Eligibility varies based on full or part-time status, exempt or non-exempt status, and management level. This role is expected to accept applications for a minimum of 5 business days. No agencies please. Capital One is an equal opportunity employer (EOE, including disability/vet) committed to non-discrimination in compliance with applicable federal, state, and local laws. Capital One promotes a drug-free workplace. Capital One will consider for employment qualified applicants with a criminal history in a manner consistent with the requirements of applicable laws regarding criminal background inquiries, including, to the extent applicable, Article 23-A of the New York Correction Law; San Francisco, California Police Code Article 49, Sections 4901-4920; New York City's Fair Chance Act; Philadelphia's Fair Criminal Records Screening Act; and other applicable federal, state, and local laws and regulations regarding criminal background inquiries. If you have visited our website in search of information on employment opportunities or to apply for a position, and you require an accommodation, please contact Capital One Recruiting at 1-800-304-9102 or via email at

RecruitingAccommodation@capitalone.com . All information you provide will be kept confidential and will be used only to the extent required to provide needed reasonable accommodations. For technical support or questions about Capital One's recruiting process, please send an email to Careers@capitalone.com Capital One does not provide, endorse nor guarantee and is not liable for third-party products, services, educational tools or other information available through this site. Capital One Financial is made up of several different entities. Please note that any position posted in Canada is for Capital One Canada, any position posted in the United Kingdom is for Capital One Europe and any position posted in the Philippines is for Capital One Philippines Service Corp. (COPSSC).

Staff Data Engineers – General Motors in Des Moines, IA (Nov 2025 - Jan 2026)

Staff Data Engineer

Link to Live Job Posting: Posting is no longer active

Location: Des Moines, IA	O*NET: 15-1242.00
Company: General Motors	Job Title: Staff Data Engineers

- Job Description
- This role is based remotely but if you live within a 50-mile radius of an office [Atlanta, Austin, Detroit, Warren, or Mountain View], you are expected to report to that location three times a week, at minimum.
- The Role
- The Marketing Applied Sciences team is responsible for developing analytics-driven solutions to help GM Marketing Organizations achieve their business goals.

The Staff Data Engineer role is responsible for designing, developing and maintaining data pipelines, databases and data infrastructure to enable the efficient data collection, storage and analysis in support of marketing strategies. This role requires collaboration with data scientists, data infrastructure architects and data consumption stakeholders to ensure the availability of high-quality data for insights and decision making is available and will deliver value to the GM strategic vision for the future and meet prioritized business needs. This role drives to deliver innovative solutions with technical fidelity and thrives to work effectively across a cross-functional data and stakeholder ecosystem.

- What You'll Do
- + Design, construct, install and maintain data architectures, including database and large-scale processing systems.

+ Develop and maintain ETL (Extract, Transform, Load) processes to collect, cleanse and transform data from various sources inclusive of cloud. + Design and implement data pipelines to collect, process and transfer data from various sources to storage systems (data warehouses, data lakes,etc). + Implement data protection using encryption, secure key management, and access controls to ensure compliance with data privacy regulations. + Build data solutions that ensure data quality, integrity and security through data validation, monitoring, and compliance with data governance policies. + Administer and optimizedatabases for performance and scalability. + Automate performance monitoring by capturing execution time, memoryusage, andcost metrics, and surface insights through a real-time dashboard. + Maintain Master Data, Metadata, Data Management Repositories, Logical Data Models, and Data Standards. + Troubleshoot and resolve data-related issues affecting data quality fidelity. + Document data architectures, processes and best practices for knowledge sharing across the GM data engineering community. + Participate in the evaluation andselectionof data related tools and technologies. + Collaborate across other engineering functions within EDAI, Marketing Technology, and Software & Services. + Provide domain-specific thought leadership by researching emerging data trends and technologies, and guiding technical teams through knowledge sharing, best practices, and strategic insights.

- Your Skills & Abilities (Required Qualifications)
- + 7+ years of hands-on experience.

+ Bachelor's degree (or equivalent work experience) in Computer Science, Data Science, Software Engineering, or a related field. + Strong understanding and ability to provide mentorship in the areas of data ETL processes and tools for designing and managing data pipelines. + Proficient with big data frameworks and tools like Apache Hadoop, Apache Spark, or Apache Kafka for processing and analyzing large datasets. + Hands on experience with data serialization formats like JSON,Parquetand XML. + Consistently models and leads in best practices and optimization for scripting skills in languageseg.

Python/Java/Scala,etcfor automation and data processing. + Proficient with database administration and performance tuning for databases like MySQL,PostgresSQLor NoSQL databases. + Proficient with containerization (e.g., Docker) and orchestration platforms (e.g., Kubernetes) for managing data applications. + Proven cloud experience and strong familiarity with at least one cloud platform (Microsoft Azure - preferred, AWS). + Experience in building distributed data processing micro-services and high-quality, scalable data products. + Strong background in data modelling, metadatamanagementand data quality. + Consistentlydesignssolutions and build data solutions that are highly automated, performant, with quality checks that provide data consistency and accuracy outcomes. + Experienced at actively managing large-scale data

performance, with quality checks that provide data consistency and accuracy outcomes. + Experienced at delivery, managing large scale data engineering projects, including planning, resource allocation, risk management, and ensuring successful project delivery and adjust style for all delivery methods (ie: Waterfall, Agile, POD, etc). + Understands data governance principles, data privacy regulations, and experience implementing security measures to protect data. + Able to integrate data engineering pipelines with machine learning models and platforms. + Strong problem-solving skills to identify and resolve complex data engineering issues efficiently. + Ability to work effectively in cross-functional teams, collaborate with data scientists, analysts, and stakeholders to deliver data solutions. + Ability to lead and mentor junior data engineers, providing guidance and support in complex data engineering projects. + Influential communication skills to effectively convey technical concepts to non-technical stakeholders and document data engineering processes. + Models a mindset of continuous learning, staying updated with the latest advancements in data engineering technologies, and a drive for innovation.

- What Can Give You a Competitive Advantage (Preferred Qualifications)
- + Master's Degree or Ph.

D. in Computer Science, Engineering, Marketing Science, Econometrics, Statistics, Psychometrics, (Bio)Statistics, Applied Mathematics, Operations Research, or another quantitative field.

Compensation:

+ The expected base compensation for this role is: \$157,100 - \$258,500. Actual base compensation within the identified range will vary based on factors relevant to the position. +

• Bonus Potential:

- An incentive pay program offers payouts based on company performance, job level, and individual performance. +
- Benefits
- : GM offers a variety of health and wellbeing benefit programs.

Benefit options include medical, dental, vision, Health Savings Account, Flexible Spending Accounts, retirement savings plan, sickness and accident benefits, life insurance, paid vacation & holidays, tuition assistance programs, employee assistance program, GM vehicle discounts and more.

GM DOES NOT PROVIDE IMMIGRATION-RELATED SPONSORSHIP FOR THIS ROLE. DO NOT APPLY FOR THIS ROLE IF YOU WILL NEED GM IMMIGRATION SPONSORSHIP NOW OR IN THE FUTURE. THIS INCLUDES DIRECT COMPANY SPONSORSHIP, ENTRY OF GM AS THE IMMIGRATION EMPLOYER OF RECORD ON A GOVERNMENT FORM, AND ANY WORK AUTHORIZATION REQUIRING A WRITTEN SUBMISSION OR OTHER IMMIGRATION SUPPORT FROM THE COMPANY

(e.g., H-1B, OPT, STEM OPT, CPT, TN, J-1, etc.) \#LI-CC1

- About GM
- Our vision is a world with Zero Crashes, Zero Emissions and Zero Congestion and we embrace the responsibility to lead the change that will make our world better, safer and more equitable for all.
- Why Join Us
- We believe we all must make a choice every day - individually and collectively - to drive meaningful change through our words, our deeds and our culture. Every day, we want every employee to feel they belong to one General Motors team.
- Benefits Overview
- From day one, we're looking out for your well-being-at work and at home-so you can focus on realizing your ambitions. Learn how GM supports a rewarding career that rewards you personally by visiting Total Rewards resources (<https://search-careers.gm.com/en/working-at-gm/total-rewards>) .
- Non-Discrimination and Equal Employment Opportunities (U.S.)
- General Motors is committed to being a workplace that is not only free of unlawful discrimination, but one that genuinely fosters inclusion and belonging.

We strongly believe that providing an inclusive workplace creates an environment in which our employees can thrive and develop better products for our customers. All employment decisions are made on a non-discriminatory basis without regard to sex, race, color, national

origin, citizenship status, religion, age, disability, pregnancy or maternity status, sexual orientation, gender identity, status as a veteran or protected veteran, or any other similarly protected status in accordance with federal, state and local laws. We encourage interested candidates to review the key responsibilities and qualifications for each role and apply for any positions that match their skills and capabilities. Applicants in the recruitment process may be required, where applicable, to successfully complete a role-related assessment(s) and/or a pre-employment screening prior to beginning employment. To learn more, visit How we Hire (<https://search-careers.gm.com/en/how-we-hire>) .

- Accommodations
- General Motors offers opportunities to all job seekers including individuals with disabilities.

If you need a reasonable accommodation to assist with your job search or application for employment, email (Careers.

Accommodations@GM.com) us or call us at 800-865-7580. In your email, please include a description of the specific accommodation you are requesting as well as the job title and requisition number of the position for which you are applying. We are leading the change to make our world better, safer and more equitable for all through our actions and how we behave.

Learn more about:

- Our Company (<https://search-careers.gm.com/en/working-at-gm/>)
- Our Culture
- How we hire (<https://search-careers.gm.com/en/how-we-hire/>)
- Our diverse team of employees bring their collective passion for engineering, technology and design to deliver on our vision of a world with Zero Crashes, Zero Emissions and Zero Congestion.

We are looking for adventure-seekers and imaginative thought leaders to help us transform mobility. Explore our global locations (<https://search-careers.gm.com/en/locations/>) We are determined to lead change for the world through technology, ingenuity and harnessing the creativity of our diverse team. Join us to help lead the change that will make our world better, safer and more equitable for all by becoming a member of GM's Talent Community (beamery.com) (<https://flows.beamery.com/generalmotors/talcom>) . As a part of our Talent Community, you will receive updates about GM, open roles, career insights and more. Please note that filling out the form below will not add you to our Talent Community automatically; you will need to use the link above. If you are seeking to apply to a specific role, we encourage you to click "" on the job posting of interest.

The policy of General Motors is to extend opportunities to qualified applicants and employees on an equal basis regardless of an individual's age, race, color, sex, religion, national origin, disability, sexual orientation, gender identity/expression or veteran status. Additionally, General Motors is committed to being an Equal Employment Opportunity Employer and offers opportunities to all job seekers including individuals with disabilities. If you need a reasonable accommodation to assist with your job search or application for employment, email us at Careers.

Accommodations@GM.com .In your email, please include a description of the specific accommodation you are requesting as well as the job title and requisition number of the position for which you are applying.

Senior Associate, Product Management: Velocity Black (Remote)	
Link to Live Job Posting: Posting is no longer active	
Location: Des Moines, IA	O*NET: 11-2021.00
Company: Capital One	Job Title: Product Management Associates
Senior Associate, Product Management: Velocity Black (Remote) This is your opportunity to join Capital One's new, luxury vertical: Velocity Black. Within Capital One, the Velocity Black team is a leading digital concierge company that delivers travel, entertainment, shopping and dining offerings to consumers globally. Velocity Black has built a unique customer experience — its proprietary platform offers inspiration, recommendations and fulfillment in one place, making it an integral part of customers' lives. The Product team reimagines the status quo and drives innovative, sustainable experiences through technology. To be successful in the role, you will need to be a well-rounded 'business athlete' - a creative, analytical, and technically proficient problem solver who understands both the dynamics of the business and the tech landscape. The ideal candidate is resourceful, motivated, and self-sufficient, with demonstrated success in spearheading cross-functional projects that drive the growth and success of a business. • As a Senior Associate Product Manager in Velocity Black, you will: • + Lead an engineering team to design and deliver a product features for our customers, agents and merchants + Demonstrate a knowledge and passion for data products, API integrations, mobile and web development + Build a roadmap, own the backlog and prioritize high-leverage features grounded in both qualitative and quantitative data. + Build and maintain partnerships with with leaders and stakeholders to influence and advance your agenda + Define, socialize and monitor key performance metric indicators to understand the evolution and success of the product + Apply strategic thinking to delivering product features that are well managed, including collaborating effectively with risk, compliance, legal, and privacy partners • We are looking for someone who has: • + A knowledge and passion for emerging technologies (API's, Big Data, Native UI's) and emerging technologies to incorporate into building great products + Can use SQL to build a data-backed strategy, identify insights, and troubleshoot issues + Own day to day setting and monitoring of KPIs + Someone comfortable with backend products who is not afraid to challenge the norm and do what is right for the team + Own day to day operations of their product, including identifying bugs or leverage opportunities via comprehensive understanding of data + A product centric mindset to take a product from ideation to production and continually iterate improvements + A customer-first mindset + A strong communicator who can advance initiatives and create consensus through clear, concise, and contextually relevant messaging + Results focused and able to manage and prioritize multiple projects simultaneously + Identify, prioritize, and launch innovative, customer, agent and merchant focused payment products that drive revenue and customer value + You enjoy working with diverse people and driving the team toward a common goal. You have the ability to put the team before yourself and establish long-lasting relationships. • Basic Qualifications: • + Bachelor's degree or military experience + At least 1 year of experience working in Product Management • Preferred Qualifications: • + Currently has, or is in the process of obtaining one of the following with an expectation that the required degree will be obtained on or before the scheduled start date: + A Bachelor's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a	

related quantitative field) + A Master's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a related quantitative field) or an MBA with a quantitative concentration + Experience translating business strategy and analysis into consumer facing digital products •At this time, Capital One will not sponsor a new applicant for employment authorization for this position.

- The minimum and maximum full-time annual salaries for this role are listed below, by location.

Please note that this salary information is solely for candidates hired to perform work within one of these locations, and refers to the amount Capital One is willing to pay at the time of this posting. Salaries for part-time roles will be prorated based upon the agreed upon number of hours to be regularly worked. Remote (Regardless of Location): \$101,100 - \$115,400 for Sr.

Associate, Product Management Richmond, VA:

\$101,100 - \$115,400 for Sr. Associate, Product Management Candidates hired to work in other locations will be subject to the pay range associated with that location, and the actual annualized salary amount offered to any candidate at the time of hire will be reflected solely in the candidate's offer letter. This role is also eligible to earn performance based incentive compensation, which may include cash bonus(es) and/or long term incentives (LTI). Incentives could be discretionary or non discretionary depending on the plan. Capital One offers a comprehensive, competitive, and inclusive set of health, financial and other benefits that support your total well-being. Learn more at the Capital One Careers website (<https://www.capitalonecareers.com/benefits>) . Eligibility varies based on full or part-time status, exempt or non-exempt status, and management level. This role is expected to accept applications for a minimum of 5 business days. No agencies please. Capital One is an equal opportunity employer (EOE, including disability/vet) committed to non-discrimination in compliance with applicable federal, state, and local laws. Capital One promotes a drug-free workplace. Capital One will consider for employment qualified applicants with a criminal history in a manner consistent with the requirements of applicable laws regarding criminal background inquiries, including, to the extent applicable, Article 23-A of the New York Correction Law; San Francisco, California Police Code Article 49, Sections 4901-4920; New York City's Fair Chance Act; Philadelphia's Fair Criminal Records Screening Act; and other applicable federal, state, and local laws and regulations regarding criminal background inquiries. If you have visited our website in search of information on employment opportunities or to apply for a position, and you require an accommodation, please contact Capital One Recruiting at 1-800-304-9102 or via email at RecruitingAccommodation@capitalone.com . All information you provide will be kept confidential and will be used only to the extent required to provide needed reasonable accommodations. For technical support or questions about Capital One's recruiting process, please send an email to Careers@capitalone.com Capital One does not provide, endorse nor guarantee and is not liable for third-party products, services, educational tools or other information available through this site. Capital One Financial is made up of several different entities. Please note that any position posted in Canada is for Capital One Canada, any position posted in the United Kingdom is for Capital One Europe and any position posted in the Philippines is for Capital One Philippines Service Corp. (COPSSC).

Manager, Product Manager: AI/ML - Velocity Black (Remote)	
Link to Live Job Posting: Posting is no longer active	
Location: Des Moines, IA	O*NET: 11-2021.00
Company: Capital One	Job Title: Artificial Intelligence Managers
Manager, Product Manager: AI/ML - Velocity Black (Remote) Product Management at Capital One is a booming, vibrant craft that requires reimagining the status quo, finding value creation opportunities, and driving innovative and sustainable customer experiences through technology. Velocity Black, a Capital One company, harnesses the power of artificial intelligence, the warmth of human experts and the convenience of the latest interfaces to help high-performance people actualize the full potential of their lives. It's concierge, reimagined for the digital age. By harnessing 24/7 chat, AI, and mobile payments, we help our customers do more and be more in the digital age. From access to the hottest restaurants to guaranteed upgrades at the world's finest resorts. Make a custom request through the app and you will be chatting to our team within 1 minute, 24/7/365. • As a Velocity Black Concierge product manager, you will: • + Collaborate with internal stakeholders and external partners to grow and enhance Velocity Black's luxury concierge offering. You will work closely with operations, sales, engineering, and leadership to create a premium experience that exceeds customer expectations. + Dream up and deliver new luxury concierge features and experiences in partnership with business partners. You will be responsible for optimizing in-market products though rapid testing and obsessing over the customer experience. + Think strategically to prioritize the roadmap in a way that balances multiple priorities including building a product that customers love, meeting the interests of internal partners, and driving value for our growing luxury concierge business. + Shape the product development roadmap for new launches and features. + Work alongside a passionate and collaborative team to create innovative new concierge experiences. • What we are looking for: • + A knowledge and passion for emerging AI/ML technologies to incorporate into building great products + Hands-on experience building or using LLM solutions. A strong understanding of the strengths and weaknesses of current LLM models + Strong track record of owning and developing a product while working closely with risk and well managed stakeholders + Use SQL to build a data-back strategy, identify insights, and troubleshoot issues + Someone comfortable with backend products who is not afraid to challenge the norm and do what is right for the team + Own day to day operations of product, including identifying bugs or leverage opportunities via comprehensive understanding of data + A product centric mindset to take a product from ideation to production and continually iterate improvements + A customer-first mindset + A strategic thought leader who can create a compelling vision and story to present to senior executives and inspire direct and partner teams + A strong communicator who can advance initiatives and create consensus through clear, concise, and contextually relevant messaging + Creating and maintaining a healthy team culture through thoughtful leadership + Results focused and able to manage and prioritize multiple projects simultaneously + Identify, prioritize, and launch innovative, merchant focused products that drive revenue and customer value • What you'll do: • + Working with our AI / ML engineers and product leadership to build out innovating and industry leading products + Communicating and facilitating with with a variety of operations, product business partners to ensure our products are targeting their needs + Relentlessly push to understand user and stakeholder needs and ensure they are considered in prioritization and trade-off discussions + Coordinating with our risk and well managed partners to ensure our use cases and products are being reviewed through the correct governance forums and receiving approval from our partners + Create a vision and roadmap for your product that addresses stakeholder needs + Partner with analysts, data scientists, designers, engineers, and others to continuously refine the roadmap and harvest insights from experiments and product launches + Build and maintain strong relationships with leaders and stakeholders that depend on the capabilities and	

performance of our platforms + Define, socialize, and monitor key performance indicators to understand the evolution and success of the project + Understand the enterprise data requirements and ensure the system's compliance with enterprise patterns

•Basic Qualification•s:•+ At least 3 years of experience working in Product Management + Currently has, or is in the process of obtaining one of the following with an expectation that the required degree will be obtained on or before the scheduled start date: + A Bachelor's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a related quantitative field) + A Master's Degree in a quantitative field (Statistics, Economics, Operations Research, Analytics, Mathematics, Computer Science, Computer Engineering, Software Engineering, Mechanical Engineering, Information Systems or a related quantitative field) or an MBA with a quantitative concentration

•Preferred Qualification•s:•+ Bachelor's Degree in Computer Science or Engineering + MBA or Master's degree + 3+ years experience working with SQL + 3+ years experience working with AI and ML models, including LLMs + Experience in e-commerce or travel technology in a technical, product, or strategic role + Experience working with and building high-end luxury products + Understanding of end-to-end online travel agency or e-commerce workflows from shopping through servicing + Spikes in a design or customer-centric skill set and is obsessed with the customer + Experience working with and building high-end luxury products + Passionate about customer experience and hungry to go above and beyond to ship features and build a world-class product

Capital One is open to hiring a Remote Employee for this opportunity.

At this time, Capital One will not sponsor a new applicant for employment authorization for this position The minimum and maximum full-time annual salaries for this role are listed below, by location. Please note that this salary information is solely for candidates hired to perform work within one of these locations, and refers to the amount Capital One is willing to pay at the time of this posting. Salaries for part-time roles will be prorated based upon the agreed upon number of hours to be regularly worked. Remote (Regardless of Location): \$144,000 - \$164,400 for

Manager, Product Management McLean, VA:

\$158,400 - \$180,800 for Manager, Product Management Candidates hired to work in other locations will be subject to the pay range associated with that location, and the actual annualized salary amount offered to any candidate at the time of hire will be reflected solely in the candidate's offer letter. This role is also eligible to earn performance based incentive compensation, which may include cash bonus(es) and/or long term incentives (LTI). Incentives could be discretionary or non discretionary depending on the plan. Capital One offers a comprehensive, competitive, and inclusive set of health, financial and other benefits that support your total well-being. Learn more at the Capital One Careers website (<https://www.capitalonecareers.com/benefits>) . Eligibility varies based on full or part-time status, exempt or non-exempt status, and management level. This role is expected to accept applications for a minimum of 5 business days. No agencies please. Capital One is an equal opportunity employer (EOE, including disability/vet) committed to non-discrimination in compliance with applicable federal, state, and local laws. Capital One promotes a drug-free workplace. Capital One will consider for employment qualified applicants with a criminal history in a manner consistent with the requirements of applicable laws regarding criminal background inquiries, including, to the extent applicable, Article 23-A of the New York Correction Law; San Francisco, California Police Code Article 49, Sections 4901-4920; New York City's Fair Chance Act; Philadelphia's Fair Criminal Records Screening Act; and other applicable federal, state, and local laws and regulations regarding criminal background inquiries. If you have visited our website in search of information on employment opportunities or to apply for a position, and you require an accommodation, please contact Capital One Recruiting at 1-800-304-9102 or via email at RecruitingAccommodation@capitalone.com . All information you provide will be kept confidential and will be used only to the extent required to provide needed reasonable accommodations. For technical support or questions about Capital One's recruiting process, please send an email to Careers@capitalone.com Capital One does not provide, endorse nor guarantee and is not liable for third-party products, services, educational tools or other information available through this site. Capital One Financial is made up of several different entities. Please note that any position posted in Canada is for Capital One Canada, any position posted in the United Kingdom is for Capital One Europe and any position posted in the Philippines is for Capital One Philippines Service Corp. (COPSSC).

Appendix D - Data Sources and Calculations

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.

Program Overview

Operations Research

Lightcast Q1 2026 BETA Data Set

February 2026

University of Nebraska at Omaha

6001 Dodge Street
Omaha, Nebraska 68182
402-554-2800

Parameters

Completions Year: 2024

Jobs Timeframe: 2026 - 2027

Job Postings Timeframe: Feb 2025 - Dec 2025

Programs:

Code	Description
14.3701	Operations Research

Regions:
106 items selected. See Appendix A for details.

Award Levels:

Description
Bachelor's Degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

There are no regional training providers for your selection.

Program Overview

0
Completions

	Completions (2024)	% Completions	Institutions (2024)	% Institutions
● All Programs	0	0%	0	0%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	0	0%	0	0%

Market Share by Institution Type

There are no regional Completions for your selection.

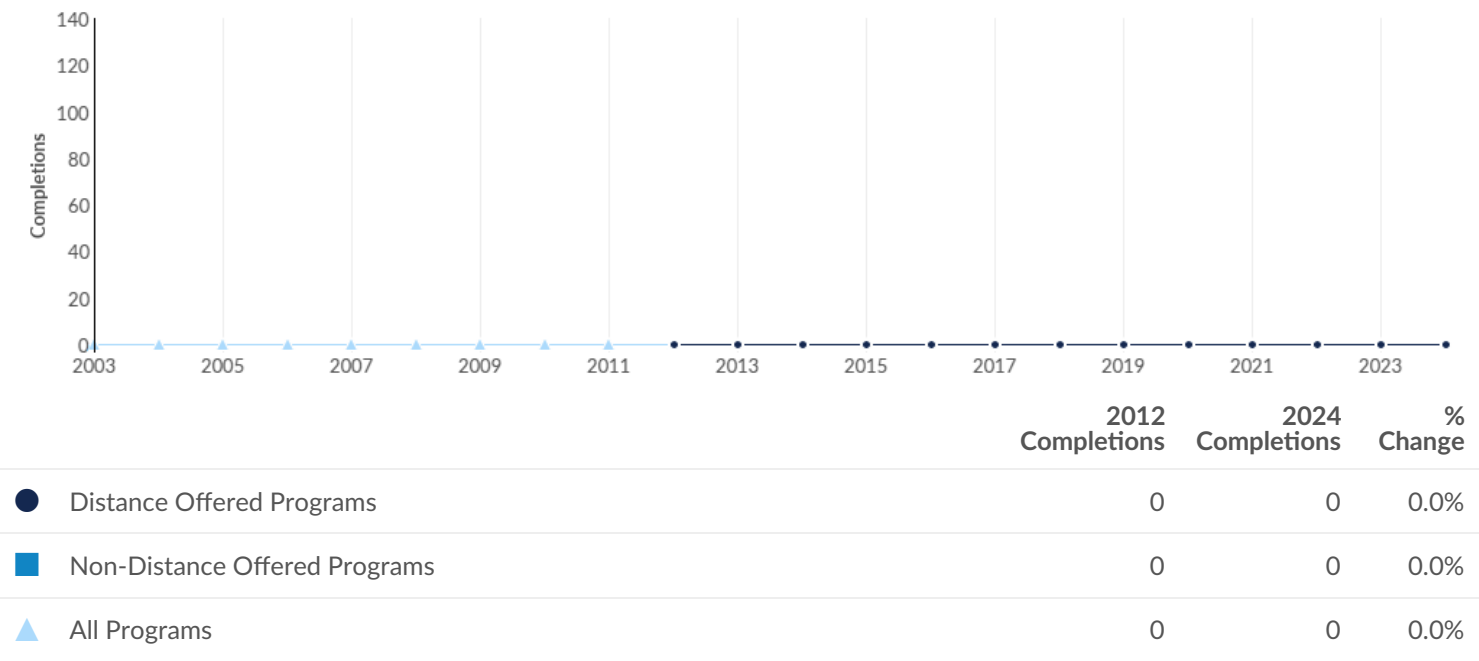
Market Share by Program

There are no regional Completions for your selection.

Completions by Institution

There are no regional training providers for your selection.

Regional Trends



Regional Completions by Award Level

Not enough data for this chart.

Similar Programs

60 Programs (2024)		2,205 Completions (2024)
CIP Code	Program	Bachelor's Degree Completions (2024)
26.0101	Biology/Biological Sciences, General	686
45.1001	Political Science and Government, General	246
27.0101	Mathematics, General	184
26.0202	Biochemistry	169
40.0501	Chemistry, General	153
52.1399	Management Sciences and Quantitative Methods, Other	108
45.0601	Economics, General	89
26.0102	Biomedical Sciences, General	73
45.0603	Econometrics and Quantitative Economics	67
26.1501	Neuroscience	62

Appendix A - Regions

Code	Description
19001	Adair County, IA
19003	Adams County, IA
19009	Audubon County, IA
19015	Boone County, IA
19021	Buena Vista County, IA
19025	Calhoun County, IA
19027	Carroll County, IA
19029	Cass County, IA
19035	Cherokee County, IA
19039	Clarke County, IA
19041	Clay County, IA
19047	Crawford County, IA
19049	Dallas County, IA
19053	Decatur County, IA
19071	Fremont County, IA
19073	Greene County, IA
19077	Guthrie County, IA
19085	Harrison County, IA
19091	Humboldt County, IA
19093	Ida County, IA
19121	Madison County, IA
19129	Mills County, IA
19133	Monona County, IA
19137	Montgomery County, IA
19141	O'Brien County, IA
19145	Page County, IA

Code	Description
29075	Gentry County, MO
29081	Harrison County, MO
29087	Holt County, MO
29147	Nodaway County, MO
29227	Worth County, MO
31001	Adams County, NE
31003	Antelope County, NE
31011	Boone County, NE
31021	Burt County, NE
31023	Butler County, NE
31025	Cass County, NE
31027	Cedar County, NE
31035	Clay County, NE
31037	Colfax County, NE
31039	Cuming County, NE
31043	Dakota County, NE
31051	Dixon County, NE
31053	Dodge County, NE
31055	Douglas County, NE
31059	Fillmore County, NE
31067	Gage County, NE
31077	Greeley County, NE
31079	Hall County, NE
31081	Hamilton County, NE
31093	Howard County, NE
31095	Jefferson County, NE

19149	Plymouth County, IA
19151	Pocahontas County, IA
19153	Polk County, IA
19155	Pottawattamie County, IA
19159	Ringgold County, IA
19161	Sac County, IA
19165	Shelby County, IA
19167	Sioux County, IA
19173	Taylor County, IA
19175	Union County, IA
19181	Warren County, IA
19187	Webster County, IA
19193	Woodbury County, IA
20005	Atchison County, KS
20013	Brown County, KS
20043	Doniphan County, KS
20085	Jackson County, KS
20117	Marshall County, KS
20131	Nemaha County, KS
20149	Pottawatomie County, KS
20157	Republic County, KS
20201	Washington County, KS
29003	Andrew County, MO
29005	Atchison County, MO
29021	Buchanan County, MO
29061	Daviess County, MO
29063	DeKalb County, MO

31097	Johnson County, NE
31107	Knox County, NE
31109	Lancaster County, NE
31119	Madison County, NE
31121	Merrick County, NE
31125	Nance County, NE
31127	Nemaha County, NE
31129	Nuckolls County, NE
31131	Otoe County, NE
31133	Pawnee County, NE
31139	Pierce County, NE
31141	Platte County, NE
31143	Polk County, NE
31147	Richardson County, NE
31151	Saline County, NE
31153	Sarpy County, NE
31155	Saunders County, NE
31159	Seward County, NE
31167	Stanton County, NE
31169	Thayer County, NE
31173	Thurston County, NE
31177	Washington County, NE
31179	Wayne County, NE
31183	Wheeler County, NE
31185	York County, NE
46027	Clay County, SD
46127	Union County, SD

Appendix B

Program Selection Details

CIP Code	Program Name
14.3701	Operations Research

Appendix C - 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.

State Data Sources

This report uses state data from the following agencies: Iowa Workforce Development; Kansas Department of Labor; Missouri Economic Research and Information Center; Nebraska Department of Labor, NEworks; South Dakota Department of Labor and Regulation

CIP: 27.0503 Mathematics and Statistics

Award Level: Bachelors

Market: 140 Mile Radius

Student Demand

Score: 3 Percentile: 75

Category	Pctl	Criterion	Value	Score
Size	18	Google Search Volume (12 Months)*	72	0
	0	International Page Views (12 Months)	0	NS
	73	New Student Enrollment Volume (12 Mo.)	1	0
	79	On-ground Completions at In-Market Institutions	1	0
	0	Online Completions by In-Market Students	0	0
	77	Sum of On-ground and Online Completions	1	0
Growth	42	Google Search YoY Change (Units)*	11	0
	88	New Student Enrollment Vol. YoY Change (Units)	1	0
	92	Completion Volume YoY Change (Units)	1	1
	63	Google Search YoY Change (%)*	19%	0
	98	New Student Enrollment Vol. YoY Change (%)	828%	2
		Completion Volume YoY Change (%)	NA	NS

Competitive Intensity

Score: 7 Percentile: 87

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	12	Campuses with Graduates**	1	4
	1	Campuses with Grads YoY Change (Units)**	1	NS
	100	Institutions with Online In-Market Students**	0	0
In-Market Program Sizes	11	Average Program Completions	1	0
	13	Median Program Completions	1	0
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation	100	Google Search * Cost per Click**	\$0	3
	3	Google Competition Index**	0.86	0
National Online Competition	100	National Online Institutions (Units)**	0	NS
	0	Nat'I Online % of Institutions	0	NS
	0	Nat'I Online % of Completions	0	NS

Employment

Score: 16 Percentile: 94

Category	Pctl	Criterion	Value	Score
Size: Entry Jobs	76	Job Postings Total (12 Months)	5	0
	76	BLS Current Employment	32	0
	79	BLS Annual Job Openings	3	0
Underemployed	91	Underemployed Percent of Graduates**	27%	2
Growth: Entry Jobs	19	BLS 1-Year Historical Growth	-0.6%	0
	37	BLS 3-Year Historic Growth (CAGR)	2.7%	0
	96	BLS 10-Year Future Growth (CAGR)	1.3%	1
Saturation: Entry Jobs	84	Job Postings per Graduate	5.2	1
	86	BLS Job Openings per Graduate	2.9	0
Weighted-Avg BLS Wages	80	Entry 25th Percentile	\$58,924	6
	84	Post Entry Median	\$83,504	6
		Post Entry w/Associates Median	NA	NS
	82	Post Entry w/Bachelors Median	\$78,696	NS
	84	Post Entry w/Masters Median	\$101,621	NS
	86	Post Entry w/Doctoral Median	\$105,969	NS
National American Community Survey Bachelor's Degree Outcomes*	79	% with Any Graduate Degree*	51%	NS
	88	% with Masters*	36%	NS
	75	% with Doct/Prof Degree*	15%	NS
	69	% Unemp. (Age <30)**	2%	NS
	72	% in Direct Prep Jobs*	17%	NS

Degree Fit

Score: 0 Percentile: 50

Category	Pctl	Criterion
Cost Benchmarking		Average Cost per Student
		Median Cost per Student

National Completions by Level

Score: 0

Award Level	Completions (National)	Completion Rate
No College		
Some College		
Certificate	1%	
Associates	0%	
Bachelors	56%	
Postbaccalaureate Certificate	6%	
Masters	37%	
Post-masters Certificate	0%	
Doctoral	0%	

CIP Description:
A program with a general synthesis of mathematics and statistics. Includes instruction in calculus, differential equations, discrete mathematics, probability, and statistics.

Total Percentile	0	20+	40+
Total Score	-20	-16	0

Student Demand

Score: 0 Percentile: 0

Category	Pctl	Criterion	Value	Score
Size	14	Google Search Volume (12 Months)*	4,940	0
	0	International Page Views (12 Months)	0	NS
	64	New Student Enrollment Volume (12 Mo.)	132	0
	74	On-ground Completions at In-Market Institutions	278	0
	0	Online Completions by In-Market Students	0	0
	72	Sum of On-ground and Online Completions	278	0
Growth	39	Google Search YoY Change (Units)*	230	0
	4	New Student Enrollment Vol. YoY Change (Units)	-159	0
	17	Completion Volume YoY Change (Units)	-22	0
	44	Google Search YoY Change (%)*	5%	0
	6	New Student Enrollment Vol. YoY Change (%)	-55%	0
	35	Completion Volume YoY Change (%)	-7%	0

Competitive Intensity

Score: 8 Percentile: 86

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	21	Campuses with Graduates**	30	2
	9	Campuses with Grads YoY Change (Units)**	2	NS
	100	Institutions with Online In-Market Students**	0	0
In-Market Program Sizes	38	Average Program Completions	9	0
	40	Median Program Completions	5	0
	82	YoY Median Prog. Compl. Change (Units)	1	0
	75	YoY Median Prog. Compl. Change (%)	11%	0
In-Market Saturation	100	Google Search * Cost per Click**	\$0	3
	88	Google Competition Index**	0.12	3
National Online Competition	100	National Online Institutions (Units)**	0	NS
	0	Nat'I Online % of Institutions	0	NS
	0	Nat'I Online % of Completions	0	NS

* - Google search do not filter by award level.

** - Percentiles are displayed in reverse (100% minus the percentile).

Employment

Score: 17 Percentile: 93

Category	Pctl	Criterion	Value	Score
Size: Entry Jobs	75	Job Postings Total (12 Months)	463	0
	76	BLS Current Employment	2,912	0
	76	BLS Annual Job Openings	260	0
Underemployed	91	Underemployed Percent of Graduates**	27%	2
Growth: Entry Jobs	86	BLS 1-Year Historical Growth	3.0%	1
	91	BLS 3-Year Historic Growth (CAGR)	4.6%	1
	96	BLS 10-Year Future Growth (CAGR)	1.1%	1
Saturation: Entry Jobs	78	Job Postings per Graduate	1.7	0
	83	BLS Job Openings per Graduate	0.9	0
Weighted-Avg BLS Wages	80	Entry 25th Percentile	\$65,493	6
	84	Post Entry Median	\$96,467	6
		Post Entry w/Associates Median	NA	NS
	82	Post Entry w/Bachelors Median	\$90,411	NS
	85	Post Entry w/Masters Median	\$118,561	NS
	92	Post Entry w/Doctoral Median	\$129,963	NS
National American Community Survey Bachelor's Degree Outcomes*	79	% with Any Graduate Degree*	51%	NS
	88	% with Masters*	36%	NS
	75	% with Doct/Prof Degree*	15%	NS
	69	% Unemp. (Age <30)**	2%	NS
	72	% in Direct Prep Jobs*	17%	NS

Degree Fit

Score: 0 Percentile: 50

Category	Pctl	Criterion
Cost Benchmarking		Average Cost per Student
		Median Cost per Student

National Completions by Level

Score: 0

Award Level	Completions (National)	Completion Rate
No College		
Some College		
Certificate	1%	
Associates	0%	
Bachelors	56%	
Postbaccalaureate Certificate	6%	
Masters	37%	
Post-masters Certificate	0%	
Doctoral	0%	

CIP Description:
A program with a general synthesis of mathematics and statistics. Includes instruction in calculus, differential equations, discrete mathematics, probability topics.

Total Percentile	0	20+	40+
Total Score	-20	-16	2

CIP: 27.0503 Mathematics and Statistics

Award Level: Bachelors

Market: Nebraska

Student Demand

Score: 2 Percentile: 68

Category	Pctl	Criterion	Value	Score
Size	18	Google Search Volume (12 Months)*	40	0
	0	International Page Views (12 Months)	0	NS
	0	New Student Enrollment Volume (12 Mo.)	0	0
	0	On-ground Completions at In-Market Institutions	0	0
	0	Online Completions by In-Market Students	0	0
	0	Sum of On-ground and Online Completions	0	0
Growth	47	Google Search YoY Change (Units)*	10	0
	85	New Student Enrollment Vol. YoY Change (Units)	0	0
	92	Completion Volume YoY Change (Units)	0	1
	78	Google Search YoY Change (%)*	33%	1
		New Student Enrollment Vol. YoY Change (%)	NA	NS
		Completion Volume YoY Change (%)	NA	NS

Competitive Intensity

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	100	Campuses with Graduates**	0	0
	3	Campuses with Grads YoY Change (Units)**	0	NS
	100	Institutions with Online In-Market Students**	0	0
In-Market Program Sizes		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation		Google Search * Cost per Click**	NA	NS
		Google Competition Index**	NA	NS
National Online Competition	100	National Online Institutions (Units)**	0	NS
	0	Nat'I Online % of Institutions	0	NS
	0	Nat'I Online % of Completions	0	NS

Employment

Score: 15 Percentile: 90

Category	Pctl	Criterion	Value	Score
Size: Entry Jobs	77	Job Postings Total (12 Months)	3	0
	75	BLS Current Employment	15	0
	76	BLS Annual Job Openings	1	0
Underemployed	91	Underemployed Percent of Graduates**	27%	2
Growth: Entry Jobs	5	BLS 1-Year Historical Growth	-4.1%	0
	50	BLS 3-Year Historic Growth (CAGR)	2.4%	0
	96	BLS 10-Year Future Growth (CAGR)	1.1%	1
Saturation: Entry Jobs		Job Postings per Graduate	NA	NS
		BLS Job Openings per Graduate	NA	NS
Weighted-Avg BLS Wages	81	Entry 25th Percentile	57,370	6
	85	Post Entry Median	\$80,358	6
		Post Entry w/Associates Median	NA	NS
	77	Post Entry w/Bachelors Median	\$75,527	NS
	86	Post Entry w/Masters Median	\$98,232	NS
	90	Post Entry w/Doctoral Median	\$105,288	NS
National American Community Survey Bachelor's Degree Outcomes*	79	% with Any Graduate Degree*	51%	NS
	88	% with Masters*	36%	NS
	75	% with Doct/Prof Degree*	15%	NS
	69	% Unemp. (Age <30)**	2%	NS
	72	% in Direct Prep Jobs*	17%	NS

Degree Fit

Score: 0 Percentile: 50

Category	Pctl	Criterion
Cost Benchmarking		Average Cost per Student
		Median Cost per Student

National Completions by Level

Score: 0

Award Level	Completions (National)	Completion Rate
No College		
Some College		
Certificate	1%	
Associates	0%	
Bachelors	56%	
Postbaccalaureate Certificate	6%	
Masters	37%	
Post-masters Certificate	0%	
Doctoral	0%	

CIP Description:
A program with a general synthesis of mathematics and statistics. Includes instruction in calculus, differential equations, discrete mathematics, probability, and statistics topics.

Total Percentile	0	20+	40+
Total Score	-19	-16	1



February 13, 2026

Dr. Sarah Edwards
Associate Vice Chancellor for Academic Excellence and Program Innovation
Office of Academic Affairs

Dear Dr. Edwards,

The College of Arts and Sciences' Educational Policy Committee met on February 13, 2026, and approved the proposed BA and BS in Statistics and Operations Research. Industry partners such as OPPD, Ocuvera, and NMPP Energy enthusiastically support the creation of these degrees. As NMPP Energy's support letter states, "Statistics and operations research form the backbone of many of our critical functions." These partners note the difficulty of finding early-career professions ready to tackle the complexity of understanding big data. Not only is the market strong for graduates of such programs at the local, state, and regional/national level, with the shuttering of UNL's Department of Statistics, Nebraska students will be faced with fewer affordable public options. These new degrees will fill this pending void and contribute to a well-paid workforce specialized in this area. I fully support the creation of both of these degrees.

Sincerely,

Dr. Melanie Bloom
Dean, College of Arts and Sciences
Professor of World Languages and Literature

University of Nebraska at Omaha

CC: Dr. Andrew Swift, Chair, Department Mathematical and Statistical Sciences



College of Arts and Sciences | Office of the Dean
6001 Dodge St. | Omaha, NE 68182-0013 | Administration: 402.554.2338 | Advising: 402.554.2458
www.unomaha.edu/cas

February 9, 2026

UNO Review Team,

On behalf of the Educational Leadership Department, I am pleased to offer this letter of strong support for the proposed Bachelor of Science and Bachelor of Arts in Statistics and Operations Research at the University of Nebraska at Omaha.

Our department has a long-standing and productive collaborative relationship with faculty and leadership in the Department of Mathematical and Statistical Sciences. Through joint initiatives at the graduate level, we can confidently affirm the deeply collaborative and interdisciplinary nature of this department's work. The proposed Bachelor program reflects this reality and builds intentionally upon an established culture of cooperation across disciplines.

The proposed degree thoughtfully integrates competencies that are increasingly essential across professional fields. From our perspective, this program aligns exceptionally well with the needs of students who seek rigorous quantitative preparation alongside applied, real-world problem solving. The inclusion of multiple concentrations, experiential learning opportunities, and both BS and BA pathways demonstrates a clear commitment to flexibility, accessibility, and student-centered design.

We believe this program will add significant value to UNO's academic portfolio and further strengthen the university's reputation for interdisciplinary excellence.

Sincerely,



Tami Williams, Ed.D.
Associate Professor & Department Chair
Paul Kennedy Diamond Professorship
Educational Leadership
College of Education, Health, and Human Sciences
University of Nebraska at Omaha



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Establish the Master of Science in Early Childhood Inclusive administered by the Department of Special Education and Communication Disorders, in the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

This 30 credit-hour master's program in Early Childhood Inclusive is designed to develop the skills and knowledge for future leaders in the early childhood environment. Inclusive in this context means preparing educators to work with all children with varying needs, including children with disabilities. Nebraska needs individuals who are highly effective teachers to gain additional knowledge in both early childhood (birth to age 9) and special education (birth to grade 3). Supervising early childhood facilities requires an extensive amount of knowledge in both areas; a gap this program will help fill by equipping personnel with both expertise areas in one program. Following an external review, the Executive Graduate Council voted to recommend approval on June 26, 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: UNO MS Early Childhood Inclusive				
Proposed Date of First Offering: Upon Approval				
Brief Explanation:				
This 30 credit hour Master's program will provide teachers knowledge and skills to work with children in early childhood (birth-age 9) and special education (birth to grade 3). This program will prepare individuals to be supervisors of early childhood facilities and leaders in the early childhood education environment. No new resources are needed for this program.				
New/Additional Annual Program Costs	Program Management			
	FTE	Expense		
	Faculty*	\$		
	Staff*	\$		
	Additional Expenses**	\$		
Total Annual Expense		\$	-	
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5				
AAU Recognition Potential Impact: [] Very Negative [] Negative [] None [] Positive [] Very Positive [X] Not Applicable				
AAU Recognition Criterion Impacted (If any):				
Minimum Estimated Program Enrollment (Year 5)				
	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				\$ -
Non-Resident Tuition**				\$ -
Special/Other Tuition***	10	18	\$ 394.00	\$ 70,920.00
			Total Income	\$ 70,920
			Net Income	\$ 70,920
*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 \$ 394 ___ per CH; 18 ___ CH per year per student.				



MEMORANDUM

Date: January 14, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Program Proposal—Master of Science Early Childhood Inclusive

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new graduate program.

The Department of Teacher Education and the Department of Special Education and Communication Disorders request the creation of a Master of Science in Early Childhood Inclusive (ECI). This graduate program will serve both certified and non-certified early childhood professionals who aspire to take on leadership roles in this high-need area. The program thoughtfully integrates existing courses from special education and teacher education to ensure that graduates acquire the knowledge and skills essential for leadership in early childhood education. This new degree program aligns closely with recent investment by the state of Nebraska in early childhood education, particularly for children with the greatest needs.

Cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs
Sarah Edwards, AVC for Academic Excellence and Program Innovation

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 Omaha
Full Name of Proposed Major or Degree (including credential level)
<i>Master of Science Early Childhood Inclusive</i>
Degree to be Awarded to Graduates of the Major
Master of Science
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
Bachelor's degree in Early Childhood Inclusive
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
13.1015
Subject Code
SPED
Administrative Unit(s) for the Major or Degree
Special Education and Communication Disorders
Proposed Delivery Site
UNO
Program will be Offered [full program, not individual courses]
☐ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☒ Hybrid/Blended Online
Program leads to professional licensure or certification
☒ no ☐ yes If yes, complete Appendix D: Professional Licensure and Certification.
Proposed Date the New Major or Degree will be Initiated
<i>Upon Approval</i>

II. Details

A. Purpose of the Proposed Major or Degree:

Early Childhood Education has reached a point of heightened attention in the United States. Longitudinal studies such as the Perry Preschool Project and the Abecedarian Research Project have shown that children participating in high quality early childhood experiences benefit themselves and their communities later in life. These model early childhood programs have also validated the benefits of having certified degreed early childhood educators as classroom teachers. Experts emphasize the need for teachers with college degrees who can deliver educational programming and who are paid at sufficient levels that promote retention. Also, Head Start has required 50 percent of its teachers nationwide to possess at least a bachelor's degree (Center for Public Education, 2014).

Furthermore, over the past decade the state of Nebraska has begun to invest more heavily in early childhood education, particularly for children in most need. In 2013, "Nebraskans approved a ballot measure (Amendment 5) to increase funding for preschool education and in the process created the first-of-its kind Early Childhood Endowment Fund (ECEP). This June, the State Board of Education selected the Nebraska Children and Families Foundation (NCCF) as the endowment manager. In addition to enabling public school funds to be used for early childhood programs, Amendment 5 seeds the new endowment fund with an initial investment of \$40 million." (NIEER, 2014).

Nebraska's Department of Education and Department of Health and Human Services together have implemented a Quality Rating and Improvement System for early childhood education centers and childcare centers, also. This QRIS has standards for pre-service qualifications for classroom teachers. Most QRIS include a bachelor's degree for center-based classroom teachers as the standard to reach the highest level of quality rating (U.S. Department of Health and Human Services, 2014).

Despite these advancements in Nebraska to meet the need of early childhood teachers, there is a current shortage of qualified, certified early childhood educators in the state. More school districts have expanded their early childhood programs through new funding opportunities, and private preschools and center-based childcare programs are looking to improve their QRIS ratings by hiring teachers with bachelor's degrees. In response to this great need in 2016, the University of Nebraska Omaha began their first undergraduate Early Childhood Inclusive major which offers teacher certification to serve children between birth to 3rd grade. Workforce demand is particularly acute in inclusive early childhood settings serving children with disabilities and developmental delays. National studies document shortages not only of service providers but also of leaders capable of coordinating interdisciplinary teams, implementing inclusive practices, coaching staff, and supporting family-centered services. Research further indicates that many administrators responsible for inclusive early childhood programs report insufficient preparation to lead these efforts effectively. There are many teachers who have completed the UNO ECI undergraduate program and are seeking a Master's degree that allows them to refine additional skills and knowledge to support new ECI teachers as they take on leadership roles. This new Master's degree will provide the option they are seeking.

Historically, there has been, and continues to be, a great demand for teachers who have training, background, and certification/endorsement in teaching students with disabilities. In addition to teachers who need training in supporting children and youth with disabilities, the need for leaders with knowledge of early childhood is imperative for our programs to be high-quality. Boe (2006) and McLeskey, Tyler, and Saunders Flippin (2004) identify that there is a critical shortage of special education teachers in the United States. The shortage of special education teachers is chronic and long-term and will get worse. The U.S. Bureau of Labor Statistics (2026) projects about 37,800 openings for special education teachers on average each year over the next decade. Special education has the highest teacher shortage of any subject area in the U.S., with 45 states reporting critical vacancies and approximately 365,967 teachers working without full certification as of June 2025.

Special education teacher shortages are longstanding with special education being listed as a shortage area on the Nebraska Teacher Vacancy Survey since the survey was first completed in 2000-2001 (Nebraska Department of Education, 2013). In a 2012-2013 Nebraska Department of Education teacher shortage report, the greatest statewide teacher shortage was in Special Education (20 positions, 27%) with two of the unfilled positions identified as Special Education-Early Childhood with both of those in the Metro area. The United States Department of Education Teacher Shortage Areas Report (2013) consistently shows that between 1990-1991 and 2012-2013, Special Education-All Disciplines is listed as a shortage area and special education was identified as a teacher shortage area by almost every state. This trend continues today, with the Nebraska Department of Education (2024) identifying Early Childhood Special Education as a teacher shortage area for the 2024–25 academic year.

The Department of Special Education and Communication Disorders possesses a fully accredited teacher preparation program that is able to address the need for special education teachers in our community, state, and region. The Teacher Education Department possesses a strong early childhood education endorsement teacher preparation program. This degree is focused on Nebraska's shortage of **inclusive early childhood leaders** who can improve programs, support educators, influence policy, and strengthen systems serving young children and families statewide.

B. Description of the Proposed Major or Degree:

This 30-hour master's program in Early Childhood Inclusive is to develop the skills and knowledge for future leaders in the early childhood inclusive environment. Inclusive in this context means to prepare educators to work with all children with varying needs including children with disabilities. Nebraska needs individuals who are highly effective teachers to gain additional knowledge in both early childhood (birth-age 9) and special education (birth to grade 3). There is an extensive amount of information needed to be supervisors of early childhood facilities, and this degree will create qualified individuals.

C. Student Learning Outcomes: Aligned with the NDE Initial Certification in ECI

S1. Promoting Child Development and Learning, and Individual Learning Differences - Candidates prepared in inclusive early childhood degree programs are grounded in a child development knowledge base. They also understand how disabilities and exceptionalities interact with development and learning. They use their knowledge and understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, meaningful, and challenging for each child, including those with disabilities.

S2. Building Family and Community Relationships - Candidates prepared in inclusive early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, communicate and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. They collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of children with disabilities across a range of learning experiences.

S3. Observing, Documenting, and Assessing to Support Young Children and Families - Candidates prepared in inclusive early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment and use multiple methods of assessment and data-sources in making educational decisions. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

S4. Using Developmentally Effective Approaches - Candidates prepared in inclusive early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They create safe, inclusive, culturally responsive learning environments so that children, with and without disabilities, become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

S5. Using Content Knowledge to Build Meaningful Curriculum - Candidates prepared in inclusive early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child and they apply knowledge of general and specialized curricula to individualize learning, particularly for individuals with disabilities or other special needs.

S6. Instructional Planning and Strategies - Candidates prepared in inclusive early childhood degree programs select, adapt, and use a repertoire of evidence-based instructional strategies to advance the development and learning of children, particularly those with disabilities.

S7. Becoming a Professional - Candidates prepared in inclusive early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice and they use their foundational knowledge of the field and of its Ethical Principles and Practice Standards to inform their practice, engage in life-long learning, and to advance the profession. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Crosswalk: ECI MS Program Student Learning Outcomes to DEC Recommended Practices and NAEYC Professional Standards

UNO MS ECI Student Learning Outcomes	DEC EI/ECSE Standard & Competencies (2020)	NAEYC Professional Standards & Competencies (2019)
S1. Promoting Child Development and Learning, and Individual Learning Differences: Understands child development base and how disabilities/exceptionalities interact with learning to create healthy, respectful, and supportive environments	Standard 1: Child Development and Early Learning. Apply knowledge of normative developmental sequences and individual differences across the range of abilities, including delays and disabilities	Standard 1: Child Development and Learning in Context. Grounded in understanding the developmental period from birth through age 8 and understanding each child as an individual with unique variations
S2. Building Family and Community Relationships: Understands successful ECE depends on partnerships; uses family-centered practices to create respectful, reciprocal relationships and collaborates with related service providers	Standard 2: Partnering with Families. Use family-centered practices and systems theory to develop reciprocal partnerships and support families in making informed decisions. Standard 3: Collaboration and Teaming. Apply models of teaming when communicating with families and professionals	Standard 2: Family–Teacher Partnerships and Community Connections. Value diversity in family characteristics and use this to create respectful, responsive, reciprocal relationships to engage them as partners
S3. Observing, Documenting, and Assessing to Support Young Children and Families: Uses multiple assessment methods and data sources in partnership with families and professionals to make educational decisions	Standard 4: Assessment Processes. Choose developmentally, linguistically, and culturally appropriate tools; analyze, interpret, and share information using a strengths-based approach	Standard 3: Child Observation, Documentation, and Assessment. Understand that the primary purpose of assessment is to inform instruction; use screening and assessment tools in ethically grounded ways
S4. Using Developmentally Effective Approaches: Creates safe, inclusive, culturally responsive environments; uses positive relationships and supportive interactions as the foundation for work with children and families	Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Plan intentional, systematic, evidence-based, responsive interactions to support all children’s learning across all domains	Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices. Demonstrate positive, caring, supportive relationships and interactions as the foundation of work with young children
S5. Using Content Knowledge to Build Meaningful Curriculum: Uses knowledge of academic disciplines and	Standard 5: Application of Curriculum Frameworks. Collaborate with families and professionals to use evidence-	Standard 5: Knowledge, Application, and Integration of Academic Content. Understand the central

developmental domains to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive outcomes for every child	based early childhood curriculum addressing developmental and content domains	concepts and tools of inquiry in each academic discipline and pedagogical methods for teaching each
S6. Instructional Planning and Strategies: Selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance the development and learning of children, particularly those with disabilities	Standard 6: Interactions, Interventions, and Instruction. Use data-based decision-making to plan for, adapt, and improve instruction to ensure fidelity of implementation	Standard 4 & 5: Use a broad repertoire of evidence-based teaching strategies reflecting universal design for learning and apply content knowledge to update pedagogical practice
S7. Becoming a Professional: Conducts self as a member of the profession; uses ethical guidelines and professional standards; engages in lifelong learning; and serves as an informed advocate for sound policies	Standard 7: Professionalism and Ethical Practice. Exhibit skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines	Standard 6: Professionalism as an Early Childhood Educator. Identify and participate as a member of the profession; serve as informed advocates for children, families, and the profession; use ethical guidelines

D. Admissions

The decision to admit an applicant to a program is based primarily on a combination of the following criteria according to the requirements of the specific program:

Quality of previous undergraduate and graduate work. The Graduate College requires a minimum “B” average (3.0 on a 4.0 scale) in a program of study resulting in the award of a baccalaureate degree from a regionally accredited college or university. Applicants who have earned a minimum cumulative GPA of 2.7 on a 4.0 scale can be considered for provisional admission. If an applicant has studied at the graduate level and performed satisfactorily, less weight may, but not necessarily, be placed on the quality of the undergraduate academic record. Some programs require a higher minimum grade point average for admission.

- **Statement of Purpose:** Include a formal written statement, at least one page in length, of why you want to pursue a master's degree in early childhood inclusive. Explain your current job/position, career goals and additional experiences with early childhood.
- **Letters of Recommendation:** Two letters of professional/academic recommendation are required. These recommenders should be able to speak to the graduate's undergraduate academic work, the applicant's potential to do graduate work, and/or the applicant's professional competence.
- Copy of teaching certificate (if applicable)
- All candidates must have completed TED 2300 Human Growth and Learning, SPED 1500 Introduction to Special Education or SPED 8030 Teaching Students with Exceptionalities (or an equivalent to any of these).
- **English Language Proficiency:** Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, **OR** a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement in order to be considered for admission. Internet-based TOEFL: 80, IELTS: 6.5, PTE: 53, Duolingo: 110

E. Program Curriculum

<i>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.</i>				
Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
SPED 8390 REFLECTIVE TEACHING PRACTICES IN EARLY CHILDHOOD INCLUSIVE EDUCATION	3	Graduate status	N/A	Existing
SPED 8816 BEHAVIOR INTERVENTIONS AND SUPPORTS	3	N/A	N/A	Existing
TED 8870 RESEARCH WITH CHILDREN	3	Graduate status	N/A	Existing
TED 8240 FAMILY, SCHOOL, AND COMMUNITY PARTNERS	3	Graduate status	N/A	Existing
TED 8260 ADVANCED CURRICULUM IN EARLY CHILDHOOD	3	N/A	N/A	Existing
TED 8880 LEADERSHIP IN EARLY CHILDHOOD EDUCATION	3	Graduate status; TED 8260	N/A	Existing

SPED 8330 ASSESSMENT OF YOUNG CHILDREN IN INCLUSIVE SETTINGS	3	Graduate Status	N/A	Existing
TED 8780 FOUNDATIONAL SKILLS OF EARLY LITERACY	3	Graduate status	N/A	Existing
Electives (Choose 2) TED 8810 STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH TED 8220 PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION TED 8200 SOCIAL WORLDS OF THE YOUNG CHILD SPED 8250 LITERACY ASSESSMENT AND INTERVENTIONS FOR STUDENTS WITH DISABILITIES SPED 8870 Autism Spectrum Disorders or Others as approved	6 credits	Graduate Status	NA	Existing
Total	30			

F. Advising

Advising for the Master's degree in ECI will be divided amongst the graduate faculty in SPED and TED and will be determined at the time of admission based on last name of the applicant. Currently, we have 2 faculty members from TED and one from Special Education designated to advise in this program.

G. Evaluation of Program

The assessment process at UNO examines key assessments and associated data on a 2-year cycle. Key assessments will be identified and evaluated on a yearly basis with faculty members to ensure continuous improvement of the program. Faculty also examine key assessments on a regular basis during faculty meetings. In addition, the Nebraska Department of Education evaluates programs on a 7-year cycle. UNO has national accreditation through Association for Advancing Quality in Educator Preparation (AAQEP) and this program would be included in the 7-year review cycle.

H. Plan for Implementation

All courses in the Master's in Early Childhood Inclusive are already in the catalog. We currently offer these courses, so students will begin when they are ready and will develop their plan of study with their academic advisor.

I. Other Information (as applicable)

III. Review Criteria

A. Centrality to the Campus Role and Mission

The proposed Master's in Early Childhood Inclusive Education (ECI) aligns with the University of Nebraska at Omaha's (UNO) mission, core values, and strategic goals by preparing educators to advance social and economic mobility, fostering workforce development, and strengthen Nebraska's communities through impactful and pragmatic approaches to early childhood education. As metropolitan research institution, UNO emphasizes local, national, and global impact — a mission reflected in the proposed ECI program's commitment to evidence-based practices and to serving young children and families with specialized educational needs. Graduates will be prepared to expand access to high-quality education and contribute meaningfully to the wellbeing of communities across the state and beyond.

Omaha is currently facing a significant shortage of qualified early childhood teachers, resulting in classroom closures and leaving hundreds of children – from birth to kindergarten age – without access to the early care and education essential for building strong foundations for future success in school and life. The effectiveness of any early care and education program is directly tied to the competencies of the teachers and care givers leading these early childhood classrooms. The answer to teacher shortages is not to lower the standards for being a lead teacher but rather to eliminate the barriers to achieving a degree in Early Childhood Inclusive (ECI), especially for those who are already working in early childhood programs frequently serving their own communities.

Private foundations are eager to partner with UNO to offer new pathways and creative solutions for existing early childhood teachers to achieve a BA or MS degree in ECI. This partnership has already begun and is set to serve 40+ teachers employed by Educare of Omaha and other educational organizations who have an AA degree, a non-early childhood BA degree, an early childhood degree from another country, or have earned an EC degree but have not completed the final requirements for certification.

The proposed ECI program directly supports workforce development by training skilled educators who can meet the growing demand for inclusive education. Graduates will contribute to the economic development of Nebraska and beyond by ensuring a highly skilled and inclusive teaching workforce, addressing workforce shortages, and improving educational outcomes across urban, suburban, and rural communities.

UNO Core Values Alignment

- **Excellence:** The program delivers rigorous training, preparing future leaders in early childhood education to foster lifelong success for children in inclusive settings.
- **Engagement:** Students will engage with local schools and community organizations, working on real world solutions and contributing to inclusive education practices, strengthening local communities.
- **Discovery:** The program emphasizes research and critical thinking, allowing students to explore innovative inclusive practices, contributing to the field's knowledge base.
- **Integrity:** Students will be trained to uphold the highest ethical standards, fostering inclusive, equitable, and supportive environments for all children.
- **Maverick Spirit:** The program encourages resilience, creativity, and independent thinking, empowering students to develop innovative solutions for inclusive education.

UNO's Strategic Plan Alignment

Educating All Learners is embedded in this program through preparing highly qualified educators to serve young children from birth through grade three, including those with disabilities and diverse learning needs. The program emphasizes inclusive, developmentally appropriate, and culturally responsive practices that promote equitable educational opportunities and improved outcomes for all children. By addressing the needs of diverse learners and families, the program supports UNO's mission as a metropolitan university committed social mobility.

Pragmatic Research and Discovery is addressed through its emphasis on evidence-based practices, applied research, and continuous program evaluation. Graduate coursework integrates research with practice, enabling students to use data, assessment, and inquiry to improve instructional decision-making in real-world early childhood settings. Faculty engage in ongoing review and assessment of program outcomes to ensure continuous improvement and alignment with state and professional standards.

Community Engagement, Development, and Partnerships. The ECI program is deeply rooted in collaboration with local schools, early childhood education centers, community agencies, and private foundations. These partnerships expand access to graduate education for working professionals, strengthen early childhood systems across the Omaha metropolitan area and beyond, and ensure that program graduates are prepared to meet the needs of Nebraska's communities. The program's design reflects UNO's role as a civic partner addressing regional challenges through education and engagement.

The most important aspect of this degree addresses the **Workforce and Economic Development** needs by responding to Nebraska's critical shortages in early childhood and special education. By preparing early childhood educators with advanced training in inclusive early childhood leadership and instruction, the program strengthens the state's educational workforce, supports working families through improved access to quality early childhood education, and contributes to long-term economic stability and growth.

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

The proposed Master's in Early Childhood Inclusive Education (ECI) aligns with the University of Nebraska's Five foundational pillars by focusing on education access to effective teaching, learning and research, workforce development and community partnerships, and community impact. Below is how the program supports these pillars:

Extraordinary Teaching and Learning The ECI program offers a rigorous, high-quality graduate program grounded in professional standards and delivered through flexible hybrid formats that support adult and nontraditional learners. The program leverages existing accredited coursework and experienced faculty to ensure instructional excellence and academic integrity.

Extraordinary Research and Creative Activity The program fosters applied research in inclusive early childhood education, encouraging graduate students to engage in inquiry that informs practice, policy, and leadership within early childhood and special education contexts.

Through strong internal collaboration between the Department of Teacher Education and the Department of Special Education and Communication Disorders, as well as external partnerships with schools and community organizations, the program exemplifies **Extraordinary Partnerships and Engagement**. These collaborations amplify the program's impact while strengthening connections between higher education, PK-12 systems, and community-based early childhood providers.

Extraordinary Culture and Environment The ECI program also supports embedding equity, inclusion, ethical practice, and advocacy at the core of its mission. Graduates are prepared to create inclusive learning environments, support families, and reduce systemic barriers for children with disabilities and other vulnerable populations.

Finally, the program demonstrates **Extraordinary Stewardship and Effectiveness** by efficiently using existing faculty, courses, and resources, requiring no additional public funding. The program's design ensures fiscal responsibility while maintaining high academic quality, and its ongoing assessment processes ensure responsiveness to workforce needs and educational outcomes.

All of these aspects, support the Master of Science in Early Childhood Inclusive as a program that meaningfully advances both UNO's strategic priorities and the University of Nebraska System's pillars, while addressing a critical statewide need and strengthening Nebraska's educational and economic future.

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

The proposed Master's in Early Childhood Inclusive Education (ECI) aligns with Nebraska's Comprehensive Statewide Plan for Postsecondary Education by addressing key state priorities outlined in the plan.

- **The Evolving Environment:** Nebraska's strong PK-12 foundation supports its postsecondary institutions. The ECI program strengthens this foundation by preparing highly qualified educators to work with young children in inclusive settings, addressing learning gaps, and ensuring equitable access to early childhood education. This supports the state's educational pipeline from PK-12 to higher education.
- **Lifelong Learning and Upskilling Needs:** The ECI program provides a graduate pathway for professionals seeking to specialize in inclusive education, addressing the workforce's upskilling needs and meeting the growing demand for specialized educators. The program also offers stackable credentials, allowing professionals to advance their careers while responding to evolving classroom needs.
- **Support for Adult Learners:** The program is designed to serve nontraditional students, offering flexible formats to accommodate those balancing work, family, and education. This supports the state's goal of expanding access to higher education for adult learners.
- **Meeting the Educational Needs of Students:** The ECI program emphasizes student-centered education, providing flexible learning options and support for diverse learners. It also contributes to the state's goal of affordable, diverse educational pathways by offering accessible tuition and financial aid, ensuring cost is not a barrier.
- **Workforce Development:** The ECI program directly addresses Nebraska's workforce needs by preparing educators for inclusive early childhood education roles. It will help fill gaps in the state's early childhood workforce, particularly in special education, and contribute to the broader goals of workforce development.
- **Teacher Shortage:** By offering a specialized pathway in early childhood education, the program will attract students to the field, helping to address the teacher shortage and improve educational outcomes across Nebraska.
- **Partnerships and Collaboration:** The ECI program will foster collaboration between higher education and K12 schools, with partnerships in local districts and early childhood education centers. Graduates will gain experience in inclusive education practices, supporting UNO's commitment to local schools.
- **UNO's Role:** UNO's mission to serve the Omaha metropolitan area aligns with the ECI program's focus on preparing educators for urban and rural schools. The program will also serve students across the state, in line with UNO's commitment to statewide public service.

D. Evidence of Need and Demand

1. Need:

- **Institution/Community/Region/State:** ○ A large percentage of Nebraska's young children are at risk. Forty-one percent of children aged 5 and younger are considered at risk of failure in school (Buffett Early Childhood Institute, 2024, p.2). ○ Many Nebraska counties lack sufficient child care. Ninety-one percent of counties in Nebraska do not have enough available licensed child care slots to meet the current demand, and 11 counties have no licensed child care facilities (Buffett Early Childhood Institute, 2024, p.2).
 - There is a recognized child care crisis in Nebraska. Three-quarters of Nebraska voters believe that the lack of quality, affordable child care and early learning is a serious problem (Buffett Early Childhood Institute, 2024, p.2).
 - Nebraska voters want the child care crisis fixed. Over 80% of Nebraskans want the state to support child care and early learning like it does K-12 schools and higher education (Buffett Early Childhood Institute, 2024, p.2).
- **Workforce Needs & Economic Development:** ○ Many Nebraska adults work, requiring childcare. Over 74% of children under age 6 live in homes where all adults work, which is higher than the national average (Buffett Early Childhood Institute, 2024, p.2).
 - Lack of child care impacts workforce participation. Nearly one-third of parents with children 5 and under said that they have left the workforce because they couldn't find affordable child care, and 34% said they refused a job opportunity, promotion, or change because it would increase child care expenses (Buffett Early Childhood Institute, 2024, p.3).
 - The lack of sufficient child care is a burden on working parents, employers, and state revenues, resulting in nearly \$745 million annually in direct losses (Buffett Early Childhood Institute, 2024, p.3).
 - Nebraska voters recognize that the lack of access to quality, affordable child care impacts our economy and workforce. The vast majority of Nebraska voters (90%) agree that ensuring working families have quality child care and early learning will strengthen Nebraska's economy (Buffett Early Childhood Institute, 2024, p.2).
 - The Job Posting intensity in the state of Nebraska for relevant jobs is 6:1, which is double the average that we typically see. This means that employers are putting in twice the average effort in finding potential employees for these positions, which signals a shortage of qualified individuals. Also, this posting intensity is far lower than the national posting intensity, signaling that Nebraska's shortage is greater than the national average.
- **Job and Educational Opportunities:** ○ There is a teacher shortage in Nebraska. Teacher shortage areas in Nebraska for the 2024-2025 academic year include Early Childhood Education (Nebraska Department of Education, 2024).
 - Preschool teacher employment is projected to grow. Employment of preschool teachers is projected to grow 4 percent from 2023 to 2033 (U.S. Bureau of Labor Statistics, 2024). About 61,400 openings for preschool teachers are projected each year, on average, over the decade (U.S. Bureau of Labor Statistics, 2024).
- **Compensation and Support for Teachers:** ○ Low wages for child care workers are a serious problem. 84% of Nebraska voters say that low wages for child care workers, early childhood teachers, and preschool teachers is a serious problem (Buffett Early Childhood Institute, 2024, p.2).
 - Many early childhood professionals are underpaid. The median annual pay for center-based teachers falls below the poverty line by almost \$1,400 for a family of three (Buffett Early Childhood Institute, 2024, p.2).

Buffett Early Childhood Institute. (2024). Buffett Early Childhood Institute by the numbers.
<https://buffettinstitute.nebraska.edu/-/media/projects/buffett-nucleus/resources/otherresources/buffett-early-childhood-institute-by-the-numbers.pdf>

Nebraska Department of Education. (2024). Teacher shortage survey.
<https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>

U.S. Bureau of Labor Statistics. (2024). Preschool teachers. Occupational Outlook Handbook. U.S. Department of Labor. <https://www.bls.gov/ooh/education-training-and-library/preschoolteachers.htm>

U.S. Bureau of Labor Statistics. (2024). Preschool and childcare center directors. Occupational Outlook Handbook. U.S. Department of Labor. <https://www.bls.gov/ooh/management/preschool-andchildcare-center-directors.htm>

2. Demand:

There are many potential students interested in the program due to the increasing need of certified early childhood education workers who are prepared to work in inclusive settings from birth to grade 3. We currently have 11 students in the initial certification early childhood inclusive program at the graduate level which just started last year. Many of these individuals would like to seek a Master’s degree so they can move up in leadership positions in the early childhood setting. Anticipated enrollment in the Master’s degree program will begin with at least 5 students in the first year and continue to recruit 5 new students each year. There is a need for leadership in ECI so through advertisement in the Omaha Metro and throughout greater Nebraska, the program will continue to flourish. Since the classes in this program are also embedded in other programs at UNO, the degree will be viable as soon as it is approved.

Enrollment projections

Measure	Year 1	Year 3	Year 5
New Student Enrollment	5-10	5-10	5-10
Total Student Enrollment	5-10	15-30	25-50
Student Retention	90%	90%	90%

E. Avoidance of Unnecessary Duplication

This is a significant need for certified early childhood inclusive educators and leaders in the state of Nebraska. Currently, there are no master's degrees that focus on Early Childhood Inclusive Education in the NU system. We understand the workforce need and want to have a program available to develop leaders in the early childhood field. It is imperative that we have professional development available to advance their skills and knowledge and ability to lead schools and private childcare facilities.

Kansas is the nearest state to offer some opportunities in the field at the following locations: University of Kansas – Early Childhood Unified, Emporia State University – Early Childhood Unified Master’s Program and Wichita State University – Master of Education in Special Education: Early Childhood Unified.

F. Adequacy of Resources:

1. Faculty/Staff

We will not need additional faculty members to support this program as we currently offer the classes.

2. Library/Information Resources

Resources are available for this program through the current library resources.

3. Physical Facilities and Equipment

This program will be delivered online or hybrid, so no additional physical facilities will be needed.

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

No additional expenses will be incurred by adding this program.

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expenses

IV. Appendices

A. Catalog Copy

B. Market Analysis

C. Letters of Support Internal

D. Professional Licensure and Certification

E. Abstract of Proposal

The Master's of Science in Early Childhood Inclusive is a degree in which those interested could gain additional knowledge and skills in the area of early childhood education for all children (birth to grade 3). The focus of this degree is for those individuals who would like to pursue leadership in the area of early childhood. It is essential that they understand laws, policies, supervision and coaching and DEC and NAEYC standards to meet the needs of all children with varying needs.

Appendices F and G are not required if the program has an external accreditor.

E. Faculty CVs

F. Attached

TABLE 2: REVENUE SOURCES**CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO: MS in Early Childhood Inclusive**

	FY(2026) Year1	FY2027) Year2	FY2028) Year3	FY2029) Year4	FY2030) Years	Total
ExistingFunds ¹						
Required New PublicFunds						\$0
1. StateFunds	\$0	\$0	\$0	\$0	\$0	\$0
2. Local TaxFunds (community colleges)	\$0	\$0	\$0	\$0	\$0	\$0
Tuition andFees.,	\$35,460	\$35,460	\$70,920	\$70,920	\$70,920	\$283,680
OtherFunding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵						

TABLE 1: PROJECTED EXPENSES**CAMPUS AND NAME OF PROGRAM, CENTER OR UNIT: UNO - Special Education and Communication Disorders**

	(FY_2026____) Year 1		(FY2027____) Year 2		(FY_2028____) Year 3		(FY____2029____) Year 4		(FY____2030____) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty ¹	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0
Professional ²	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0
Graduate assistants	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0
Support staff	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
General Operating ³		\$0		\$0		\$0		\$0		\$0		\$0
Equipment ⁴		\$0		\$0		\$0		\$0		\$0		\$0
New or renovated space ⁵		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources ⁶		\$0		\$0		\$0		\$0		\$0		\$0
Other ⁷		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

No new faculty, staff or related costs will be created with this new program as it will be utilizing faculty and courses currently in place. There are also no anticipated new expenditures for equipment, facilities or materials as these courses are already in place.

TABLE 3: TUITION AND FEES CALCULATION

	AY_2026	AY2027	AY2028	AY2029	AY 2030
Students matriculating annually	5	5	10	10	10
Annual credit hours taken per student	18	18	18	18	18
Total credit hours taken	90	90	180	180	180
Tuition per credit hour (CEHHS online tuition rate 2025)	394	394	394	394	394
Program Fees, if any					
Total Revenue	35460	35460	70920	70920	70920

FOOTNOTES

Do not add yearly tuition increases

Only add fees, if any, associated with the academic program



October 20, 2025

Dr. Beth Leader Janssen
Department of Special Education and Communication Disorders College of
Education, Health, and Human Sciences

Dear Dr. Leader Janssen:

I am pleased to offer this letter of support for the proposed Master of Science in Early Childhood Inclusive, in close collaboration with the Department of Teacher Education, which will help address the shortage of qualified, certified early childhood educators in Nebraska. This new degree program aligns closely with recent investment by the state of Nebraska in early childhood education, particularly for children with the greatest needs. This 30-credit hour graduate program will undoubtedly help to address this need by providing students with the knowledge and skills to lead in both early childhood and special education environments. This program advances the strategic priorities of both the college and university.

The Graduate Committee of the College reviewed and approved this proposal on September 17, 2025. On behalf of the Dean's Office, I fully support moving this proposal forward for university approval and implementation.

Sincerely,

Jason D. Coleman, PhD, MSPH
Associate Dean
College of Education, Health, and Human Sciences

c: Neal Grandgenett, PhD, Lois G. Roskens Dean



September 17, 2025

Letter of Support for master's degree in Early Childhood Inclusive

The Teacher Education Department (TED) and the Department of Special Education and Communication Disorders (SECD) have collaborated to develop the master's degree in Early Childhood Inclusive (ECI). This graduate program will serve both certified and non-certified early childhood professionals who aspire to take on leadership roles in this high-need area. The proposed program thoughtfully integrates existing courses from special education and teacher education to ensure that graduates acquire the knowledge and skills essential for leadership in early childhood education.

On behalf of the Teacher Education Department, we strongly support the addition of this master's degree program. We believe it will complement the existing graduate offerings for educational professionals and address a critical need in our community.

If you have any questions or would like additional information, please do not hesitate to contact me.

Kelly Gomez Johnson

Teacher Education Department Chair

College of Education, Health, and Human Sciences

University of Nebraska at Omaha

OCTOBER 15, 2025

PROGRAM DATA OVERVIEW:
MS EARLY CHILDHOOD
INCLUSIVE

John Kerins

SENIOR DATA ANALYST, ILCI

The purpose of this report is to give insight into the market conditions surrounding the proposed UNO graduate program in Special Education - Early Childhood Inclusive, specifically the regional and national completions trends and the demand in the labor market for this kind of education. The market was examined on a regional and national level, with regional being defined as within a 200-mile radius of UNO's Dodge Campus.

The applicable CIP code designation for this program would be 13.1015, which is the designation for Education/Teaching of Individuals in Early Childhood Special Education programs. This CIP code is defined by the NCES as:

"A program that focuses on the design and provision of teaching and other educational services to infant and pre-school age children with special learning needs or disabilities, and that prepares individuals to teach such students. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies."

We will use this CIP code to define competitor programs at the bachelor's degree award level in the National Center for Education Statistics' IPEDS data set, which covers academic completions up to the 2022/23 academic year.

If quoting information from this report and unsure of how to phrase/word a statistic, please contact jkerins@unomaha.edu to verify correct interpretation of the data provided. All data used from Lightcast Analyst release 2025.3 and Gray DI PES Market 2025.



EXECUTIVE SUMMARY

This report provides a market analysis for the proposed Master of Science in Special Education – Early Childhood Inclusive program at the University of Nebraska at Omaha (UNO). It evaluates national and regional supply trends, student interest, and labor market demand for early childhood special education professionals, drawing on data from IPEDS, Lightcast (2025.3), and Gray DI PES Market 2025.

PROGRAM SUPPLY AND MARKET SATURATION

- Regionally, there is minimal competition: only one institution within a 200-mile radius (Concordia University–Nebraska) awarded master’s degrees in this field in 2023, with just two completions.
- Additional regional competitors include University of Kansas, Emporia State University, and Wichita State University, although program completion trends for these programs are unavailable due to the recency of program offering or program reporting structure (i.e. program is a concentration under a broader program, program is only reported under parent program).
- Nationally, 46 institutions awarded 892 master’s degrees in Early Childhood Special Education in 2023, marking a 9% increase in completions since 2019.
- 61% of completions nationwide are from distance offered programs, indicating strong student demand for flexible, online delivery options.

ENROLLMENT AND STUDENT INTEREST

- Total national enrollment in this field remains modest, with 1,182 new students annually across terms (Fall, Spring, Summer) in AY 24/25.
- Google search trends suggest rising interest in the past year, with 17,725 searches (+46% YoY), signaling growth in awareness and intent despite slightly declining completions.

LABOR MARKET DEMAND

- The target occupations related to this program collectively represent 241,603 jobs nationwide, projected to grow 0.8% from through 2025, with 24,613 annual openings nationally.
- Key Occupations include Special Education Teachers (Preschool, Kindergarten, and Elementary) and Teaching Assistants.
- From October 2024–September 2025, there were 5,620 unique job postings in related occupations, offering a median advertised salary of \$62K, a 34% increase over the prior two years.

SKILL DEMAND AND EMPLOYER PREFERENCES

- The most frequently requested specialized skills are Special Education, Individualized Education Programs (IEPs), Lesson Planning, and Classroom Management.
- Employers also emphasize teaching, communication, and planning, with digital fluency (Microsoft Office, Student Information Systems, and Learning Management Systems) among the top software proficiencies.
- Teaching certification is the most common qualification, appearing in 1,835 postings, followed by CPR and behavior analysis credentials.

GEOGRAPHIC AND INSTITUTIONAL INSIGHTS

- The highest volume of related postings originates from California, Texas, Massachusetts, and New York, aligning with regions hosting top-producing institutions such as Towson University, University of Mount Saint Vincent, and CUNY Hunter College.
- Regionally, UNO faces limited competition but stands to benefit from the strong national emphasis on online and hybrid program delivery to expand its reach.

STRATEGIC IMPLICATIONS FOR UNO

The analysis suggests a favorable opportunity for UNO to introduce an MS in Early Childhood Inclusive Education. Market demand for qualified early childhood and special education professionals remains consistent, while regional program supply is extremely limited. To maximize competitiveness, UNO should consider:

- Consider an online or hybrid format to align with national growth patterns.
- Emphasizing certification pathways and applied learning that align with employer needs.
- Leveraging growing national interest to attract students beyond Omaha, particularly from underserved Midwestern/Great Plains markets.

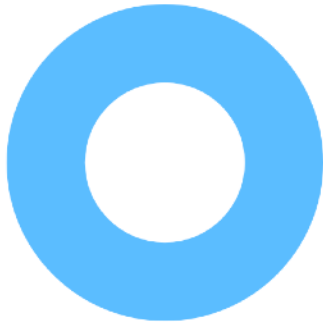
MASTER’S IN EDUCATION/TEACHING OF INDIVIDUALS IN EARLY CHILDHOOD SPECIAL EDUCATION COMPLETIONS, REGIONAL

PROGRAM OVERVIEW



	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	2	100%	1	100%
Distance Offered Programs	2	100%	1	100%
Non-Distance Offered Programs	0	0%	0	0%

MARKET SHARE BY INSTITUTION TYPE

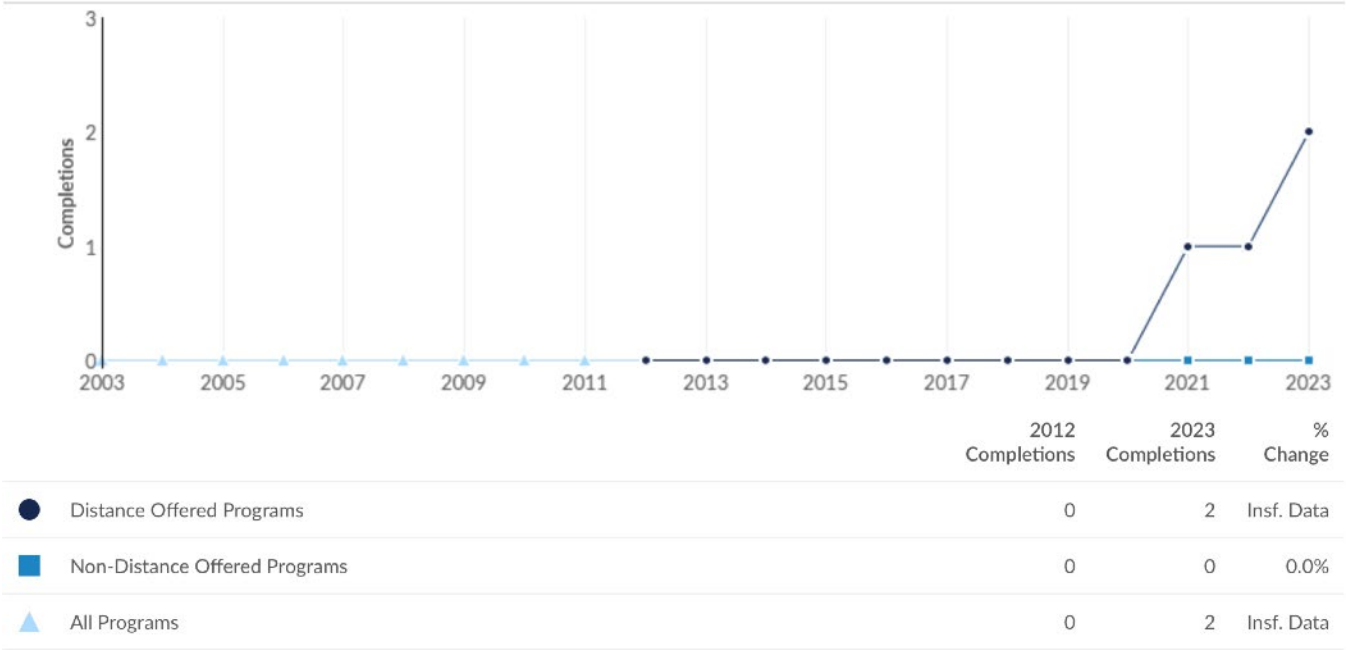


Institution Type	Completions (2023)	Market Share
Private not-for-profit, 4-year or above	2	100.0%

COMPLETIONS BY TOP INSTITUTIONS

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Concordia University-Nebraska	2	100.0%	100.0%	\$7,650	

REGIONAL COMPLETIONS TREND

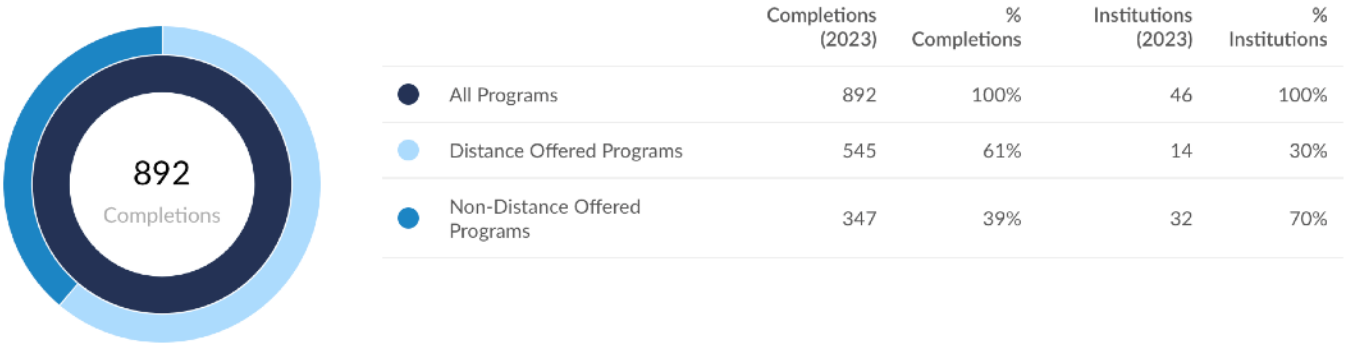
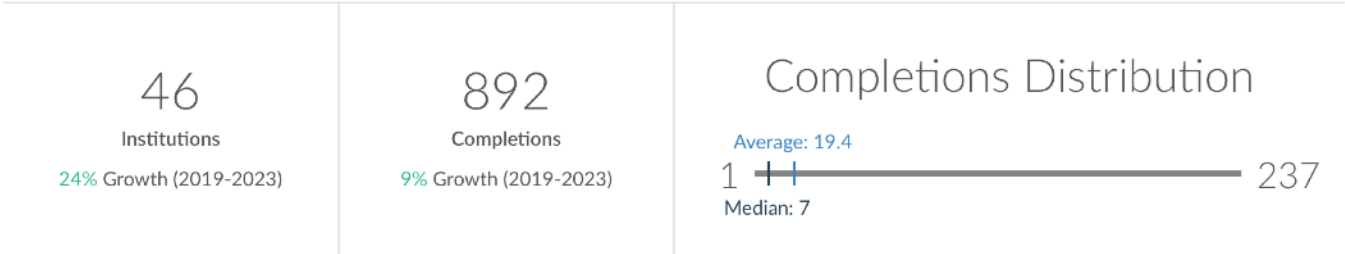


SIMILAR PROGRAMS

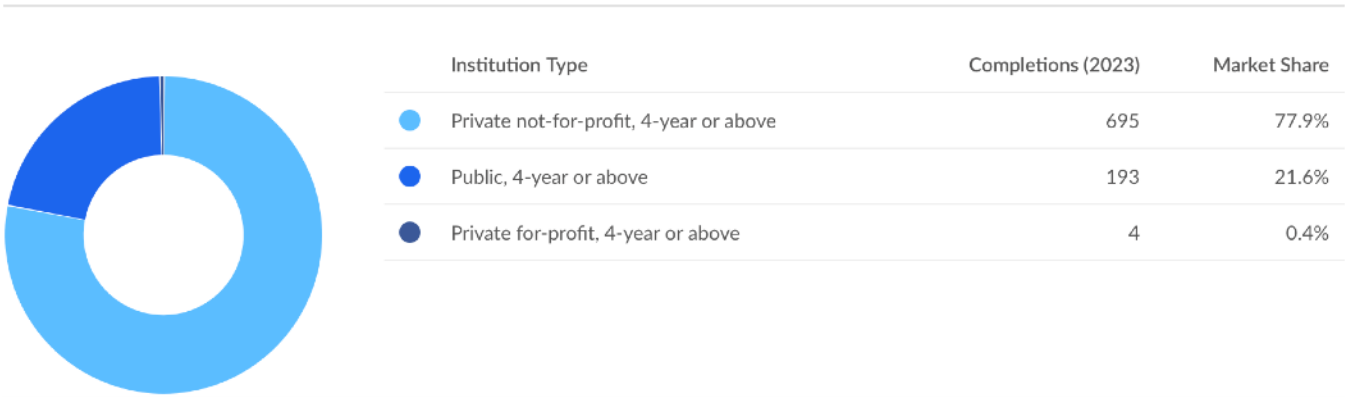
16 Programs (2023)		1,080 Completions (2023)
CIP Code	Program	Master's Degree Completions (2023)
13.1001	Special Education and Teaching, General	324
13.0101	Education, General	286
25.0101	Library and Information Science	148
13.1007	Education/Teaching of Individuals with Multiple Disabilities	58
13.1210	Early Childhood Education and Teaching	56

MASTER’S IN EDUCATION/TEACHING OF INDIVIDUALS IN EARLY CHILDHOOD SPECIAL EDUCATION COMPLETIONS, NATIONAL

PROGRAM OVERVIEW



MARKET SHARE BY INSTITUTION TYPE

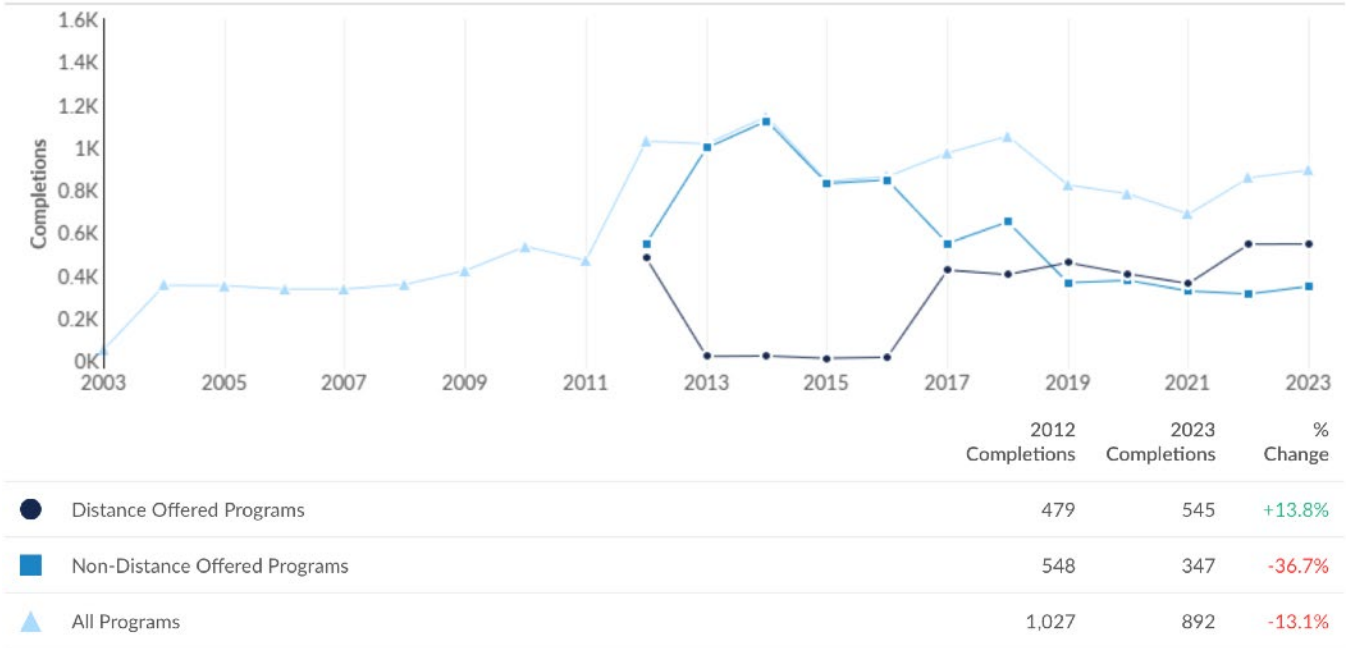


COMPLETIONS BY TOP INSTITUTIONS

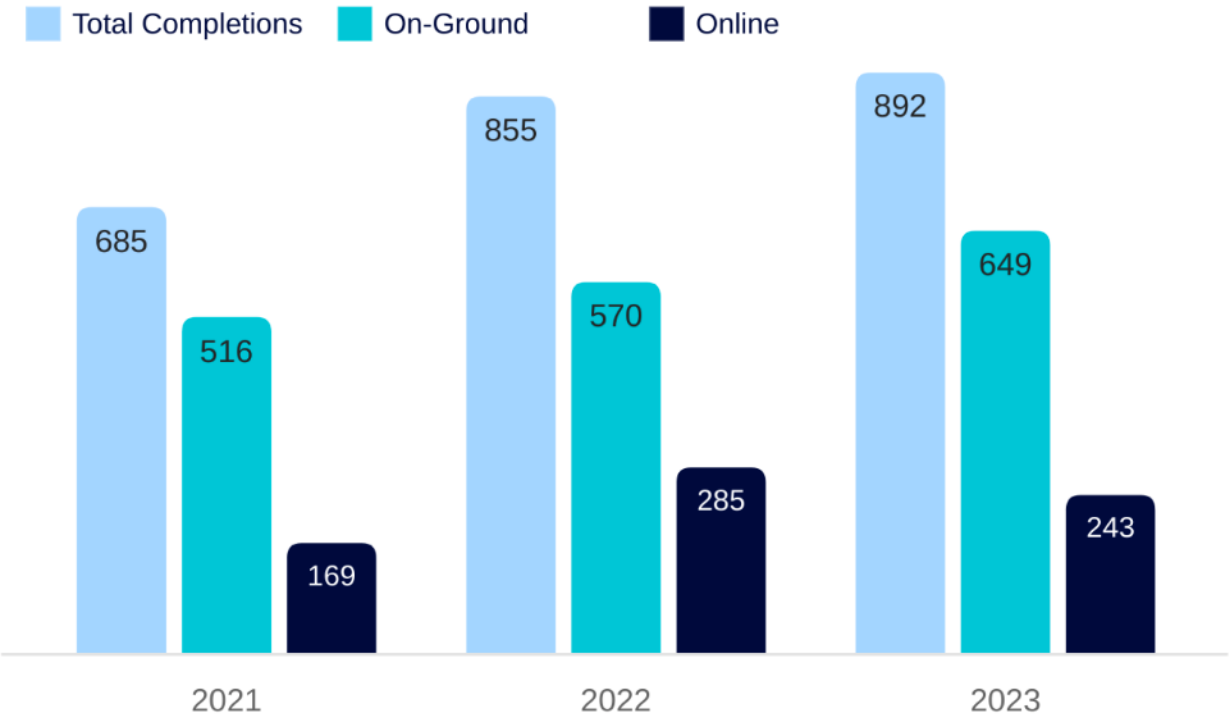
MS EARLY CHILDHOOD INCLUSIVE

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023) 	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
 Touro University	237	-28.8%	26.6%	\$14,160	
 University of Mount Saint Vincent	206	51.5%	23.1%	\$15,900	
 CUNY Hunter College	43	126.3%	4.8%	\$11,398	
 Manhattanville College	36	Insf. Data	4.0%	\$19,020	
 Daemen University	35	-23.9%	3.9%	\$25,863	
 CUNY Lehman College	28	12.0%	3.1%	\$11,570	
 Roberts Wesleyan University	26	62.5%	2.9%	\$15,445	
 CUNY Queens College	24	41.2%	2.7%	\$11,612	
 Harding University	23	228.6%	2.6%	\$13,684	
 Fordham University	22	10.0%	2.5%	\$25,954	
 Manhattan College	17	6.3%	1.9%	\$22,600	
 University of Saint Joseph	16	6.7%	1.8%	\$16,971	
 Lewis University	16	128.6%	1.8%	\$15,490	
 Hofstra University	13	18.2%	1.5%	\$29,950	
 SUNY Buffalo State University	13	-13.3%	1.5%	\$12,157	
 New Jersey City University	12	140.0%	1.3%	\$14,854	
 University of Massachusetts Global	11	-26.7%	1.2%	\$13,282	
 Pace University	10	-23.1%	1.1%	\$29,363	
 Cleveland State University	9	125.0%	1.0%	\$11,118	
 Rhode Island College	9	80.0%	1.0%	\$9,788	

NATIONAL COMPLETIONS TREND



COMPLETIONS BY MODALITY, GRAY DI MODIFIED IPEDS DATA 2025



SIMILAR PROGRAMS

26

Programs (2023)

48,466

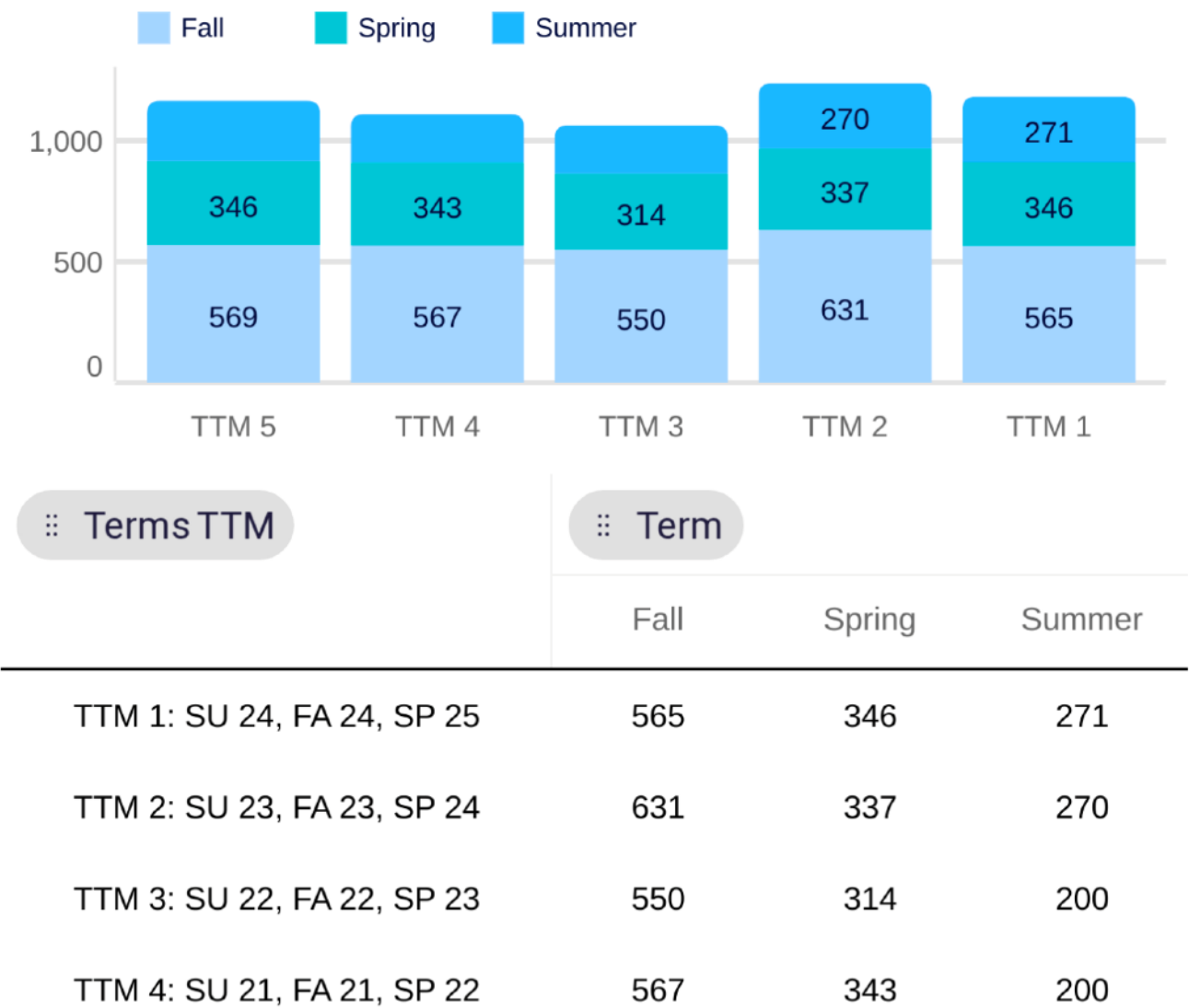
Completions (2023)

CIP Code	Program	Master's Degree Completions (2023)
13.0101	Education, General	14,044
13.1001	Special Education and Teaching, General	14,006
25.0101	Library and Information Science	5,417
13.1299	Teacher Education and Professional Development, Specific Levels and Methods, Other	4,157
13.1210	Early Childhood Education and Teaching	3,600

MASTER’S IN EDUCATION/TEACHING OF INDIVIDUALS IN EARLY CHILDHOOD SPECIAL EDUCATION ENROLLMENT, NATIONAL

NEW ENROLLMENT

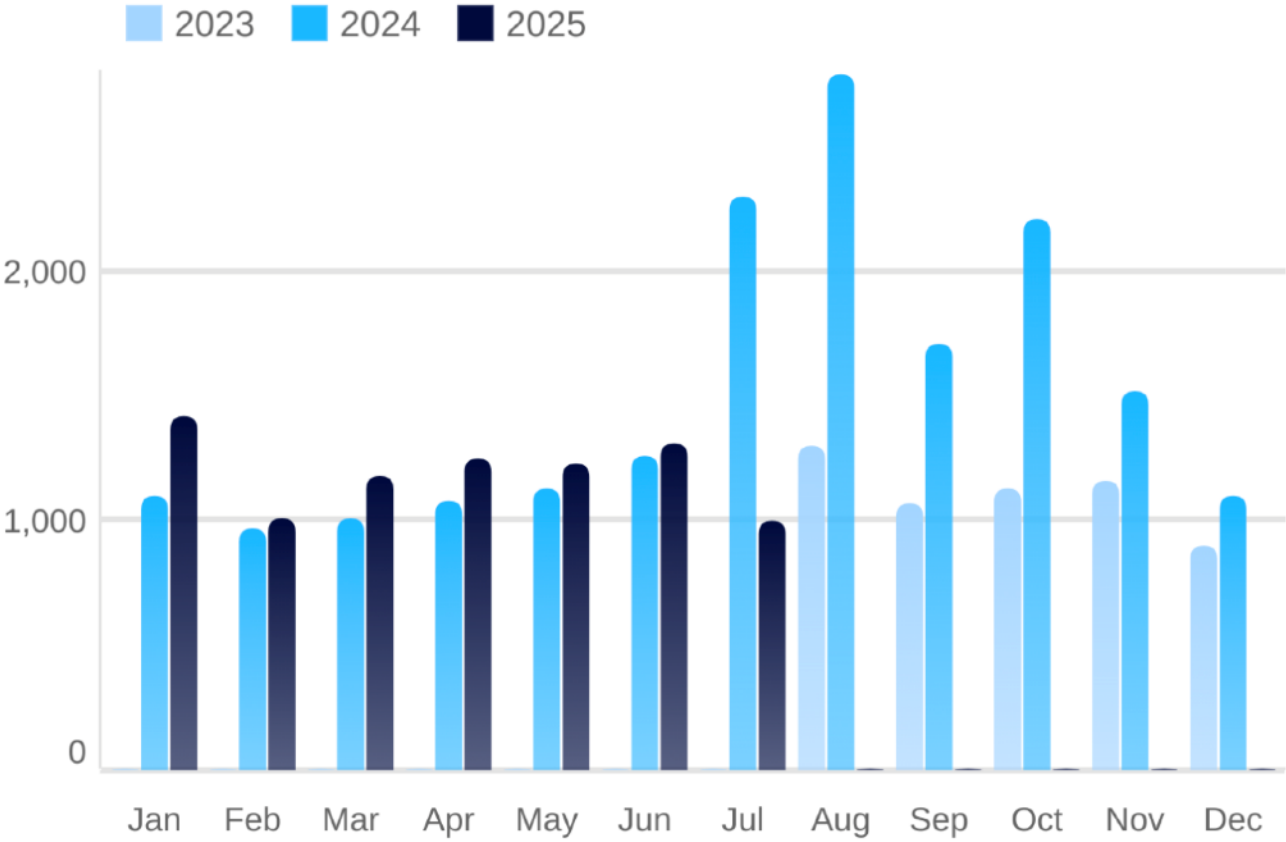
This page shows several years of trends for new enrollments for trailing 12-month periods. Each of these periods includes three terms. SU is summer, FA is fall, and SP is spring. Each abbreviation is followed by the related calendar year. For example, "SP 24" is spring 2024.



MASTER’S IN EDUCATION/TEACHING OF INDIVIDUALS IN EARLY CHILDHOOD SPECIAL EDUCATION STUDENT INTEREST

GOOGLE SEARCH TRENDS (LAST 24 MONTHS)

Google Searches	Trailing 12 Mo.
Jul. 2025	
1,000	17,725
-1,300 ↘ YoY -56.5% ↘ YoY	5,618 ↗ 46.4% ↗



LABOR MARKET DEMAND FOR MASTER’S IN EDUCATION/ TEACHING OF INDIVIDUALS IN EARLY CHILDHOOD SPECIAL EDUCATION

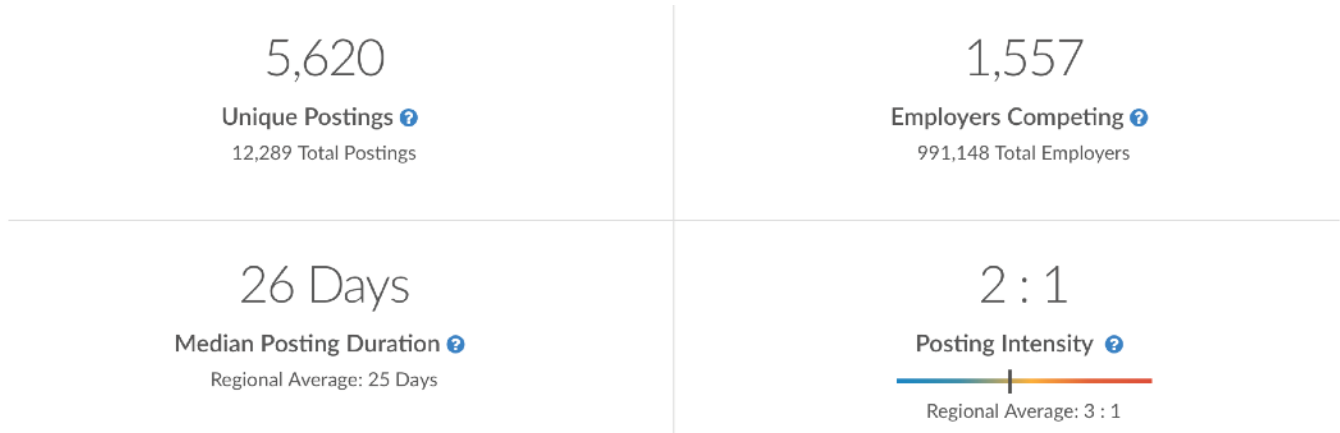
TARGET OCCUPATION

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

241,603 <i>Jobs (2024)*</i> ⓘ	+0.8% <i>% Change (2024-2025)*</i>	\$17.79/hr \$37.0K/yr Median Earnings	24,613 <i>Annual Openings*</i>
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Occupation	2024 Jobs*	Annual Openings*	Median Earnings	Growth (2024 - 2025)*
📚 Special Education Teachers, Kindergarten and Elementary School	114,076	8,984	\$30.28/hr	+0.69%
📚 Teaching Assistants, Except Postsecondary	111,429	14,295	\$16.93/hr	+0.87%
📚 Special Education Teachers, Preschool	16,098	1,334	\$29.88/hr	+1.25%

NATIONAL JOB POSTINGS OVERVIEW



There were **12,289** total job postings for your selection from October 2024 to September 2025, of which **5,620** were unique. These numbers give us a Posting Intensity of about **2-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is slightly below the Posting Intensity for all other occupations and companies in the nation (3-to-1), indicating that they are putting just below average effort toward hiring for these positions.

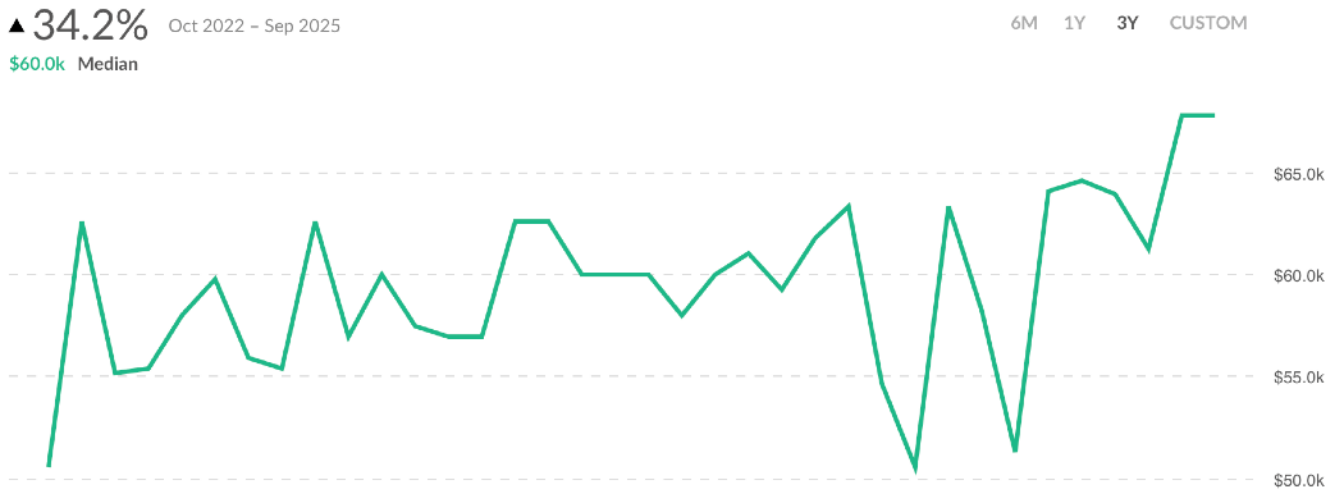
ADVERTISED SALARY

There are 3,170 advertised salary observations (56% of the 5,620 matching postings).

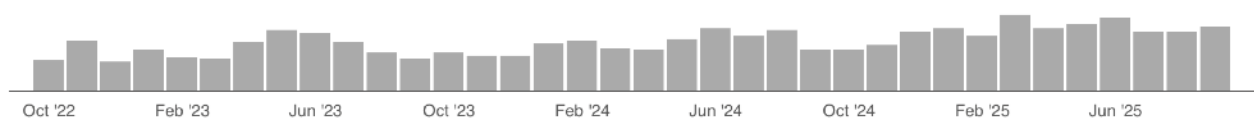
\$62.3K
Median Advertised Salary



ADVERTISED WAGE TREND



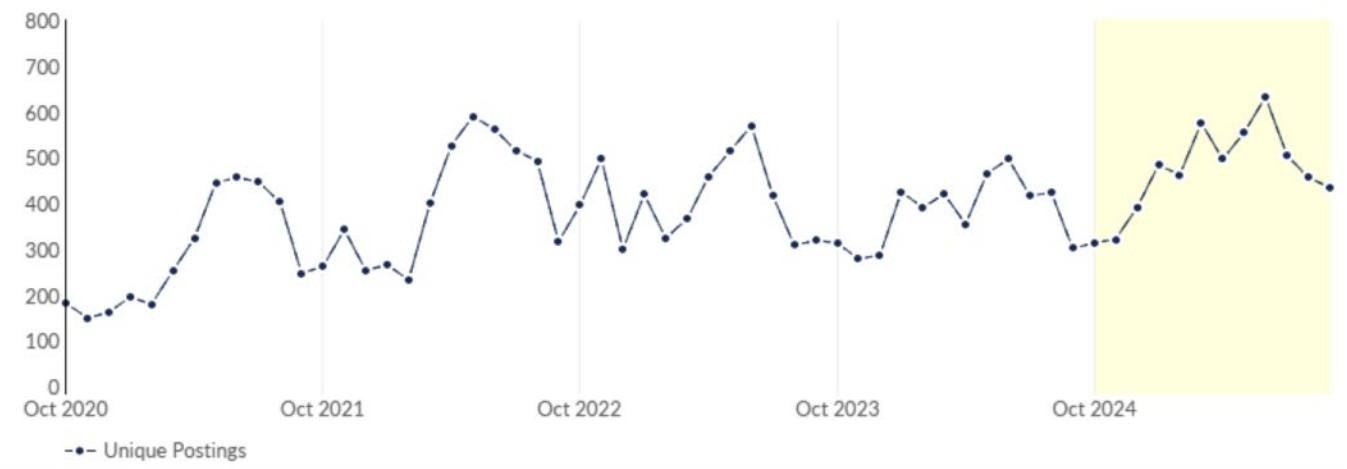
7,803 Job Postings



JOB POSTINGS REGIONAL BREAKDOWN

State	Unique Postings (Oct 2024 - Sep 2025)
California	649
Texas	569
Massachusetts	555
New York	554
Pennsylvania	273

UNIQUE POSTINGS TREND



MINIMUM EDUCATION LEVEL REQUIRED

Minimum Education Level ?	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	979	0	17%
Associate's degree	480	0	9%
Bachelor's degree	2,987	0	53%
Master's degree	1,174	4,029	21%
Ph.D. or professional degree	0	548	0%

MINIMUM EXPERIENCE LEVEL REQUIRED

Minimum Experience ?	Unique Postings	% of Total
No Experience Listed	3,134	56%
0 - 1 Years	658	12%
2 - 3 Years	1,132	20%
4 - 6 Years	617	11%
7 - 9 Years	28	0%
10+ Years	51	1%

TOP COMPANIES POSTING

MS EARLY CHILDHOOD INCLUSIVE

Company	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Zen Educate	407 / 240	2 : 1	17 days
North East Independent School District	254 / 171	1 : 1	16 days
Soliant Health	157 / 137	1 : 1	32 days
Sunny Days	230 / 119	2 : 1	32 days
Memphis-Shelby County Schools	506 / 100	5 : 1	28 days
All About Kids	212 / 76	3 : 1	38 days
Montgomery County Public Schools	97 / 60	2 : 1	18 days
Spectrum Center Schools And Programs	127 / 56	2 : 1	22 days
Springfield Public Schools, MA	584 / 45	13 : 1	38 days
Rocky Mountain Prep	125 / 45	3 : 1	32 days

TOP CITIES POSTING

City	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
San Antonio, TX	282 / 187	2 : 1	16 days
New York, NY	245 / 113	2 : 1	32 days
Katy, TX	144 / 109	1 : 1	23 days
Memphis, TN	502 / 103	5 : 1	29 days
Philadelphia, PA	153 / 73	2 : 1	31 days
Denver, CO	186 / 66	3 : 1	28 days
Washington, DC	130 / 54	2 : 1	37 days
Aurora, CO	59 / 48	1 : 1	26 days
Springfield, MA	593 / 48	12 : 1	38 days
Boston, MA	154 / 46	3 : 1	22 days

TOP POSTED JOB TITLES

MS EARLY CHILDHOOD INCLUSIVE

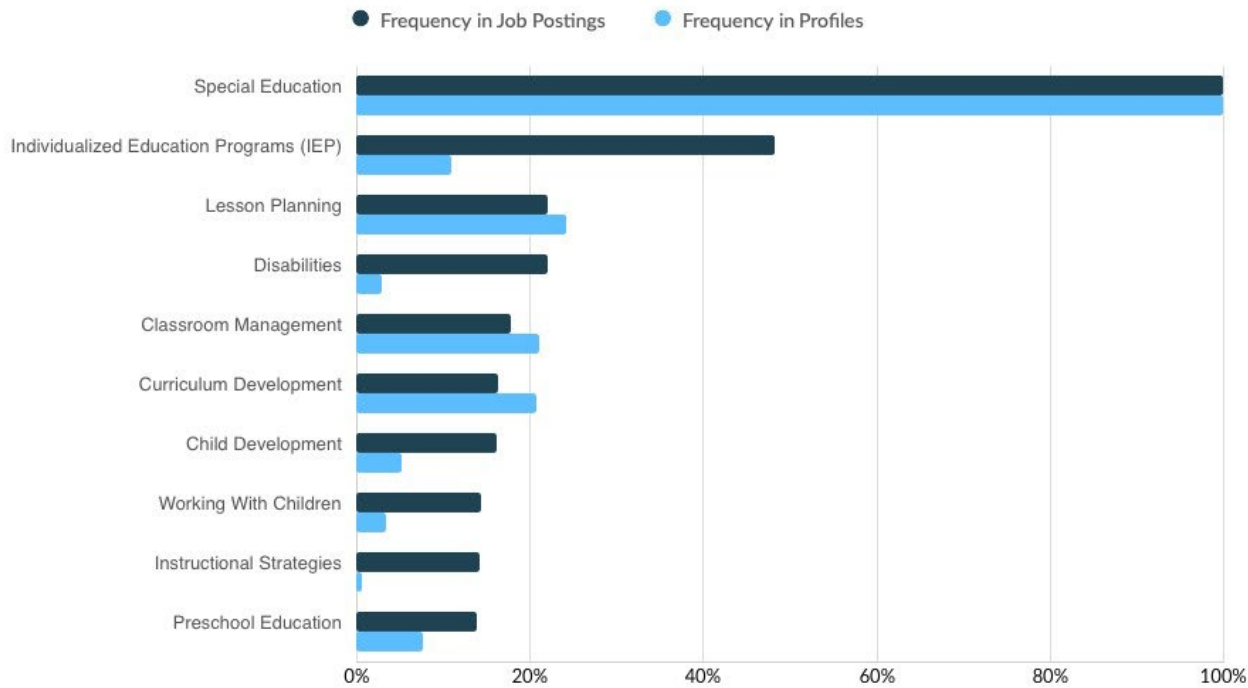
Job Title	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Elementary Special Education Teachers	1,144 / 438	3 : 1 	29 days
Child Development Specialists	415 / 215	2 : 1 	32 days
Early Intervention Specialists	497 / 193	3 : 1 	31 days
Elementary School Teachers	388 / 188	2 : 1 	25 days
Elementary Teachers	278 / 176	2 : 1 	24 days
Special Education Paraprofessionals	463 / 138	3 : 1 	27 days
Special Education Paraeducators	237 / 125	2 : 1 	18 days
Early Childhood Teachers	545 / 125	4 : 1 	25 days
Preschool Special Education Teachers	226 / 123	2 : 1 	30 days
Preschool Teachers	227 / 123	2 : 1 	23 days

TOP INDUSTRIES POSTING

Industry	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Elementary and Secondary Schools	5,464 / 2,245	2 : 1 	24 days
Employment Placement Agencies	679 / 458	1 : 1 	20 days
Colleges, Universities, and Professional Schools	751 / 248	3 : 1 	34 days
Child Care Services	576 / 226	3 : 1 	28 days
Hotels (except Casino Hotels) and Motels	260 / 137	2 : 1 	31 days
Offices of Physical, Occupational and Speech Therapists, and Audiologists	300 / 117	3 : 1 	36 days
Offices of All Other Miscellaneous Health Practitioners	154 / 59	3 : 1 	32 days
Other Technical and Trade Schools	64 / 51	1 : 1 	23 days
Educational Support Services	101 / 49	2 : 1 	29 days
Offices of Mental Health Practitioners (except Physicians)	71 / 49	1 : 1 	34 days

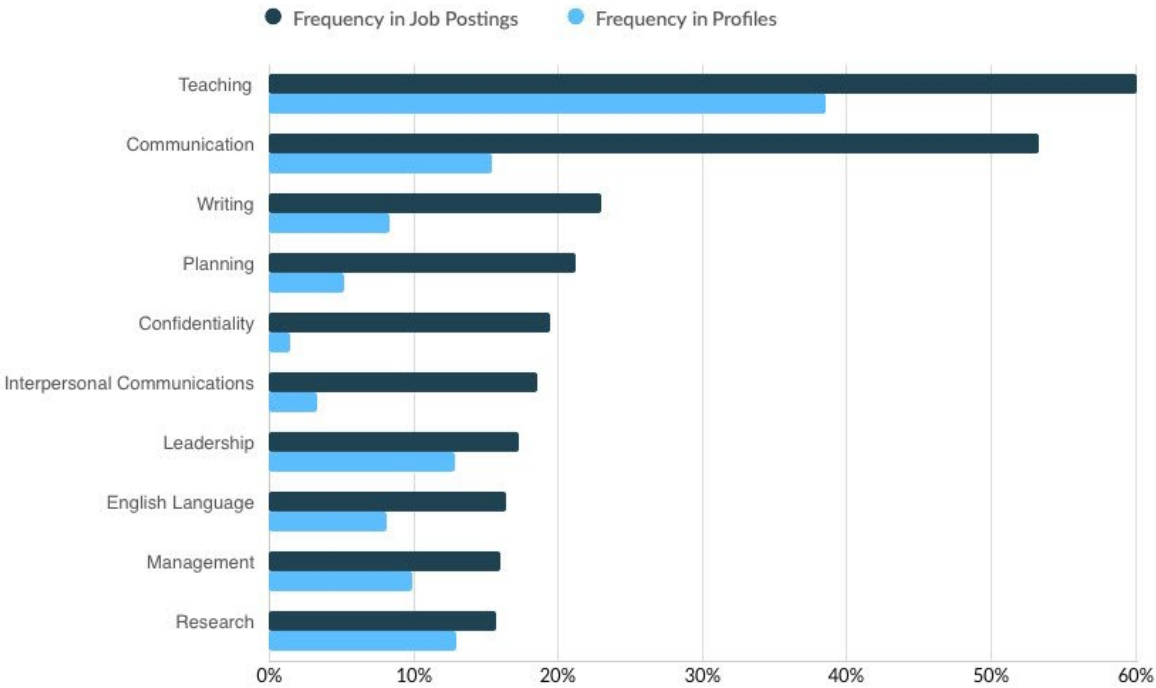
TOP DEMANDED SKILLS

Top Specialized Skills



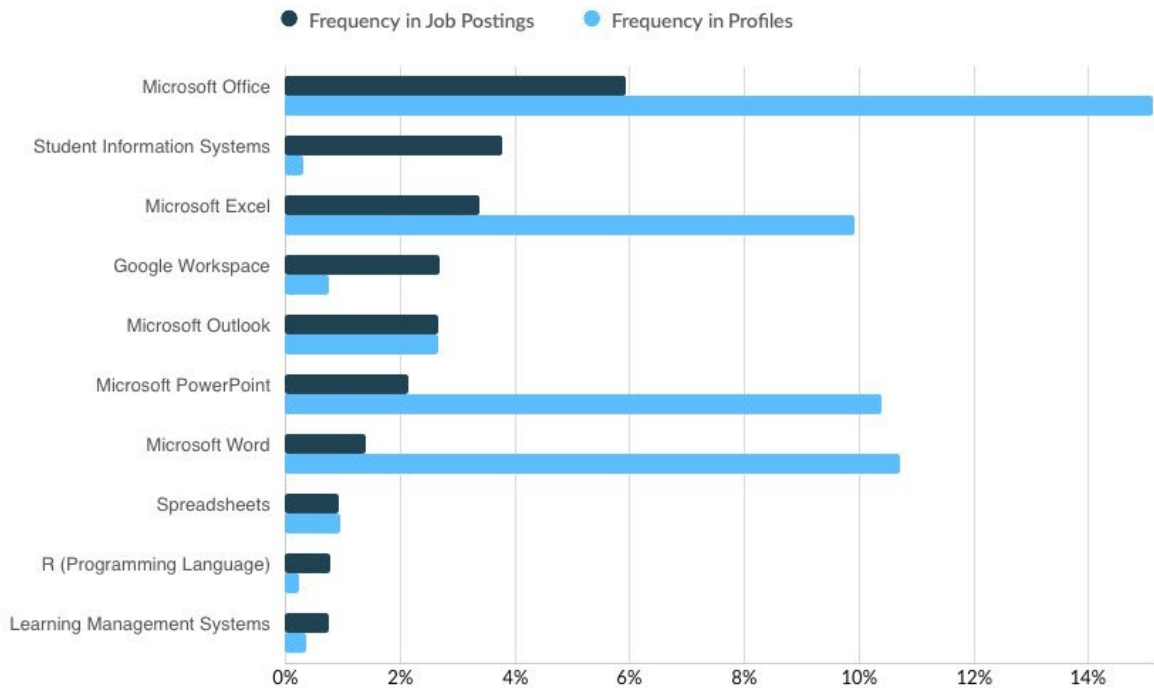
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Special Education	5,620	100%	97,603	100%	+16.3%	Growing
Individualized Education Programs (IEP)	2,712	48%	10,732	11%	+16.4%	Growing
Lesson Planning	1,245	22%	23,710	24%	+12.6%	Growing
Disabilities	1,240	22%	2,876	3%	+16.8%	Growing
Classroom Management	999	18%	20,646	21%	+6.4%	Stable
Curriculum Development	917	16%	20,299	21%	+14.6%	Growing
Child Development	908	16%	5,183	5%	+3.5%	Lagging
Working With Children	809	14%	3,357	3%	+10.1%	Growing
Instructional Strategies	800	14%	623	1%	+26.3%	Rapidly Growing
Preschool Education	782	14%	7,554	8%	+10.2%	Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Teaching	3,380	60%	37,679	39%	+18.8%	Growing
Communication	2,997	53%	15,119	15%	+3.6%	Lagging
Writing	1,297	23%	8,179	8%	+11.8%	Growing
Planning	1,194	21%	5,086	5%	+10.9%	Growing
Confidentiality	1,094	19%	1,480	2%	0.0%	
Interpersonal Communications	1,043	19%	3,305	3%	+12.5%	Growing
Leadership	974	17%	12,569	13%	+8.5%	Stable
English Language	922	16%	8,003	8%	+15.3%	Growing
Management	902	16%	9,703	10%	+5.3%	Stable
Research	885	16%	12,714	13%	+17.2%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	334	6%	14,770	15%	+18.5%	Growing
Student Information Systems	213	4%	312	0%	+10.8%	Growing
Microsoft Excel	191	3%	9,682	10%	+17.7%	Growing
Google Workspace	152	3%	749	1%	+18.8%	Growing
Microsoft Outlook	150	3%	2,616	3%	+25.0%	Rapidly Growing
Microsoft PowerPoint	121	2%	10,153	10%	+26.1%	Rapidly Growing
Microsoft Word	79	1%	10,462	11%	+7.2%	Stable
Spreadsheets	53	1%	951	1%	+22.2%	Rapidly Growing
R (Programming Language)	45	1%	243	0%	+20.3%	Rapidly Growing
Learning Management Systems	43	1%	371	0%	+6.6%	Stable

TOP QUALIFICATIONS

Qualification	Postings with Qualification
Teaching Certificate	1,835
Valid Driver's License	659
Cardiopulmonary Resuscitation (CPR) Certification	313
First Aid Certification	306
Board Certified Behavior Analyst (BCBA)	110
English Learner Authorization	51
Clinical Psychology License	51
Functional Skills Qualification	51
Registered Behavior Technician (RBT)	50
No Child Left Behind Act (NCLB) Standards	44

**External Review Report
Proposed Master of Science in Early Childhood Inclusive (ECI)
University of Nebraska at Omaha
June 1, 2026**

Prepared for:

Dr. David Jackson
Provost and Dean of the Graduate College
University of Nebraska at Omaha

Prepared by: External Review Team

Dr. Yaoying Xu, Virginia Commonwealth University
Dr. Kathleen Gallagher, The University of Oklahoma
Dr. Frank Tenkorang, University of Nebraska at Kearney

Introduction

On May 28, 2026, the external review team conducted a comprehensive review of the proposed Master of Science in Early Childhood Inclusive (ECI) at the University of Nebraska at Omaha (UNO). The review included meetings with university leadership, faculty, employers/community partners, prospective students, and graduate education administrators across the University of Nebraska System.

Overall, the review team found strong support for the proposed program and concluded that it addresses an important workforce need through an innovative integration of early childhood education and early childhood special education. The proposed degree reflects substantial collaboration between the departments of Teacher Education and Special Education and Communication Disorders within the university, as well as among school districts, community agencies, and statewide early childhood organizations. The review team believes the program is well aligned with institutional priorities and has significant potential to strengthen Nebraska's early childhood workforce and leadership capacity.

The report is organized around the review questions provided by the University of Nebraska at Omaha.

1. Institutional Fit and Strategic Alignment

Alignment with UNO Mission and Strategic Priorities

The review team found that the proposed Master of Science in Early Childhood Inclusive aligns strongly with UNO's mission as a metropolitan university committed to workforce development, educational access, community engagement, and regional impact. The program responds directly to Nebraska's workforce challenges in early childhood education and special education while preparing professionals to lead inclusive programs and systems. The hybrid delivery model is particularly responsive to adult and working professionals, which supports accessibility and educational attainment goals.

A particular strength of the proposal is the extensive collaboration that informed its development. Faculty, administrators, employers, and community partners consistently described the degree as a response to longstanding workforce shortages and requests for advanced professional preparation. The program also complements existing offerings within the University of Nebraska system by providing a distinctive focus on inclusive early childhood leadership that integrates early childhood education and special education perspectives.

The timing of the program is appropriate given continuing workforce shortages, expansion of inclusive preschool services, and increasing state and philanthropic investments in early childhood systems. The passage of Nebraska Amendment 5, along with documented statewide childcare shortages in 91 percent of counties, further underscores the urgency of preparing additional inclusive early childhood leaders. University leadership, including the Chancellor, expressed strong institutional commitment to the program's success, with resources and donor funding identified to support implementation. Community stakeholders consistently emphasized the need for professionals who can support both children and the systems that serve them.

One area that would benefit from additional clarification is the program's intended graduate identity. Faculty described the degree as leadership-oriented and designed for professionals seeking advancement within inclusive early childhood systems; however, reviewers recommend more clearly articulating the intended audience, professional pathways, and distinctions between leadership preparation and certification-oriented programs. Another area would be to continue clarifying how program outcomes will be measured relative to these institutional priorities over time.

Key Strengths

- Strong alignment with UNO's mission and strategic priorities.
- Direct response to state and regional workforce needs.
- Significant support from employers, community organizations, and early childhood partners.
- Distinctive interdisciplinary focus integrating early childhood education and special education.
- Strong collaboration across university departments and statewide stakeholders.

Recommendation

Clarify how the program complements existing graduate offerings within the NU system and further articulate its role in developing statewide early childhood leadership capacity.

2. Curriculum and Academic Design

Curriculum Quality and Career Alignment

The review team found the curriculum philosophically coherent, well designed, and grounded in inclusive early childhood education. Faculty demonstrated deep expertise and a shared

commitment to preparing professionals who can support diverse learners through collaborative, developmentally appropriate, and family-centered practice.

The curriculum integrates early childhood education and special education content while emphasizing assessment, literacy, behavior supports, family engagement, advocacy, reflective practice, and applied learning experiences. The hybrid delivery model was viewed as a significant strength because it increases accessibility for working professionals across Nebraska and beyond.

The curriculum aligns well with a range of professional roles, including instructional coaching, program coordination, inclusive classroom leadership, behavior support, administration, advocacy, and community-based leadership. Employers and community partners consistently affirmed the need for professionals with these competencies.

Throughout the review process, one theme emerged consistently: the opportunity to strengthen the program's leadership identity. Although leadership is central to the program's purpose, reviewers recommend making leadership competencies, outcomes, and developmental progression more explicit throughout the curriculum. Clarifying how leadership skills are taught, assessed, and differentiated from advanced practitioner skills would strengthen the program's distinctiveness and market position.

The review team also recommends a formal crosswalk demonstrating alignment with DEC Recommended Practices and NAEYC Professional Standards to reinforce coherence and highlight the program's focus on inclusive leadership.

Key Strengths

- Inclusion of early childhood education and special education.
- Emphasis on family, school, and community partnerships.
- Coursework addressing assessment, literacy, behavior support, curriculum, and reflective practice.
- Interdisciplinary faculty expertise.
- Applied and community-based learning opportunities.
- Flexible hybrid delivery model.

Recommendations

1. Clearly define leadership competencies and graduate outcomes.
2. Map leadership development across coursework and field experiences.
3. Develop a formal alignment crosswalk with DEC and NAEYC standards.
4. Clarify career pathways associated with degree completion.
5. Enhance integration of ECI and SPED content.
6. Explore opportunities for stackable credentials, graduate certificates, or specialized emphasis areas that align with workforce needs, including behavior support and inclusive intervention practices.

3. Market Demand and Student Interest

Workforce Need and Student Demand

The review team found substantial evidence supporting workforce demand for the proposed program. Proposal materials, labor market analyses, employer testimony, and stakeholder feedback consistently highlighted shortages in early childhood education and special education across Nebraska and the broader region.

Employers emphasized the growing need for professionals who possess expertise in inclusive practices, interdisciplinary collaboration, family engagement, and leadership within early childhood systems. Community partners described increasing demand for professionals capable of supporting children with diverse learning needs while also leading organizational improvement efforts.

Prospective students interviewed during the review expressed clear career motivation and affirmed the program's potential value. Students described goals including career advancement into leadership and administrative roles, expanded ability to serve diverse learners, and access to professional credentials that their current preparation has not provided. Their feedback reinforced the program's alignment with the professional needs of practicing early childhood educators and strengthened the case for student demand.

The proposed hybrid delivery model positions UNO favorably within regional and national markets. Flexible graduate programming is increasingly attractive to working professionals, and reviewers identified significant opportunities to recruit students from rural communities and underserved regions across Nebraska.

The review team noted, however, that much of the proposal's current workforce evidence focuses on teacher shortages rather than demand for advanced leadership preparation. Because the proposed degree is not primarily a licensure pathway, the rationale would be strengthened by additional evidence demonstrating workforce needs related to leadership, coaching, administration, inclusion support, and systems-level roles. Employer testimony gathered during the review provided a compelling illustration of this gap: of more than 50 principals serving in the region, only approximately five have formal early childhood training, highlighting a significant leadership deficit in the administrative positions that most directly shape inclusive early childhood programming. Employers also affirmed that the master's credential supports career advancement and increased compensation for graduates. One nuanced concern raised by employers is that some graduates may choose to remain in classroom roles rather than transition into leadership or specialized positions where workforce needs are most acute; this warrants attention as the university develops graduate outcome metrics and career pathway advising.

Reviewers also encourage continued attention to scholarship support, employer partnerships, and tuition assistance, as compensation levels within the early childhood workforce may create barriers to graduate enrollment.

Key Strengths

- Strong employer support.
- Demonstrated workforce shortages in early childhood and special education.
- Limited regional competition.
- Growing demand for flexible graduate programs.
- Strong potential for statewide and regional recruitment.

Recommendations

1. Strengthen evidence demonstrating demand for graduate-level leadership positions.
2. Clarify employment outcomes and advancement opportunities.
3. Develop a comprehensive statewide recruitment strategy.
4. Position the hybrid model as a primary recruitment advantage.
5. Build a more systematic demand-assessment process prior to launch.

4. Resources and Infrastructure

Faculty Capacity, Collaboration, and Institutional Support

The review team found that the proposed program benefits from strong institutional support and a substantial network of community partnerships. A significant advantage is that the program can be implemented using existing coursework, faculty expertise, and university infrastructure.

Partnerships with Educare, MOEC, school districts, the Buffett Early Childhood Institute, UNK, and UNL reflect a statewide commitment to strengthening Nebraska's early childhood workforce. Reviewers also viewed the collaboration between Teacher Education and Special Education faculty as a major strength.

Faculty and administrators demonstrated confidence that the program can be launched successfully with current resources. At the same time, reviewers noted that the faculty team is relatively small and may require additional support as enrollment grows. Specifically, reviewers recommend that the university plan to add at least one special education faculty member with teacher-preparation expertise to ensure appropriate disciplinary balance and program depth as enrollment scales.

Additional planning would strengthen long-term implementation, particularly regarding advising capacity, faculty workload, succession planning, and administrative coordination.

Key Strengths

- Existing faculty expertise and graduate coursework.
- Established advising and technological infrastructure.
- Strong community and statewide partnerships.
- Institutional commitment to program success.
- Opportunities for scholarship and philanthropic support.

Recommendations

1. Monitor enrollment growth and plan for scaling advising and instructional support.
2. Develop a formal marketing and recruitment plan.
3. Continue strengthening collaboration across the NU system.
4. Broaden statewide partnerships supporting rural workforce development.
5. Implement a comprehensive program evaluation process.

5. Viability and Sustainability

Long-Term Sustainability

The review team found that the proposed degree demonstrates strong potential for long-term viability and sustainability. The ability to launch the program using existing faculty, coursework, and infrastructure substantially reduces startup costs and financial risk.

Sustainability is further supported by strong institutional commitment, workforce demand, interdisciplinary collaboration, hybrid delivery, and growing statewide investments in early childhood systems. Community and philanthropic support may also contribute to scholarship opportunities and workforce development initiatives. However, the review team restates an important sustainability risk. Given the program's target population, the absence of scholarships, assistantships, or employer tuition support may create meaningful enrollment barriers. Securing dedicated student financial support prior to program launch should be treated as a priority condition for long-term viability.

The review team found little evidence of duplication with existing programs. Rather, the degree occupies a distinct niche by integrating early childhood education and special education within a framework focused on inclusive practice and leadership development.

To support long-term growth, reviewers encourage ongoing attention to enrollment targets, statewide recruitment, scholarship support, program evaluation, and graduate outcomes.

Key Strengths

- Minimal implementation costs.
- Existing faculty and course infrastructure.
- Strong institutional and community support.
- Distinctive interdisciplinary focus.
- Significant growth potential.

Recommendations

1. Continue monitoring enrollment trends and workforce demand.
2. Track graduate outcomes and career advancement.
3. Establish workforce and community impact indicators.
4. Continue refining the program's distinctive leadership focus.
5. Prioritize the development of student financial support mechanisms.

Overall Recommendations

The review team supports approval of the proposed Master of Science in Early Childhood Inclusive and recommends continued refinement in the following areas:

Priority Recommendations

1. Strengthen the program's leadership identity by clearly defining leadership competencies, outcomes, and career pathways, making leadership competencies and developmental progression more explicit throughout the curriculum.
2. Expand the workforce rationale with evidence demonstrating demand for inclusive early childhood leadership, coaching, administrative, and systems-level positions.
3. Develop a statewide recruitment strategy that leverages the hybrid delivery model, existing partnerships, and outreach to rural communities.
4. Demonstrate alignment with professional standards through explicit mapping to DEC Recommended Practices and NAERYC Professional Standards.
5. Plan for long-term growth and evaluation by establishing enrollment benchmarks, graduate outcomes measures, and workforce impact indicators.
6. Continue cross-campus collaboration within the University of Nebraska System to maximize resources and strengthen statewide inclusive early childhood leadership preparation.
7. Develop a clear logic model linking coursework, field experiences, leadership competencies, graduate outcomes, and workforce indicators.

Conclusion

The review team supports approval of the proposed Master of Science in Early Childhood Inclusive. The program is strongly aligned with UNO's mission, addresses an important workforce need, and reflects meaningful collaboration among university and community partners. Its integration of early childhood education and special education provides a distinctive foundation for preparing professionals to support inclusive learning environments.

With continued refinement of its leadership focus, workforce rationale, statewide recruitment strategy, and standards alignment, the program is well positioned to become a leading graduate program serving Nebraska's early childhood workforce and strengthening inclusive early childhood systems across the state.

Response to Review Report on the Proposed Master of Science (MS) in Early Childhood
Inclusive
University of Nebraska at Omaha
June 17, 2026

Response to Suggestions from the External Review Team

- Expand the workforce rationale with evidence demonstrating demand for inclusive early childhood leadership, coaching, administrative, and systems-level positions.
 - We have added additional workforce evidence to the proposal to support the need for leaders in the early childhood inclusive programs.
- Plan for long-term growth and evaluation by establishing enrollment benchmarks, graduate outcomes measures, and workforce impact indicators.
 - To ensure the long-term viability and effectiveness of the Master of Science in Early Childhood Inclusive (ECI), the program will implement a comprehensive evaluation framework that monitors enrollment trends, graduate outcomes, and workforce impact. Data will be reviewed annually by program faculty and advisory partners to guide continuous improvement and strategic growth.
 - Consistent with UNO's metropolitan mission and the program's focus on workforce development, the program will track its contribution to Nebraska's early childhood system.
 - Workforce Indicators will include: 1) Number of graduates employed in Nebraska, 2) Number of graduates employed in rural or high-need communities, 3) Number of partner organizations employing graduates, 4) Number of graduates leading inclusive early childhood programs, 5) Growth in partnerships with school districts, Head Start programs, community agencies, and Educational Service Units.
- Continue cross-campus collaboration within the University of Nebraska System to maximize resources and strengthen statewide inclusive early childhood leadership preparation.
 - The RESPeCT Across Nebraska initiative (Responsive Equitable System for Preparing Early Childhood Teachers) is a statewide program aimed at elevating the early childhood education workforce. As part of the RESPeCT work, UNL, UNK and UNO along with community college and other partners, have been collaborating to generate strong programs with community support in Nebraska. This work began over 4 years ago and will continue for the ECI programs. Leaders at each of the three campuses meet on a regular basis and work to continue to focus on inclusive early childhood.
 - Building on these initial discussions, leaders from UNO, UNK, and UNL have continued meeting to explore opportunities for collaboration and alignment across institutions. One outcome of these conversations has been the development of a course crosswalk designed to support students across all three campuses. The strategy is to create viable options for students who may

need classes at a different day and time or via a different delivery system than their campus currently offers. Leaders are also reviewing practicum hours and student teaching requirements.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Establish a Post-baccalaureate Certificate in Financial Planning to be administered by the Department of Finance, Banking, and Real Estate in the College of Business Administration at the University of Nebraska at Omaha (UNO).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The certificate in Financial Planning is an 18-credit hour post-baccalaureate certificate composed of six courses covering content areas including financial planning fundamentals, retirement planning, employee benefits, estates, income tax, insurance planning, and investments. The curriculum in this program has been approved by the Certified Financial Planner Board of Standards as meeting requirements for the Certified Financial Planner® exam. These courses are currently offered, and no new resources are needed to offer this program.

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: UNO Post-baccalaureate Certificate in Financial Planning**

Proposed Date of First Offering: Upon Approval

Brief Explanation:

This 18 credit hour post-baccalaureate certificate will prepare graduates to take the Certified Financial Planner® examination. The curriculum has been approved by the CFP Board as meeting prerequisites to sit for the exam.

New/Additional Annual Program Costs	Program Management	
	FTE	Expense
Faculty*		\$
Staff*		\$
Additional Expenses**		\$
Total Annual Expense		\$ -

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

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

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				\$ -
Non-Resident Tuition**				\$ -
Special/Other Tuition***	9	18	\$ 442.00	\$ 71,604.00
			Total Income	\$ 71,604
			Net Income	\$ 71,604

*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 \$442 per CH; CH per year per student.



MEMORANDUM

Date: November 13, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha 

RE: Certificate Proposal—Financial Planning

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new graduate certificate.

The Master of Business Administration program requests the addition of a Graduate Certificate in Financial Planning. This new certificate is designed to provide the coursework necessary for graduate learners to sit for the Certified Financial Planner (CFP) examination. Demographically, the aging U.S. population is driving the need for a larger number of certified financial planners. The only CFP Education provider (at the graduate level) in the Omaha Metropolitan area is Creighton University, at a much higher tuition rate, which is a financial barrier for many potential enrollees.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs
Sarah Edwards, AVC for Academic Excellence and Program Innovation



Date: 8-7-2025

Dean Memo of Support for the Proposed Graduate Certificate in Financial Planning

On behalf of the College of Business Administration, I am pleased to express strong support for the proposal to establish the proposed Graduate Certificate in Financial Planning. This initiative represents an important step toward expanding the financial planning career opportunities available to our graduates and aligning our programs with the evolving demands of the financial planning job market.

This proposed Graduate Certificate in Financial Planning is designed to meet growing market demand for certified financial planning professionals. This 18-credit-hour graduate certificate prepares learners to successfully complete the Certified Financial Planner certification exam. The U.S. Bureau of Labor Statistics projects steady growth in financial planning occupations due to the aging population in the United States. Our conversations with students and industry stakeholders further reinforce the relevance of this program.

Importantly, the proposed Graduate Certificate in Financial Planning **does not require additional resources for implementation**. The program will leverage existing courses, faculty, and administrative support already in place, ensuring its sustainability and cost-effectiveness. This resource-efficient model allows us to offer students enhanced academic options without placing additional financial or staffing burdens on the institution.

We are confident that the proposed Graduate Certificate in Financial Planning will prepare students to successfully complete the Certified Financial Planner certification exam and will provide them with the knowledge and skills to prosper in the role of a professional financial planner. By integrating this graduate certificate our curriculum, we continue to position the university as a leader in providing responsive and market-driven programs.

We appreciate the thoughtful planning and collaboration that has gone into developing this proposal and look forward to supporting its successful implementation.

Please feel free to contact us if you require any further information.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Steve Schulz', with a stylized flourish at the end.

Steve Schulz, Ph.D.
Interim Dean
College of Business Administration

Dear Dean Schulz,

I am writing to express my strong support for the creation of a graduate certificate program in Personal Financial Planning at the University of Nebraska at Omaha.

The demand for skilled personal financial planners has never been greater. As financial markets become more complex and individuals are faced with increasingly important decisions regarding retirement, debt, investments, and long-term financial security, the need for informed, trustworthy guidance continues to grow. This demand spans all demographics and income levels and is expected to accelerate in the years ahead.

A graduate certificate in Personal Financial Planning at UNO would not only meet this growing need but also offer students in our region access to a high-quality, career-focused education. It would prepare graduates for meaningful work in a field that directly improves people's lives while also enhancing UNO's academic offerings and reinforcing its role as a leader in financial planning education across Nebraska and the Midwest.

Thank you for considering this important initiative. I am fully in support of the program and confident that it will make a significant, positive impact on the financial well-being of individuals and communities throughout the state and beyond.

Sincerely,

A handwritten signature in blue ink, appearing to read "A. Ovalles", with a stylized flourish at the end.

Arnaldo Ovalles, CFA
Partner at Prodigy Asset Management



June 6, 2025

Schenkelberg Investments, LLC
6307 N. 165th St.
Omaha, NE 68116

To Dean Schulz:

I am writing to express my enthusiastic support for the establishment of a graduate certificate program in Personal Financial Planning at the University of Nebraska at Omaha.

The need for skilled personal financial planners is greater than ever. As financial markets grow more complex and individuals face increasingly critical decisions about retirement, debt management, investments, and long-term financial security, there is a growing demand for professionals who can provide clear, informed guidance. This need spans all demographics and economic classes and is expected to rise significantly in the coming years.

A graduate certificate in Personal Financial Planning at UNO would not only address this demand but also provide students in the region with a high-quality, specialized education that prepares them for a meaningful, in-demand career. Such a program would also enhance UNO's academic offerings and position it as a leader in financial planning education within the state and the Midwest region.

Thank you for considering the importance of this initiative. I fully support the development of this program and believe it will make a substantial contribution to the financial well-being of individuals and communities throughout Nebraska and beyond.

Sincerely,

A handwritten signature in blue ink, reading 'J.J. Schenkelberg, CFA'. The signature is fluid and cursive, with the initials 'J.J.' being prominent.

J.J. Schenkelberg, CFA
Schenkelberg Investments, LLC Owner/Investment Manager
jj@schenkelberg.investments
402-658-2152

June 24, 2025

David H. Craft, CFA
Director, Wealth & Investments
First National Bank of Omaha
14010 FNB Parkway
Omaha, NE 68154
dcraft@fnbo.com
(402) 238-5966

Dean Schulz:

I am a proud Maverick alumni of the University of Nebraska at Omaha (UNO) who has stayed actively involved with both the College of Business and the UNO Alumni Association. Both my father, myself, and my son graduated from UNO so we are three generations strong. I am writing to express my enthusiastic support for the establishment of a graduate certificate program in Personal Financial Planning at the University of Nebraska at Omaha.

The need for skilled personal financial planners is greater than ever. As financial markets grow more complex and individuals face increasingly critical decisions about retirement, debt management, investments, and long-term financial security, there is a growing demand for professionals who can provide clear, informed guidance. This need spans all demographics and economic classes and is expected to rise significantly in the coming years.

A graduate certificate in Personal Financial Planning at UNO would not only address this demand but also provide students in the region with a high-quality, specialized education that prepares them for a meaningful, in-demand career. Such a program would also enhance UNO's academic offerings and position it as a leader in financial planning education within the state and the Midwest region.

Thank you for considering the importance of this initiative. I fully support the development of this program and believe it will make a substantial contribution to the financial well-being of individuals and communities throughout Nebraska and beyond.

Sincerely,
David H. Craft, CFA

June 16, 2025

Dean Schulz,

I am writing on behalf of our firm, to share our strong support for the creation of a graduate certificate program in Personal Financial Planning at the University of Nebraska at Omaha.

The need for trustworthy, well-trained financial planners has never been greater. Markets are more complex, and individuals are navigating increasingly high-stakes decisions around retirement, debt, investments, and long-term security. The demand for clear, competent financial guidance cuts across age groups, income levels, and professions—and it's only growing.

A graduate certificate in Personal Financial Planning would be a meaningful step forward, not just for UNO students, but for the broader Nebraska community. It would give aspiring professionals a rigorous, relevant education while also positioning UNO as a leader in financial planning education in the region.

Our firm is fully in favor of this initiative and believe it will play a valuable role in equipping future planners to serve individuals and families with excellence and integrity.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew Hunt".

Andrew Hunt CFP®
Partner

A handwritten signature in blue ink, appearing to read "Jason D. Hiley".

Jason Hiley CFP®
Partner

A handwritten signature in blue ink, appearing to read "Bryce S. Koch".

Bryce Koch CFP®
Financial Planner

From: Steven.P.Hendrickson@morganstanley.com
Sent: Friday, July 11, 2025 at 3:43 PM
To: David Volkman <dvolkman@unomaha.edu>

Dr. Volkman,

I hope this letter finds you well. I am writing to express my strong support for the inclusion of the Certified Financial Planner (CFP) certificate program within the undergraduate/graduate curriculum at the Department of Finance. As the financial planning profession continues to expand and evolve, the need for well-educated, ethically grounded professionals has never been more important. Introducing this program would be a forward-thinking step in preparing your students for meaningful careers in personal finance, wealth management, and financial services.

The CFP designation is widely regarded as the gold standard in financial planning, recognized both nationally and internationally. Integrating the CFP Board-approved coursework into your academic offerings would provide students with a significant competitive advantage upon graduation, enabling them to complete the required educational component of the CFP certification while still in school. This would not only enhance the value of their degrees but also better position UNO as a leader in providing practical, career-ready education.

Moreover, the financial planning profession promotes lifelong learning, fiduciary responsibility, and client-centered service — all of which align with the core values and mission of your business school. By offering a CFP track or certificate option, you can attract high-achieving students, foster alumni engagement, and open new pathways for partnerships with financial firms, like ours, and many others which are actively seeking CFP-certified professionals.

I respectfully encourage the administration to explore the feasibility of adding the CFP program and I would be happy to assist in any way. Including connecting with alumni or professionals currently working in the field who could lend their insights and support.

Thank you for your time and thoughtful consideration. I am confident that integrating the CFP program into your curriculum will further elevate the academic excellence and real-world relevance of the UNO Business School

Sincerely,

Steven

Steven P. Hendrickson
Morgan Stanley Wealth Management
Executive Director
Nebraska Market Manager
13625 California St. Suite 400
Omaha, NE 68154
PH 402.399.6304

University of Nebraska

Proposal for New Certificate Program

I. Descriptive Information

Name of Campus Proposing Certificate
The University of Nebraska at Omaha
Name of Proposed Certificate
Certificate in Financial Planning (post-baccalaureate)
Level of Certificate to be Awarded to Graduates
☐ Undergraduate ☒ Graduate
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
UNO CBA currently offers an undergraduate BSBA concentration in Financial Planning and a graduate MBA concentration in Financial Planning
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
52.0804
Subject Code
FPLN-GCER
Administrative Unit(s) for the Proposed Certificate (eg. Department, School, College)
UNO College of Business Administration Department of Finance, Banking, and Real Estate
Other Units Participating in the Certificate
none
Proposed Delivery Site
University of Nebraska at Omaha
Students can Complete the Full Program [check all that apply]
☐ On-campus ☒ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Certificate will be Offered to
☐ Degree seeking ☒ Non-degree seeking ☐ Both ☐ Other (please explain)
Program leads to professional licensure or certification
☐ no ☒ yes If yes, complete Appendix: Professional Licensure and Certification.
The proposed certificate program is a subset of an existing degree program
☒ yes ☐ no If yes, % made up of existing courses: 100%
Proposed Date the New Certificate will be Initiated
Fall/2026
FOR GRADUATE CERTIFICATES ONLY:
Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)
☐ yes ☒ no
List of Faculty Members who will Serve on Certificate Advisory Committee
Dr. Brian Payne, CFP®, Dr. Patty Bick

II. Details

A. Purpose of the Proposed Certificate:

The post bachelor's-level certificate in Financial Planning is an 18-credit hour program that provides the coursework required to take the Certified Financial Planner examination.

B. Description of the Proposed Certificate:

The certificate in Financial Planning is an 18-credit hour post-baccalaureate certificate composed of six graduate courses covering content areas including financial planning fundamentals, retirement planning, employee benefits, estates, income tax, insurance planning, and investments.

C. Student Learning Outcomes

- SLO 1 – Integrate the Financial Planning Process and Professional Standards
- SLO 2 – Analyze and Apply Quantitative Financial Planning Techniques
- SLO 3 – Develop New and Modify Pre-Existing Goal-Based Investment Strategies
- SLO 4 – Evaluate and Design Comprehensive Risk, Insurance, and Protection Strategies
- SLO 5 – Develop Integrated Tax, Retirement, and Estate Planning Strategies
- SLO 6 – Communicate and Counsel Effectively in Client Relationships
- SLO 7 – Synthesize and Present a Comprehensive Financial Plan

The CFP® education program offered by the University of Nebraska at Omaha College of Business Administration will provide individuals who complete it with a sound and thorough foundation in financial planning topics. Students who successfully complete the certificate will be prepared with the foundational knowledge needed to pass the CFP® certification exam and then serve the community and society with a career in financial services. Currently the program has seven Program Level Objectives (PLOs), shown below as mapped to courses and Principal Knowledge Topics (PKTs), and followed by corresponding detail.

Program Learning Objectives (PLOs)	Course(s)	PKTs Covered
PLO 1 – Integrate the Financial Planning Process and Professional Standards	FNBK 4300, 4340; BSAD 8836, 8866	A.1–A.6, B.7
PLO 2 – Analyze and Apply Quantitative Financial Planning Techniques	FNBK 4300, 4330; BSAD 8836, 8856	B.8–B.16, E.36–E.43
PLO 3 – Develop New and Modify Pre-Existing Goal-Based Investment Strategies	FNBK 4300, 4310, 3400; BSAD 8836, 8516	D.27–D.35
PLO 4 – Evaluate and Design Comprehensive Risk, Insurance, and Protection Strategies	FNBK 4590; BSAD 8596	C.17–C.26
PLO 5 – Develop Integrated Tax, Retirement, and Estate Planning Strategies	FNBK 4320, 4330; BSAD 8846, 8856	E.36–E.43, F.44–F.53, G.54–G.64
PLO 6 – Communicate and Counsel Effectively in Client Relationships	FNBK 4300, 4340; BSAD 8836, 8866	H.65–H.70
PLO 7 – Synthesize and Present a Comprehensive Financial Plan	FNBK 4340; BSAD 8866	All CFP Domains

DETAIL:

PLO 1 – Integrate the Financial Planning Process and Professional Standards

Graduates will demonstrate the ability to apply the **CFP Board’s Practice Standards, Code of Ethics, and Fiduciary Responsibilities** throughout all stages of the financial planning process—from establishing client relationships to implementing and monitoring comprehensive financial plans.

Aligned Courses: FNBK 4300, FNBK 4340

Key CFP Domains: A.1–A.6; B.7

PLO 2 – Analyze and Apply Quantitative Financial Planning Techniques

Graduates will effectively analyze client financial statements, perform cash flow and ratio analyses, and apply **time value of money, risk-return, and tax-based quantitative techniques** to support financial decision-making and goal achievement.

Aligned Courses: FNBK 4300, FNBK 4330

Key CFP Domains: B.8–B.16; E.36–E.43

PLO 3 – Develop New and Modify Pre-Existing Goal-Based Investment Strategies

Graduates will help clients create and achieve financial goals by **creating new or adjusting existing investment portfolios using risk-appropriate asset allocation principles** and asset location techniques while serving in a financial fiduciary role.

Aligned Courses: FNBK 4300, FNBK 4310

Key CFP Domains: D.27–D.35

PLO 4 – Evaluate and Design Comprehensive Risk, Insurance, and Protection Strategies

Graduates will identify, evaluate, and manage client risk exposures using **risk management and insurance planning principles**, including health, disability, life, property, casualty, and long-term care coverages, while assessing cost-benefit tradeoffs and ethical suitability.

Aligned Courses: FNBK 4590

Key CFP Domains: C.17–C.26

PLO 5 – Develop Integrated Tax, Retirement, and Estate Planning Strategies

Graduates will design and evaluate **tax-efficient, retirement, and estate plans** that align with client objectives, regulatory requirements, and intergenerational wealth transfer considerations. They will recommend optimal use of qualified/non-qualified plans, trusts, and charitable giving vehicles.

Aligned Courses: FNBK 4320, FNBK 4330

Key CFP Domains: E.36–E.43; F.44–F.53; G.54–G.64

PLO 6 – Communicate and Counsel Effectively in Client Relationships

Graduates will apply principles of **behavioral finance, counseling, and effective communication** to build client trust, identify biases, and manage interpersonal dynamics, demonstrating cultural competence and professional empathy in client interactions.

Aligned Courses: FNBK 4300, FNBK 4340

Key CFP Domains: H.65–H.70

PLO 7 – Synthesize and Present a Comprehensive Financial Plan

Graduates will **formulate, present, and defend a complete financial plan** that demonstrates integration across all CFP domains. They will use data analysis, ethical judgment, and client-centered communication to recommend actionable strategies that optimize long-term client well-being.

Aligned Courses: FNBK 4340 (Capstone)

Key CFP Domains: A–H (All Integrated)

D. Admissions

Certificate in Financial Planning applicants will apply online at portal <https://www.applyweb.com/cgi-bin/app?s=unograd>

Admission Requirements:

- Baccalaureate degree from a regionally accredited institution
- Transcripts from all higher education institutions that you have attended
- 3.0 grade point average (GPA) on a 4.0 scale (applicants with a 2.7 GPA can be considered for provisional admission).
- Proof of English language proficiency (for those whose language of nurture is not English)
- Application fee

Additional College of Business Administration Admission Requirements:

- Unconditional admission will be granted to applicants who have completed a bachelor's degree in any discipline with an earned Jr/Sr GPA at or above 2.85.
- Applicants with a Jr/Sr GPA lower than 2.85 can be considered for provisional admission.

E. Certificate Program Curriculum

Certificate in Financial Planning Required Courses	Certificate Credit Hours	
BSAD 8516: Security Analysis & Investing	3	No prerequisites
BSAD 8596: Insurance Planning	3	No prerequisites
BSAD 8836: Fundamentals of Financial Planning	3	No prerequisites
BSAD 8846: Retirement planning and employee benefits	3	No prerequisites
BSAD 8856: Estates and Income Tax	3	No prerequisites
BSAD 8866: Applications in Personal Financial Planning	3	No prerequisites
Total	18	

F. Advising

Upon admission to the certificate in Financial Planning program, students will be advised by the MBA advisor.

G. Evaluation of Program

The Chair of Finance, Banking, and Real Estate department will review the number of Certificate in Financial Planning enrollees as well as the percentage of enrollees who successfully complete the program. Additionally, the CFP Board requires annual submission of program reports to maintain renewal of our approved program status. Every three years the CFP Board requires additional self-evaluation, PKT coverage, course syllabi, and additional information for program evaluation and measurement. This post-baccalaureate certificate will consist of similar course content as the existing undergraduate courses (dual-listed), which was approved by the CFP Board in April 2026. These courses include similar content with graduate SLOs included to delineate the dual-

listed graduate level. We will use the same measurement and evaluation process for this post-baccalaureate certificate program as the one already approved for the undergraduate concentration.

H. Plan for Implementation

The six courses in the Certificate in Financial Planning are already being offered. No subject codes will need to be created, modified, or deleted. This certificate will have no impact on other programs or units.

I. Other Information (as applicable)

Not applicable

III. Review Criteria

A. Centrality to the Campus Role and Mission

The Graduate Certificate in Financial Planning supports UNO's Core Pillar of "Workforce and Economic Development." Specifically, this graduate certificate will enhance UNO Strategic Priority 4.2 "Solidify and expand the reputation of UNO as a leader for workforce and economic development" because employers are seeking employees with expertise in Financial Planning.

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

The Graduate Certificate in Financial Planning supports the NU System's Foundational Pillar of "Extraordinary Teaching & Learning" through the strategic priority of "Curriculum Innovation and Alignment" by aligning employer needs with a curriculum that creates deep expertise in financial planning and prepares those who complete the graduate certificate to sit for the Certified Financial Planner exam.

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

The Graduate Certificate in Financial Planning supports both CCPE's Major Statewide Chapter 2 Goal "Meeting the Needs of Students" and Chapter 3 Goal "Meeting the Needs of the State" by aligning student and employer demand for a curriculum that creates deep expertise in financial planning and prepares those who complete the graduate certificate to take the Certified Financial Planner exam.

D. Evidence of Need and Demand

1. Need:

Demographically, the aging U.S. population is driving the need for a larger number of certified financial planners. According to the Omaha Chamber of Commerce 2023 Business Retention & Expansion Program report, the Financial Services industry is one of the top five Omaha industries in significant need of workforce talent. From April 2024 to March 2025, there were 497,558 unique job postings nationally for finance-related occupations, with a median advertised salary of \$102,800. Over the past three years (April 2022 to March 2025), median monthly advertised salaries increased 25.5%. Personal financial advisors are in the top four job posting categories (Data Source: Lightcast).

The only CFP® Education provider (at the graduate level) in the Omaha metropolitan statistical area is Creighton University. Creighton charges a significantly higher tuition rate, which is a financial barrier for many potential enrollees. As a demonstration of demand, in 2023, about 6,100 people passed the CFP® examination (pass rate of 68%). In 2024 the number of test-takers was the highest of all time. According to

the College for Financial Planning 2024 Survey of Trends, the top reasons underlying the choice to pursue a financial services career include the desire to help others manage their finances and take control of their retirement, a passion for investing, opportunities for advancement and earning potential.

Certified Financial Planners have high earning potential. Specifically, the median annual income of Certified Financial Planners with 5-10 years of experience is \$150,000 while the median annual income of Certified Financial Planners with 11-12 years of experience is \$225,000 (<https://www.cfp.net/why-cfp-certification/financial-planner-salary-and-stats>). In addition to employment opportunities, CFP® holders report higher career satisfaction (82%) than those who hold any other financial services designation.

2. Demand:

Gray DI Program Evaluation System (PES) Markets data rank finance programs in the 99th percentile for Student Demand overall. Student Demand indicators include Google Search Volume (96th percentile), New Student Enrollment Volume (99th percentile), Google Search Volume Year-over-Year Unit Change (96th percentile), and New Student Enrollment Volume Year-over-Year Unit Change (99th percentile). These indicators support expectations of continued growth in demand.

This online graduate certificate in Financial Planning will attract applicants from across the U.S. It is estimated that, on average, 20 students per year will be enrolled in the graduate certificate program during the first five years, with an estimated 10% growth per year. This includes an average of 8 projected MBA candidates completing the existing 9-credit-hour MBA Financial Planning concentration who elect to complete the remaining nine-credit hours necessary to earn the full Graduate Certificate in Financial Planning. Given that this graduate certificate utilizes existing MBA elective courses, no new resources are required for this certificate, meaning that the graduate certificate is viable upon approval.

E. Avoidance of Unnecessary Duplication

There are currently no Financial Planning certificate programs at any of the University Nebraska campuses' or Nebraska State Colleges' College of Business Administration. For the CFP licensure, someone would need to enroll in the approved program and pass the exam.

F. Adequacy of Resources:

1. Faculty/Staff

Current CBA Faculty and Staff resources are sufficient to support the Certificate in Financial Planning

2. Library/Information Resources

Current library/information resources are sufficient to support the Certificate in Financial Planning

3. Physical Facilities and Equipment

Current Mammel Hall physical facilities and equipment are sufficient to support the Certificate in Financial Planning

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

IV. Appendices

D. Professional Licensure and Certification

[Complete this section if the proposed program leads to professional licensure or certification.]

Licensing Board Full Name	Link to Licensing Board Website
CFP Board of Standards	www.cfp.net
Accrediting Body Full Name	Link to Accrediting Body Website
CFP Board of Standards	www.cfp.net

Itemized Cost of Licensure and/or Certification
Initial registration: \$1,500 Renewal: \$600 every third year

List states where this program fulfills educational requirements for licensure/certification	List states where this program does not fulfill educational requirements for licensure/certification	List states that do not require licensure or certification for this program
All States (not state-dependent)		

TABLE 1: PROJECTED EXPENSES - Existing resources are adequate for near-term growth.												
CAMPUS AND NAME OF PROGRAM OR CENTER: UNO CERTIFIED FINANCIAL PLANNING GRADUATE CERTIFICATE												
	FY 2026-2027 Year 1		FY 2027-2028 Year 2		FY 2028-2029 Year 3		FY 2029-2030 Year 4		FY 2030-2031 Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty ¹												\$0
Professional ²												\$0
Graduate assistants												\$0
Support staff												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

¹ Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program.

² Show the number of additional full-time equivalent professional staff (non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program.

³ Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

⁴ Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program.

⁵ Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

⁶ Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.

⁷ Additional Other Expenses: Show other expenses not appropriate to another category.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM OR CENTER: UNO CERTIFIED FINANCIAL PLANNING GRADUATE CERTIFICATE						
	FY 2026-2027 Year 1	FY 2027-2028 Year 2	FY 2028-2029 Year 3	FY 2029-2030 Year 4	FY 2030-2031 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 - See NOTE and Supporting Calculations below.	\$39,780	\$47,736	\$55,692	\$63,648	\$71,604	\$278,460
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$39,780	\$47,736	\$55,692	\$63,648	\$71,604	\$278,460

¹ Show the total amount of dollars of existing funds to support this program. Identify the source of funding and provide an explanation of the impact that any redistribution of funds will have on existing programs or units.

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

³ Show additional tuition and fee revenues that will be generated by this program.

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

TABLE 3: TUITION AND FEES CALCULATION - See NOTE below					
	AY _____	AY _____	AY _____	AY _____	AY _____
Students matriculating annually					
Annual credit hours taken per student					
Total credit hours taken	0	0	0	0	0
Tuition per credit hour					
Program Fees, if any					
Total Revenue	0	0	0	0	0
FOOTNOTES					
Do not add yearly tuition increases					
Only add fees, if any, associated with the academic program					

NOTE: Details are shown on the Revenue Table page.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Approve the University of Nebraska System 2027-29 Biennial State Operating and Capital Budget Requests

☐ Review

☒ Review + Action

☐ Action

☐ Discussion

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

PRESENTER: Anne Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

The University must submit its biennial budget request to the Coordinating Commission for Postsecondary Education by August 17 and to the state by September 15. The University's budget request reflects a formulaic approach utilizing a four-year rolling average of Consumer Price Index data to better reflect the growing cost of serving all Nebraskans.

A biennial request tied to a Consumer Price Index (CPI)-based rolling multiyear formula provides a predictable and objective mechanism for maintaining purchasing power in the face of a well established index of inflation. As the cost of salaries, employee benefits, utilities, technology, supplies, and contracted services increase each year, a CPI-based adjustment helps ensure that state-aided funds combined with tuition generated funds keep pace with those rising costs.

Strategic Opportunities

Presidential Scholars Program: The University is focused on select priorities that will have the greatest impact on Nebraskans and where the University is best positioned to become more competitive. In line with those priorities, the University will once more seek \$1.5 million each year of the biennium to match the Board of Regents' investment in expanding the new Presidential Scholars Program, which provides a full cost of attendance scholarship plus a \$5,000 annual stipend to Nebraska students who score a perfect 36 on the ACT. The program has had a significant impact on Nebraska's competitiveness for its best and brightest since its launch.

Biomedical Research Support: Investing in biomedical research is an investment in our state's health, economy, and future. State support enables the University to compete successfully for federal research funding, attract leading scientists, develop life-saving discoveries, and educate the next generation of healthcare professionals.

Nebraska Research Initiative: The University will also seek \$1.5 million each year to support research excellence through the Nebraska Research Initiative, funding that will expand Nebraska's research capacity and competitiveness as it seeks to continue to grow the high impact research programs and readmission into the prestigious Association of American Universities (AAU).

Capital Construction – Reappropriation for the USDA Ag Tech Incubator and Accelerator

In May 2024, federal, state and university leaders launched construction of the USDA's National Center for Resilient and Regenerative Precision Agriculture with a groundbreaking at Nebraska Innovation Campus. The research center will be home to world-leading research and development in ag tech, precision agriculture, and other areas crucial to the future of agricultural innovation.

A companion to the USDA ARS facility, the Ag Tech Incubator and Accelerator, will serve as a business incubator and accelerator and ensure that the research and discovery taking place at the national center moves quickly from discovery to real-world solutions. The Legislature and Governor in 2022 approved \$25 million in state funding for that facility, contingent upon the university raising \$25 million in private funding. Fundraising is moving forward in earnest and is one of the key priorities of the Only in Nebraska campaign. Given that fundraising is not complete as of June 30, 2026, the University seeks reappropriation into the next biennium of the existing capital construction funds.

Of note, the University will also seek \$500 thousand in the 2nd year of the biennium and thereafter to support the on-going Operations and Maintenance costs of the USDA Ag Tech Incubator facility discussed above.

Capital Investment – New Funding: Enterprise Resource Planning System

An Enterprise Resource Planning (ERP) system is the administrative foundation that supports nearly every aspect of the University's operations, including finance, human resources and payroll, procurement, budgeting, student services, and facilities management. Like any critical infrastructure, technology platforms must be modernized to remain secure, reliable, and capable of meeting evolving business, regulatory, and cybersecurity requirements.

The University's current ERP system has served Nebraska well for several decades, but it is increasingly costly to maintain, relies on aging technology, and limits the University's ability to operate efficiently. Continuing to invest in outdated systems increases operational risk and diverts resources toward maintaining legacy technology rather than improving services for students, employees, and the State. Further, the vendor of the current ERP will no longer be able to support the current on-premise environment. As such, the University is requesting \$25 million in the first year and \$30 million in the second year of the biennium to ensure continuity of the ERP system.

State investment in the planning and implementation of a modern ERP system is a strategic investment in the University's long-term operational effectiveness and fiscal stewardship. A modern ERP platform will streamline administrative processes, reduce manual work, improve financial reporting and data analytics, strengthen internal controls, and provide better tools for managing the University's financial and human capital resources. These improvements will allow faculty and staff to spend less time navigating administrative processes and more time advancing the University's teaching, research, outreach, and healthcare missions.

A system-wide ERP implementation will also create greater consistency across the University of Nebraska, standardizing business processes while improving the quality and availability of information used by campus leaders, the Board of Regents, policymakers, and state agencies. Better data will support more informed decision-making, increased transparency, and stronger accountability for the use of public resources.

The University recognizes that resources are finite, and that strong fiscal discipline is necessary to allow for investment in priorities. University leaders continue to actively explore the processes and structures that will allow the University to operate as efficiently and effectively as possible so that resources can be spent for maximum impact, tuition can remain affordable, and Nebraska can move toward its vision for excellence.

RECOMMENDATION

The president recommends approval of the item.

University of Nebraska

2025-27 Biennial Operating and Capital Budget Requests

Proposal to the Board of Regents

August 13, 2026

University of Nebraska System (Excluding NCTA)
2027-2029 Operating Budget Request to the State of Nebraska

	2026-27 Budget	2027-28 Request	2028-29 Request	Biennium
Beginning State Appropriations	\$ 704,116,115	\$ 734,041,050	\$ 765,237,795	\$ 61,121,680
Core Operations		\$ 29,924,935	\$ 31,196,745	
		4.25%	4.25%	

Justification for Core Operations request:				
<i>Per State Budget Instructions (note salaries and health insurance are placeholders pending collective bargaining)</i>				
Salaries and fringe benefits @ 3% (est.)	\$ 808,662,461	\$ 24,260,000	\$ 24,988,000	\$ 49,248,000
Health Insurance @ 8% (est.)	\$ 124,085,184	\$ 9,927,000	\$ 10,721,000	\$ 20,648,000
Accounting System Assessment		\$ 107,726	\$ -	\$ 107,726
Utilities	\$ 50,642,583	\$ 1,519,000	\$ 1,565,000	\$ 3,084,000
Budget Instructions Subtotals		\$ 35,813,726	\$ 37,274,000	\$ 73,087,726
% Change		4.88%	4.87%	

New Investments

Scholarships & Remissions				
Presidential Scholars		\$ 1,500,000	\$ 1,500,000	\$ 3,000,000
Research Excellence (AAU)				
Nebraska Research Initiatives		\$ 1,500,000	\$ 1,500,000	\$ 3,000,000
Biomedical Research Support		\$ 5,000,000		\$ 5,000,000
O&M for Ag Innovation Center			\$ 500,000	\$ 500,000
TOTAL APPROPRIATION REQUEST		\$ 742,041,050	\$ 768,737,795	\$ 72,621,680
State Appropriation Change		\$ 37,924,935	\$ 34,696,745	

Capital Request (in priority order)

- (1) Reappropriate all of the \$25 million unused funding for the Ag Innovation Center (USDA companion building) at Innovation Campus. **No new funding required.**
- (2) **New Request:** Planning and implementation funds for a new ERP system for the University and State Colleges.

	Project Name	2027-28 Request	2028-29 Request	Biennium
System	ERP System Implementation	\$ 25,000,000	\$ 30,000,000	\$ 55,000,000



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Approve the Nebraska College of Technical Agriculture's 2027-29 Biennial State Operating and Capital Budget Requests

☐ **Review**

☒ **Review + Action**

☐ **Action**

☐ **Discussion**

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

PRESENTER: Anne Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

The university must submit its biennial budget request to the Coordinating Commission for Postsecondary Education by August 17 and to the state by Sept. 15. NCTA's biennial is in alignment with that of the University utilizing the same four-year rolling average of Consumer Price Index data formulaic approach to better reflect the growing cost of doing business.

As the cost of salaries, employee benefits, utilities, technology, supplies, and contracted services increase each year, a CPI-based adjustment helps ensure that state-aided funds keep pace with those rising costs. Additionally, this approach provides a predictable and objective mechanism for maintaining purchasing power in the face of inflation.

RECOMMENDATION

The president recommends approval of the item.

Nebraska College of Technical Agriculture 2027-29 Biennial Operating and Capital Budget Requests

Proposal to the Board of Regents
August 13, 2026

Nebraska College of Technical Agriculture
2027-2029 Operating Budget Request to the State of Nebraska

	2026-27 Budget	2027-28 Request	2028-29 Request	Biennium
Beginning State Appropriations	\$ 3,938,360	\$ 4,105,740	\$ 4,280,234	\$ 341,874
Core Operations		\$ 167,380 4.25%	\$ 174,494 4.25%	
Justification for Core Operations request:				
<i>Per State Budget Instructions (note salaries and health insurance are placeholders pending collective bargaining)</i>				
Salaries and fringe benefits @ 3% (est.)	\$ 3,272,381	\$ 98,000	\$ 101,000	\$ 199,000
Health Insurance @ 8% (est.)	\$ 642,138	\$ 51,000	\$ 55,000	\$ 106,000
Utilities	\$ 549,351	\$ 16,000	\$ 17,000	\$ 33,000
Budget Instructions Subtotals		\$ 165,000	\$ 173,000	\$ 338,000
% Change		4.02%	4.04%	



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance**August 13, 2026**

AGENDA ITEM: Approve the Addendum to the Agency Agreement between the Collegiate Licensing Company, LLC and Husker Athletics

☐ **Review**☒ **Review + Action**☐ **Action**☐ **Discussion**☐ *This is a report required by Regents' policy.*

PRESENTERS: Troy Dannen, UNL Athletic Director
Seth Dorsey, Deputy Athletic Director for Internal Operations & CFO

PURPOSE & KEY POINTS

The Board of Regents of the University of Nebraska, on behalf of Husker Athletics, and the Collegiate Licensing Company, LLC ("CLC"), entered into an agreement effective July 1, 2021, for CLC to be the exclusive product licensing agent of Husker Athletics marks on the broad variety of apparel and other items fans and friends of the program purchase. The initial term of this agreement is set to expire on June 30, 2027, and the proposed addendum extends the term through June 30, 2032.

CLC collects the revenues generated from those licenses and provides Husker Athletics licensing revenue. The agreement, as modified by the addendum, would generate licensing revenue for Husker Athletics and provide the University with a renewal signing bonus and a potential extension signing bonus. CLC also provides intellectual property protection and enforcement services on Husker Athletics marks, which are occasionally subject to illegal use and attempted misappropriation.

With this extension, Husker Athletics anticipates licensing revenues will exceed the dollar threshold in RP-6.3.1.4.e. Therefore, this addendum is presented to the Board of Regents for approval in accordance with RP-6.3.1.

BACKGROUND INFORMATION

On December 4, 2020, the Board of Regents approved the Agency Agreement between the Collegiate Licensing Company, LLC, and the Board of Regents of the University of Nebraska on behalf of Husker Athletics.

The gross revenue splits detailed above are an enhancement from the prior arrangement, and the signing bonus goes beyond standard market terms. These incentives reflect both the University's brand quality and the value CLC places on their relationship with the University.

RECOMMENDATION

The President recommends approval.



**ADDENDUM TO THE AGENCY AGREEMENT
BY AND BETWEEN
COLLEGIATE LICENSING COMPANY, LLC
AND
THE UNIVERSITY OF NEBRASKA-LINCOLN DEPARTMENT OF
INTERCOLLEGIATE ATHLETICS**

This Addendum (“Addendum”) is entered into as of the date last signed below (the “Effective Date”) and amends the Agency Agreement (the “Agreement”) by and between **Collegiate Licensing Company, LLC (“CLC”)** and **the Board of Regents of the University of Nebraska, a public body corporate and governing body of the University of Nebraska, by and on behalf of the University of Nebraska-Lincoln Department of Intercollegiate Athletics (“University”)**. Capitalized terms used but not defined in this Addendum shall have the meanings ascribed thereto in the Agreement, as amended.

RECITALS

WHEREAS, CLC and University have entered into the Agreement, the effective date of which being July 1, 2021, as amended from time to time; and

WHEREAS, CLC and University now desire to further amend the Agreement as set forth in this Addendum effective as of the Renewal Commencement Date (as defined herein).

NOW, THEREFORE, for and in consideration of the foregoing recitals, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

ADDENDUM

1. **Annual Revenue Distribution**. The first sentence of **Section 4(b)** of the Agreement is hereby deleted in its entirety and replaced with the following:

With regard to Annual Gross Revenue, effective July 1, 2026, CLC shall be entitled to retain [REDACTED] of the first [REDACTED] of the next [REDACTED] and [REDACTED] of all Annual Revenue in excess of [REDACTED].

2. **Additional Incentive Payment**. **Section 4(d)** of the Agreement is hereby deleted in its entirety.
3. **Renewal Signing Bonus**: The following paragraph is hereby added as a new **Section 4(f)**:

CLC shall provide a one-time, lump-sum payment (“Renewal Signing Bonus”) to University (or University entity or affiliate that University may designate in writing) in the amount of [REDACTED]. The Renewal Signing Bonus shall be paid to University no later than thirty (30) days after the date last signed below and may be used in University’s discretion. In the event the Agreement is terminated prior to the natural expiration of the Renewal Term by University, other than due to an uncured, material breach of the Agreement by CLC, University shall repay to CLC a pro-rated portion of the Renewal Signing Bonus received by University, which amount shall be determined by multiplying the amount of the Renewal Signing Bonus received by University by a fraction, the numerator of which is the number of calendar days from the Effective Date until the date of termination, subtracted from the number of calendar days composing the full Renewal Term of this Agreement, and the denominator of which is the number of calendar days composing the full Renewal Term of this Agreement. Such refunded amount shall be due and payable to CLC forty-five (45) days after the University’s receipt of an invoice from CLC following the effective date of such termination.

4. **Extension Signing Bonus.** The following paragraph is hereby added as a new **Section 4(g)**:

In the event University exercises its right to renew the Agreement and extend the Term for a five (5) year Renewal Option Term (as defined herein) in accordance with **Section 10(a)** of the Agreement, then CLC shall provide a one-time, lump-sum payment (“Extension Signing Bonus”) to University (or University entity or affiliate that University may designate in writing) in the amount of [REDACTED]. The Extension Signing Bonus shall be paid to University no later than thirty (30) days after the commencement of the Renewal Option Term and may be used in University’s discretion. In the event the Agreement is terminated prior to the natural expiration of the Renewal Option Term by University, other than due to an uncured, material breach of the Agreement by CLC, University shall repay to CLC a pro-rata portion of the Extension Signing Bonus received by University, which amount shall be determined by multiplying the amount of the Extension Signing Bonus received by University by a fraction, the numerator of which is the number of calendar days from the effective date of the Renewal Option Term until the date of termination, subtracted from the number of calendar days composing the full Renewal Option Term of this Agreement, and the denominator of which is the number of calendar days composing the full Renewal Option Term of this Agreement. Such refunded amount shall be due and payable to CLC forty-five (45) days after the University’s receipt of an invoice from CLC following the effective date of such termination.

5. **Term.** **Section 10(a)** of the Agreement is hereby deleted in its entirety and replaced with the following:

The Parties desire to amend the Term of the Agreement such that the Agreement shall renew on July 1, 2027 (the “Renewal Commencement Date”) on the terms and subject to the conditions set forth herein, and expire on June 30, 2032 (such period, the “Renewal Term”). Further, University shall have the option to extend the Term for an additional five (5) year period (the “Renewal Option Term”) on the same terms and subject to the same conditions then in effect under the Agreement, which such Renewal Option Term shall be memorialized in the form of a written addendum to this Agreement executed by the Parties. University shall provide CLC with notice of its decision to extend or not renew the Agreement at least ninety (90) days prior to the end of the then current Renewal Term or Renewal Option Term (each such Renewal Option Term, together with the initial term and the Renewal Term, collectively, the “Term”). The term of any license granted by CLC shall, as far as feasible, terminate no later than the termination or expiration date of this Agreement.

6. **Modification to Appendix “B”**. The following item is hereby added to the list of “Exceptions” detailed in **Appendix “B”** of the Agreement:

“- University-owned collectibles and memorabilia”

7. **Full Force and Effect**. The terms, conditions, and covenants set forth in this Addendum shall go into effect on the Renewal Commencement Date. All other provisions of the Agreement shall remain in full force and effect, it being understood that, in the event of a conflict between the terms of this Addendum and the Agreement or any prior amendments, the terms of this Addendum will take precedence as of the Renewal Commencement Date. The current terms and conditions of the Agreement shall remain in effect until the Renewal Commencement Date.

[Remainder of page intentionally left blank]

[Signatures on the following page]



IN WITNESS WHEREOF, the parties have executed this Addendum, effective as of the Effective Date.

**Board of Regents of the University of
Nebraska**

Collegiate Licensing Company, LLC

Signature: _____

Signature: _____

Print: Jeffrey P. Gold, M.D.

Print: Cory Moss

Title: President

Title: CEO

Date: _____

Date: _____

ATTEST: _____
Katie Hoffman
Corporation Secretary



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Approve Master Services Agreement, as amended, with Opendorse, Inc. for Husker Athletics regarding access to Opendorse's market-leading NIL software and support structures.

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: Troy Dannen, UNL Athletic Director
Seth Dorsey, Deputy Athletic Director for Internal Operations & CFO

PURPOSE & KEY POINTS

Husker Athletics entered into a Master Services Agreement with Opendorse, Inc., effective January 1, 2026, to provide software and support, services and staffing, and sales and marketing services related to name, image, and likeness opportunities. The contract and services were approved and procured through Non-Competitive Proposal pursuant to Board of Regents policy RP-6.2.1.5.b.1.iv.A.IV. The agreement will expire on June 30, 2029.

The proposed amendment to the agreement would provide the opportunity to expand the scope of services provided by Opendorse during the term and increase the total spend under the contract up to \$14,500,000. The agreement, as amended, must be approved by the Board of Regents pursuant to RP-6.3.1.4.h.

BACKGROUND INFORMATION

On June 18, 2026, the Master Services Agreement with Opendorse, Inc. was reported to the Board of Regents pursuant to RP-6.3.1.4.

RECOMMENDATION

The President recommends approval.

CUSTOMER DETAILS

Customer Name	The Board of Regents of the University of Nebraska	Order Date	8/13/2026
Primary Contact Name	Troy Dannen	Order Rep	Blake Lawrence
Primary Contact Email	tadannen@huskers.com	Order CRM	33618491136
Billing Contact Name	Haven Fields	Start Date	1/1/26
Billing Contact Email	hcfields@huskers.com	End Date (including renewals)	6/30/2029

ORDER DETAILS

Item	Description	Total Amount
Software & Support	<i>Education+, Content+, Marketplace+, Deals+, Monitor+, Support+, Data+, Discover+ as described in Exhibit A</i>	\$486,500
Services & Staffing	<i>NIL Education Sessions, NIL Consulting Sessions, NIL Media Days, Market Intel Reports, Account Administrator, General Manager, International NIL Media Days as described in Exhibit B</i>	\$2,036,000
Sales & Marketing	<i>\$4,300,000 Minimum Guarantee, Virtual Training, Remote Representative, Marketing Support, Athlete Promotion, Marketplace Promotion, Campaign Coordinator as described in Exhibit C</i>	\$1,610,000
Subtotal		\$4,132,500
Discount		(\$132,500)
Total		\$4,000,000

FYNNAE: KKAAAA
DIA: HMAAA
TB.36MIR.11AAR.54
SGA: BCAAAAA
ZCPPA: A

Invoice Date	Amount
1/1/26	\$1,000,000
7/1/26	\$1,000,000
7/1/27	\$1,000,000
7/1/28	\$1,000,000

Terms: Net 30

MASTER SERVICES AGREEMENT

This Master Services Agreement ("Agreement") is entered into as of the Order Date (the "Effective Date") between Opendorse, Inc., 1320 Q Street, Lincoln, NE 68508 ("Opendorse"), and the Customer listed above ("Customer"). This Agreement includes and incorporates the above Order Form, the below Additional Terms (if applicable), as well as the following Exhibits: Exhibit A ("Subscription Products"), Exhibit B ("Services Packages"), Exhibit C ("Sales and Marketing"), Exhibit D ("Plan Terms and Conditions"); Exhibit E ("University of Nebraska Legal and Policy Compliance Addendum"); and Exhibit F ("Data Security Addendum") as well as any subsequently appended exhibits or attachments agreed upon in writing by the parties. There shall be no force or effect to any different terms of any related purchase order or similar form unless signed by the parties after the date hereof.

ADDITIONAL TERMS

Term. The term of this Agreement (the "Term") shall begin on January 1, 2026 and continue through June 30, 2029. The Term shall be divided into three (3) distinct service periods (each, a "Service Period") as follows: (i) the First Service Period shall begin on January 1, 2026 and continue through June 30, 2027; (ii) the Second Service Period shall begin on July 1, 2027 and continue through June 30, 2028; and (iii) the Third Service Period shall begin on July 1, 2028 and continue through June 30, 2029. The Agreement shall automatically continue from one Service Period to the next unless earlier terminated as provided herein. Notwithstanding the foregoing, in the event Opendorse does not meet the Minimum Guarantee for any Service Period, Customer shall have the ability to terminate the Agreement in its entirety in the event of a Miss, as such term is defined in this Agreement.

Service Period Total. For purposes of this Agreement, the "Service Period Total" means the total amount payable by Customer for all software & support, services & staffing, and sales & marketing solutions provided during the applicable Service Period under the Order Form. The Service Period Totals are as follows: (a) First Service Period Total: \$2,000,000; (b) Second Service Period Total: \$1,000,000; and (c) Third Service Period Total: \$1,000,000.

Continuity of Services. The parties acknowledge their most recent agreement between Opendorse, Inc. and Customer was executed on May 7, 2026 ("Original Agreement"). As of the Effective Date, this Agreement replaces and supersedes the Original Agreement and the Original Agreement shall be of no further force or effect.

Expansion of the Services. The Parties have contemplated an expansion of the Services that may, upon Election(s) by Customer, increase the Minimum Guarantee amount and expand the Services & Staffing and Sales & Marketing solutions described in Exhibits B and C during the Term. During the First Service Period, Customer may increase the Minimum Guarantee by a total of up to \$10,000,000, to a total amount of \$14,300,000 in the Term, in a combination of two (2) separate elections (each, an "Election").

Upon any Election, Customer shall pay to Opendorse the Elected amount (as an increase to the Sales & Marketing solutions), plus the applicable Services & Staffing fee increase, invoiced immediately upon Election.

Election Service Periods. Upon any Election, a new Service Period with a length of one (1) year will be created, with a start date equal to the effective date of the Election.

Conditional Waiver. [intentionally omitted]

ACKNOWLEDGEMENT

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their respective duly authorized officers to be effective as provided herein. The Parties expressly consent and agree that this Order Form may be electronically signed. The Parties agree that electronic signatures appearing on this Order Form shall be treated, for purposes of validity, enforceability and admissibility, the same as hand-written signatures.

CUSTOMER REPRESENTATIVE**Name:**

Title:

Signature:

Date:

OPENDORSE REPRESENTATIVE**Name:**

Title:

Signature:

Date:

EXHIBIT A

Customer has agreed to the Software & Support solutions identified in the Order Form. The descriptions below outline the scope, terms, and functionality of each selected solution. These terms apply for the duration of the Agreement, unless otherwise amended in writing.

Definitions provided in this Exhibit are intended to assist Customer in understanding the descriptions below. In the event of any conflict between a definition in this Exhibit and the definitions contained in the Subscription Terms, the definition in this Exhibit shall prevail.

Solution	Description
Education+	On-demand NIL education resources, expert-led webinars, and sponsored education programming covering personal finance, brand development, and NIL-related best practices, PLUS Masterclass and Library content—premium video-based education on contracts, marketing, tax preparation, and related NIL topics.
Content+	Centralized media library with unlimited storage, AI-powered End User tagging, and automation tools used to organize, publish, and track social media content shared by Customer with End Users, PLUS premium integrations with Box, Getty, and PhotoShelter, and access to shared music libraries.
Marketplace+	
Deals+	
Monitor+	Transaction tracking and automatic disclosure of Deals to support NCAA, institutional, and legal requirements—includes real-time dashboards, exportable reports, and End User compensation summaries, PLUS custom compliance reports tailored to Customer-defined formats and delivery schedules.
Support+	Account support including onboarding assistance, launch announcement coordination, roster and group management, unlimited administrator access, technical support, and self-guided resources including the Help Center, Slack community, and Opendorse News Brief, PLUS a dedicated Success Manager providing personalized strategy, scheduled check-ins, and early access to optimization features.
Data+	Performance tracking and NIL activity insights across marketplace, content, compliance, deals, and payments, provided through a centralized dashboard designed to measure impact and monitor End User engagement in real time, PLUS access to Team Builder, a budgeting and forecasting tool for managing NIL caps by sport, position, and player for all teams.
Discover+	Searchable database of all End Users on the Platform, featuring advanced filters by sport, team, gender, location, language, ethnicity, social media presence, activity preferences, and brand categories, PLUS AI-powered benchmarking, audience insights, and performance metrics to compare End Users, assess influence, and optimize NIL strategy, powered by Student Athlete Score.

DEFINITIONS RELATED TO SUBSCRIPTION PRODUCTS

"Account" means the arrangement by which an Account Owner is given personalized access to the Platform and Services via a moderator dashboard on the Platform that enables Account Owner to manage permissions for Rosters and Seat Holders and provides Account Owner access to End Users on the Platform.

"Branded Marketplace" means a white label marketplace utilizing logos, trademarks, and other intellectual property of a premium customer to create a specific, curated marketplace for that customer and the customer's affiliated End Users, typically athletes, to promote their End User Accounts on the standard Opendorse Marketplace.

"Customer End User" shall mean the End Users identified by Customer to whom Deals shall be directed. "Deal" shall mean any offer for an opportunity made to an End User on the Platform.

"End User" means an individual who has created an Account with Opendorse, typically an athlete, and who shall typically be the recipient of Content Suggestions, and/or Deals.

"Marketplace Fee" (also "Processing Fee") means the fee on each Activity or Payment completed through the Platform, charged as a markup on the Activity Fee. Marketplace Fees cover creating agreements, securing signatures, executing contracts, coordinating payment, collecting relevant tax information, ensuring Activity fulfillment, payment processing, tax document creation, compliance disclosure, and more.

"NIL" means Name, Image, and Likeness - and refers to the legal right of an individual to control and monetize their personal brand and identity.

"Platform" means specifically, the Opendorse platform at opendorse.com, app.opendorse.com, biz.opendorse.com, and data.opendorse.com, on which Customer may connect with End Users to engage the same in Deals/Activities, share Content Suggestions, and perform data analysis related to Account activity.

"Processing Fee" (also "Marketplace Fee") means the fee on each Activity or Payment completed through the Platform, charged as a markup on the Activity Fee. Marketplace Fees cover creating agreements, securing signatures, executing contracts, coordinating payment, collecting relevant tax information, ensuring Activity fulfillment, payment processing, tax document creation, compliance disclosure, and more.

"Roster" means those End Users who have accepted an invitation from an Account Owner to receive Content Suggestions, Deals, and Payments from such Account Owner.

EXHIBIT B

Customer has agreed to the Services & Staffing solutions identified in the Order Form. The descriptions below reflect the scope and quantity of Services purchased by Customer and shall govern the delivery of such Services during the Term. Unless otherwise specified, quantities listed shall be made available each Service Period of the Term.

Definitions provided in this Exhibit are intended to assist Customer in understanding the descriptions below. In the event of any conflict between a definition in this Exhibit and the definitions contained in the Subscription Terms, the definition in this Exhibit shall prevail.

Solution	Description
NIL Education Sessions	On-Site NIL Education Session(s): Full-day, in-person education session conducted at Customer's campus with training modules (NIL 101–401) adapted to End User experience levels. Custom NIL Education Session(s): Custom-designed education session delivered in a format agreed upon with Customer, with content and audience tailored to meet Customer's strategic objectives. NIL Education Session(s) during each Service Period: First Service Period (January 1, 2026 – June 30, 2027): (10) On-Site, (125) Custom, Second Service Period (July 1, 2027 – June 30, 2028): (4) On-Site, (50) Custom, Third Service Period (July 1, 2028 – June 30, 2029): (4) On-Site, (50) Custom.
NIL Consulting Sessions	Custom NIL Consulting Session(s): Custom-designed consulting engagement defined in collaboration with Customer, with flexible format, audience, and content based on institutional NIL priorities. NIL Consulting Session(s) during each Service Period: First Service Period (January 1, 2026 – June 30, 2027): (125) Custom, Second Service Period (July 1, 2027 – June 30, 2028): (50) Custom, Third Service Period (July 1, 2028 – June 30, 2029): (50) Custom.
NIL Media Days	NIL Media Day(s): On-campus session during which End Users receive training and participate in content creation activities, producing media assets and learning practices related to NIL brand engagement. NIL Media Day(s) during each Service Period: First Service Period (January 1, 2026 – June 30, 2027): (3), Second Service Period (July 1, 2027 – June 30, 2028): (1), Third Service Period (July 1, 2028 – June 30, 2029): (1).
Market Intel Reports	Market Intel Report(s): Market valuation benchmarks derived from verified transactions, offering data-backed pricing insights to inform competitive, compliant decision-making by Customer and its stakeholders. Market Intel Report(s) during each Service Period: First Service Period (January 1, 2026 – June 30, 2027): (250), Second Service Period (July 1, 2027 – June 30, 2028): (100), Third Service Period (July 1, 2028 – June 30, 2029): (100).
Account Administrator	[REDACTED]
General Manager	[REDACTED]
[REDACTED]	[REDACTED]

DEFINITIONS RELATED TO SERVICE PACKAGES

"End User" means an individual who has created an Account with Opendorse, typically an athlete, and who shall typically be the recipient of Content Suggestions, and/or Deals.

"NIL" means Name, Image, and Likeness - and refers to the legal right of an individual to control and monetize their personal brand and identity.

EXHIBIT C

Customer has agreed to the Sales & Marketing solutions identified in the Order Form. The terms below define the scope, thresholds, fees, and obligations associated with the selected plan and shall apply throughout the Term. Quantities listed for applicable services (e.g., reports or training sessions) shall be provided each Service Period of the Term, unless otherwise amended in writing.

Definitions provided in this Exhibit are intended to assist Customer in understanding the descriptions below. In the event of any conflict between a definition in this Exhibit and the definitions contained in the Subscription Terms, the definition in this Exhibit shall prevail.

Solution	Description
Minimum Guarantee	Opendorse guarantees [REDACTED] shall meet or exceed the following amounts during each Qualified Period: First Qualified Period (January 1, 2026 – June 30, 2027): \$2,100,000, Second Qualified Period (July 1, 2027 – June 30, 2028): \$1,100,000, Third Qualified Period (July 1, 2028 – June 30, 2029): \$1,100,000
Virtual Training	[REDACTED]
Remote Representative	Dedicated Opendorse personnel [REDACTED] delivered to Customer.
Marketing Support	Branded NIL website and content development to support Customer's external education and fundraising objectives. [REDACTED]
Athlete Promotion	Social media content strategy and publishing support designed to enhance End User activity and engagement. [REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

DEFINITIONS RELATED TO SALES & MARKETING

"Activity" means a potential task performed by an End User via the Platform.

"Service Period Total" means the Service Period Total amount as outlined in the Additional Terms within the Order Form.

"Calendar Quarter" means each period of January 1-March 31, April 1-June 30, July 1-September 30, and October 1-December 31 occurring during the Term.

"Customer End User" shall mean the End Users identified by Customer [REDACTED]. These End Users may be tagged or listed on the Customer's Account Roster.

"Deal" shall mean any offer for an opportunity made to an End User on the Platform.

"End User" means an individual who has created an Account with Opendorse, typically an athlete, and who shall typically be the recipient of Content Suggestions, and/or Deals.

"NIL" means Name, Image, and Likeness - and refers to the legal right of an individual to control and monetize their personal brand and identity.

"Platform" means specifically, the Opendorse platform at opendorse.com, app.opendorse.com, biz.opendorse.com, and data.opendorse.com, on which Customer may connect with End Users to engage the same in Deals/Activities, share Content Suggestions, and perform data analysis related to Account activity.

"Roster" means those End Users who have accepted an invitation from an Account Owner to receive Content Suggestions and Deals from such Account Owner.

SALES & MARKETING TERMS

Adverse Impact. If rules, policies, enforcement mechanisms, or regulatory guidance related to the implementation of the House Settlement Agreement result in an adverse impact to Customer that materially affects the structure, execution, or enforceability of the Sales & Marketing solutions (an "Adverse Impact Event"), and Customer believes in good faith that such impact shall extend beyond ninety (90) days and warrants termination of the Sales & Marketing solutions of this Agreement, then Opendorse shall refund Customer a prorated amount of the Sales & Marketing fee paid for the then-current Qualified Period. Customer may also determine, in its sole discretion, to terminate the Agreement in its entirety as the result of an Adverse Impact Event. Customer may also determine, in its sole discretion, to terminate the Agreement in its entirety as the result of an Adverse Impact Event.

[REDACTED]

Representations and Warranties.

1. Customer Representations and Warranties. Customer represents and warrants to Opendorse that:

a. NCAA Compliance. Customer is and shall remain in full compliance with all applicable NCAA bylaws, rules, and regulations, including but not limited to those governing student-athlete NIL payments and institutional benefits caps.

[REDACTED]

c. Benefits Cap Monitoring. Customer shall be solely responsible for monitoring and ensuring compliance with its NCAA benefits cap and shall promptly notify Opendorse of any concerns regarding potential benefits cap implications.

2. Opendorse Representations and Warranties. Opendorse represents and warrants to Customer that:

[REDACTED]

b. No Agency for Payment Facilitation with Customer Funds. Opendorse is not acting as agent, facilitator, or administrator for Customer with respect to payments

[REDACTED]

d. Transparency. Opendorse shall maintain accurate records within the Platform of Activities [REDACTED], and shall make such records available to Customer to the extent permitted under applicable confidentiality obligations, [REDACTED]

[REDACTED]

Exhibit D

Subscription Term and Conditions

1. DEFINITIONS

1. “Account” means the arrangement by which an Account Owner is given personalized access to the Platform and Services via a moderator dashboard on the Platform that enables Account Owner to manage permissions for Rosters and Seat Holders and provides Account Owner access to End Users on the Platform.
2. “Account Identity” means the branded identity of an Account on the Platform.
3. “Account Owner” means the authorized representative of the Customer, who shall have administrative authority over the Account and who shall act as the primary point of contact with Opendorse.
4. “Activity” means an accepted Deal and an affirmatively performed task by an End User via the Platform.
5. “Activity Fee” means the variable fee paid for each Activity executed by End Users as facilitated in the Platform. The Activity Fee offered for each Activity will be determined by the Customer and the involved End User(s) that participates and/or their designated stakeholders and shall be paid via Opendorse out of the Fee(s) received by Opendorse from Customer as specifically outlined.
6. “Affiliate” means an entity directly or indirectly controlling, controlled by or under common control with a Party to this Agreement, provided that such entity shall be considered an Affiliate only for the time during which such control exists.
7. “Branded Marketplace” means a white label marketplace utilizing logos, trademarks, and other intellectual property of a premium customer to create a specific, curated marketplace for that customer and the customer’s affiliated End Users, typically current or former student or professional athletes, to promote their End User Accounts on the standard Opendorse Marketplace.
8. “Calendar Year” means the period of 365 days from the Start Date each year of the Term.
9. “Confidential Information” means all non-public information disclosed hereunder, whether written, oral or recorded in or on any media, that is designated as confidential or that, given the nature of the information or the circumstances surrounding its disclosure, reasonably should be considered as confidential. Confidential Information shall include, but not be limited to research and development activities, technology, and information relating to computer hardware and software, products, services, drawings, plans, schematics, technical and non-technical ideas, design and other work product which is deemed confidential by its owner, proprietary information, trade secrets and information regarding operating procedures, pricing methods, financial information and materials, marketing strategies, future plans and other information deemed proprietary or confidential by the Disclosing Party, and all Customer Data other than Content Suggestions and/or is of such a nature that the receiving party should reasonably understand that the disclosing party desires to protect such information against unrestricted disclosure. Confidential Information shall **not** include information that: (a) is already known to the Receiving Party without restriction on use or disclosure prior to receipt of such information from the Disclosing Party; (b) is or becomes generally known by the public other than by breach of this Agreement by, or other wrongful act of, the receiving Party; (c) is developed by the Receiving Party independently of, and without reference to, any Confidential Information of the Disclosing Party; or (d) is received by the Receiving Party from a third party who is not under any obligation to the Disclosing Party to maintain the confidentiality of such information.
10. “Content Suggestion” means content provided by an Account Owner to an End User for such End User to consider sharing per request by Customer and/or pursuant to the requested and accepted Activity.
11. “Curated Profile” Curated Profile means an End User’s profile that has been updated by Opendorse; such updates may include, but are not limited to adding a: Profile Avatar, Account Identifier, Featured Photos, or items within the End User’s Athletic profile.
12. “Customer Data” shall mean, in addition to that information described in Section 6.4, that information that identifies personally the user of the Platform, including name, contact information, billing and other financial information, and any other Personal Information as defined in the Privacy Policy.
13. “Customer End User” shall mean the End Users identified by Customer to whom Deals shall be directed.
14. “Data” shall mean that information that identifies personally the user of the Platform, including name, contact information, billing and other financial information, and any other Personal Information as defined in the Privacy Policy.
15. “Deal” shall mean any offer for an opportunity made to an End User on the Platform.
16. “Deal Credits” shall mean the purchase of a specific amount of credits on the Opendorse Marketplace™ which allows Customer to then request End Users to perform various duties in exchange for specific payment amounts.
17. “Deliverables” means all documents, reports, analyses, work product and other tangible materials that are created specifically for and delivered to Customer in connection with the performance of the Services, including any items identified as such in writing by the parties.
18. “Disclosing Party” means a party that discloses Confidential Information under this Agreement.
19. “End User” means an individual who has created an Account with Opendorse, typically a current or former student or professional athlete, and who shall typically be the recipient of Content Suggestions, and/or Deals.

20. "End User Data" shall mean that information that identifies personally the End User, including name, contact information, billing and other financial information, and any other Personal Information as defined in the Privacy Policy.
21. "Estimated Spend" the contemplated amount that Customer or Affiliates intend to process as Activity Fees during the Calendar Year.
22. "Governing Bodies" shall mean a sports oversight organization other than oversight organizations over international nation-based competition such as the Olympics, that has a regulatory or sanctioning function such as, by way of example only and not intended to be an exhaustive list, the NCAA, collegiate conferences, players associations, players unions, or professional leagues.
23. "Initial Term" means the length of time of the Agreement between the Customer and Opendorse, beginning with the Start Date of the Agreement, as indicated upon the Order Form, and ending on the End Date, as indicated upon the Order Form.
24. "Institution" means a school for which an End User may be a student-athlete, and to whom End User may be required to report all NIL activities.
25. "Law" means any statute, law, ordinance, regulation, rule, code, order, constitution, treaty, common law, judgment, decree, other requirement or rule of law of any federal, state, local or foreign government or political subdivision thereof, or any arbitrator, court or tribunal of competent jurisdiction.
26. "Marketplace Fee" (also "Processing Fee") means the fee on each Activity completed through the Platform, charged as a markup on the Activity Fee. Marketplace Fees cover creating agreements, securing signatures, executing contracts, coordinating payment, collecting relevant tax information, ensuring Activity fulfillment, payment processing, tax document creation, compliance disclosure, and more.
27. "Network" shall mean the sum collection of individual End Users that are made available by the Platform.
28. "Opendorse Compliance™" – The NIL compliance solution for athletes and their supporters, this product allows Customer to see the details of relevant name, image and likeness disclosures of athletes and other stakeholders ("Compliance").
29. "Opendorse Content™" The NIL marketing solution for athletes and their supporters, this product allows Customer to license media (photos, videos, GIFs) to athletes and other stakeholders for editorial use ("Content").
30. "Opendorse Education™" The NIL education solution for athletes and their supporters, this product allows Opendorse partners to provide athletes and other stakeholders data-driven insights, industry best practices and athlete marketing resources ("Education").
31. "Opendorse Marketplace™" The NIL marketplace solution for athletes and their supporters, this product allows companies and individuals to browse, build and book name, image and likeness Activities (services, licensing, endorsements, products, etc.) at scale ("Marketplace").
33. "Plan" means that set of Services selected by Customer as offered by Opendorse and indicated on an Order Form.
34. "Platform" means specifically, the Opendorse platform at opendorse.com, app.opendorse.com, biz.opendorse.com, and data.opendorse.com, on which Customer may connect with End Users to engage the same in Deals/Activities, share Content Suggestions, and perform data analysis related to Account activity.
35. "Post" means a Content Suggestion publicly shared by an End User on a Social Channel.
36. "Receiving Party" means a party that receives or acquires Confidential Information directly or indirectly under this Agreement.
37. "Roster" means those End Users who have accepted an invitation from an Account Owner to receive Content Suggestions from such Account Owner and Deals.
38. "Rules" shall mean known regulations and requirements of a Governing Body that governs endorsement or other commercial behavior of Customer and/or End Users over whom the Governing Body has jurisdiction or oversight.
39. "Seat Holder" shall mean the individual(s) who shall be authorized by the Account Owner to access the Account. For purposes of this Agreement, where the term Account Owner is used, it shall be deemed to mean the Account Owner individually and any Seat Holders it has authorized.
40. "Services" means all services provided by Opendorse herein, including all functionality of the Platform, managed marketing services, creating agreements, securing signatures, executing contracts, coordinating payment, collecting relevant tax information, assisting with activity fulfillment and the services therein that facilitate the partnership between the Parties.
41. "Social Channel" means a social account supported by the Platform now or in the future, including, but not limited to, Instagram, Facebook, TikTok, and X.
42. "Sponsored Post" means a Post that contains disclosure to comply with FTC Rules as defined below.
43. "Student-Athlete" shall, for the purposes herein, refer to those members of a Customer's intercollegiate athletics teams as identified by Customer from time to time.

2. PLATFORM AND SUPPORT

1. Subject to the terms of this Agreement, Opendorse will provide Customer access to the Platform in accordance

with the terms of the Agreement, and Opendorse's Terms of Use, and Privacy Policy as included in the online component of the Platform, as it may be updated from time to time. As part of the registration process for the online Platform, Customer will identify an Account Identity and password for Customer's Account Owner. The Account Owner will have the ability to use and make certain other adjustments to the Software (as defined below). All individual users of the Platform shall be subject to Opendorse's Terms of Use; provided that if there is any conflict between the terms hereof and such Terms of Use, the terms hereof shall prevail.

2. Account Owners shall be able to invite potential users to the Platform by providing the potential End User's Data. Opendorse shall use such End User Data to communicate a Network invite to the potential End User. Upon the acceptance of the invite by the End User, they shall be admitted to the Network and shall become available for Content Suggestions, or Deals from Account Owners. By providing End User Data to Opendorse, the Account Owner represents that they have the authority to share such End User Data with Opendorse.
3. During the Term, the Account Owner is authorized to grant access to the Platform to Seat Holders, subject to any limitations specified in the Order Form ("Order Form"). Customer shall be required to pay additional fees for use in excess of the Plan limits at the rates designated on the Order Form or as otherwise required by Opendorse, if not specified.
4. At the sole discretion of Opendorse, the Platform may be updated from time to time to new versions or upgrades. Such updates will not trigger any changes to the fee structure unless otherwise agreed to by the parties hereto. The parties will mutually agree to a reduction in fees in the event of any material changes to the Platform that reduce the Platform functionality or features as agreed by the parties.

3. IDENTITIES; PERMISSIONS

1. Account Identities created by an Account Owner are fixed and may not be changed without the written consent of Opendorse, which consent may be granted or withheld in Opendorse's sole discretion.
2. Customer acknowledges and agrees that Account Owners shall have permission to invite End Users to a Roster; assign End Users to a Roster; send Content Suggestions, or Deals to End Users; view Content Suggestions, or Deals sent by Account Owners; and view Posts through their Account. Such permissions shall be as further described and enabled on Account Owner's administrative dashboard on the Platform.

4. SERVICES

1. Opendorse shall provide to Customer the Services specified in the Order Form
2. In order to receive the Services, Customer shall:
 1. cooperate with Opendorse in all matters relating to the Services and appoint an Account Owner to serve as the primary contact with respect to this Agreement and who will have the authority to act on behalf of Customer with respect to matters pertaining to this Agreement;
 2. respond promptly to any Opendorse request to provide direction, information, approvals, authorizations or decisions that are reasonably necessary for Opendorse to perform Services in accordance with the requirements of this Agreement;
 3. provide such materials as Opendorse may request, in order to carry out the Services, in a timely manner, and ensure that it is complete and accurate in all material respects; and
 4. obtain and maintain all necessary licenses and consents and comply with all applicable law in relation to the Services, in all cases before the date on which the Services are to start.
3. Curated Profiles will only be available for End Users who have created an Account with Opendorse. Opendorse may require content tagged with the End User's name in order to create a Curated Profile. Failure of Customer to provide any of the above shall relieve Opendorse of any obligation until such criteria are met. Curated Profiles will be made on a priority basis and are not guaranteed to be completed within any timeframe.
4. Education Services: If on-site education ("Visit") is part of the services purchased by Customer, each Visit must be scheduled at least 30 days in advance. Such Visit cannot be cancelled less than three (3) weeks prior to the visit. Any cancellation of a Visit less than three (3) weeks prior to the scheduled Visit may result, at the discretion of Opendorse, in a forfeit of such Visit. Customer shall make best efforts to provide an itinerary two (2) weeks prior to the visit. All Education Services, both virtual and on-site (together "Education Services") purchased by Customer must be used within each Calendar Year during the Term. When multiple Education Services are purchased during a multi-year Agreement, the Education Services will be outlined by the number allowed per Calendar Year of the Term. No rollovers of Visits will be allowed without direct, written approval by Opendorse.
5. If Opendorse's performance of the Services under this Agreement is prevented or delayed by any act or omission of Customer, or their agents, subcontractors, consultants or employees, Opendorse shall not be deemed in breach of its obligations under this Agreement or otherwise liable for any costs, charges or losses sustained or incurred by Customer, in each case, to the extent arising directly or indirectly from such prevention or delay.

5. RESTRICTIONS AND RESPONSIBILITIES

1. Customer will not, directly or indirectly: reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure or algorithms of the Platform or the underlying software ("Software"); modify, translate, or create derivative works based on the Platform or Software (except to the extent expressly permitted by Opendorse or authorized within the Platform); use the Platform or Software for the benefit of a third party without prior notice being given to Opendorse, which Opendorse may approve in its

own discretion; or remove any proprietary notices or labels. With respect to any Software that is distributed or provided to Customer for use on Customer premises or devices, Opendorse hereby grants Customer a non-exclusive, non-transferable, non-sublicensable license to use such Software during the Term only in connection with the Platform.

2. Customer may not remove or export from the United States or allow the export or re-export of the Platform or Software, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority. As defined in FAR section 2.101, the Software and documentation are “commercial items” and according to DFAR section 252.227 7014(a)(1) and (5) are deemed to be “commercial computer software” and “commercial computer software documentation.” Consistent with DFAR section 227.7202 and FAR section 12.212, any use modification, reproduction, release, performance, display, or disclosure of such commercial software or commercial software documentation by the U.S. Government will be governed solely by the terms of this Agreement and will be prohibited except to the extent expressly permitted by the terms of this Agreement.
3. Further, Customer understands and agrees that Customer shall not charge a fee to any End User to receive access to the Services that Customer purchases pursuant to this Agreement. Any attempt to charge an End User for access to the Platform, or the Services provided to Customer hereunder shall be a violation of these terms and may result in termination of this Agreement with no refund to Customer of any payments made.
4. Each party represents, covenants, and warrants that its performance under this Agreement, including but not limited to any use of the Platform, will be in compliance with all applicable Laws and Rules. Although Opendorse has no obligation to monitor Customer’s use of the Platform, Opendorse may do so (subject to the provisions of **Section 7**) and may prohibit any use of the Platform it believes may be (or alleged to be) in violation of the foregoing.
5. Customer represents, warrants and covenants that it and its authorized users have and will have the legal right to possess, store and transmit all Customer Data (as defined below) stored on and transmitted through the Platform.
6. Customer shall be responsible for obtaining and maintaining any equipment and ancillary services needed to connect to, access or otherwise use the Platform, including, without limitation, modems, hardware, servers, software, operating systems, networking, web servers and the like (collectively, “Equipment”). Customer shall also be responsible for maintaining the security of the Equipment, Customer’s account, passwords (including but not limited to administrative and user passwords) and files, and for all uses of Customer account or the Equipment with or without Customer’s knowledge or consent (except those uses by Opendorse).
6. **INTELLECTUAL PROPERTY AND RELATED RIGHTS**
1. Except as otherwise set forth herein, Opendorse and its subcontractors and licensors are the sole and exclusive owners of all rights and interests in all (a) patents, patent applications; (b) registered and unregistered trademarks, service marks, trade names, domain names, and all of the associated goodwill; (c) registered and unregistered copyrights and all other literary and author’s rights or moral rights; (d) trade secrets, know-how, show-how, concepts, ideas, methods, processes, designs, discoveries, improvements, and inventions, whether patentable or unpatentable; (e) all other intellectual, industrial, and proprietary rights now or hereafter coming into existence throughout the world; (f) applications for and registrations, renewals, and extensions of any of the foregoing; and (g) exclusive and non-exclusive license rights to any of the foregoing (collectively “Opendorse Intellectual Property”) and other proprietary rights and interests in and to the Platform and Software and any documentation or data related thereto. Opendorse shall own and retain all right, title and interest in and to (1) all improvements, enhancements or modifications to the Platform or Software, (2) any software, applications, inventions or other technology developed by Opendorse in connection with the Services or support, and (3) all Intellectual Property rights related to any of the foregoing. Customer acknowledges and agrees that Customer does not have, or acquire pursuant to or as a result of this Agreement, any ownership interest, license, lease or other right or interest in or with respect to the Platform or any Intellectual Property in or to the Platform or Software other than as expressly provided herein.
2. Subject to Customer’s compliance with the terms and conditions of this Agreement, including Customer’s payment of the Fees (as defined herein), Opendorse hereby grants to Customer a limited, nonexclusive, non-transferable, non-sublicensable right during the Term to run, and permit up to the authorized number of Account Owners and Seat Holders to use the Platform and the Software in accordance with the terms of this Agreement and Opendorse’s Terms of Use.
3. Notwithstanding anything to the contrary herein, all media included in a Content Suggestion (photo, video, audio, or any other media in any form) is subject to this Agreement (“Content Media”). Content Media that is uploaded to the Platform and stored in a media folder (“System Folder”) shall remain the property of the Customer. Customer hereby grants to End Users a nonexclusive, irrevocable, royalty-free, sub-licensable, worldwide license to use any and all Content Media, so long as it remains in the System Folder, even following termination of this Agreement. The Account Owner shall have the authority and ability to remove all Content Media from a System Folder at any time.

4. Notwithstanding anything in Section 6.1, Customer and its subcontractors and licensors shall own all right, title and interest in and to (a) any Intellectual Property existing prior to the Effective Date of this Agreement that was owned or developed by Customer or its licensees or subcontractors, (b) anything developed by Customer independent of its relationship with Opendorse, (c) Content Suggestions or other data uploaded through the Platform by Customer or otherwise provided to Opendorse in the course of using the Platform, including all Intellectual Property rights therein, provided to Opendorse as part of the Platform or through use of the Software, (d) any other data or documents uploaded to the Platform by Customer, or one of Customer's authorized users to the extent such data belonged to the Customer at the time of upload, or (e) that information that identifies personally the user of the Platform, including name, contact information, billing and other financial information, and any other Personal Information as defined in the Privacy Policy (collectively, the "Customer Data"). The parties acknowledge and agree that, at all times, Opendorse is not and shall not be, the rightful owner of Customer Data, and shall not use Customer Data, except as expressly permitted by this Agreement, required by law, required to provide the services offered on the Platform to Customer or as otherwise authorized by Customer in writing.
5. Opendorse's Right to use Customer Marks. During the Term:
 1. Customer hereby grants to Opendorse the following limited, non-exclusive, non-sublicensable, revocable, rights and sublicenses to use the names, colors, logos and identifying features associated with Customer ("Marks") as provided by Customer during the Term, within the Territory ("Licensed Marks"), solely in connection with the creation, operation, marketing, and promotion of a Branded Marketplace, a designated University-specific OPEN Media Network ("Media Network"), and other mutually agreed upon uses.
 2. Customer hereby grants to Opendorse the following limited, non-exclusive, revocable, rights and sublicenses to utilize and display in any media, all Content Media, and as otherwise provided by Customer to Opendorse during the Term, within the Territory, solely in connection with the creation, operation, marketing, and promotion of the designated Branded Marketplace, the Media Network, and other mutually agreed upon uses ("Licensed Content").
 3. Use of Licensed Marks. Outside of the Marks which may be contained within the Licensed Content itself (i.e., Marks on a uniform within photos), the Licensed Marks may be used by Opendorse in the form specified by Customer and may only be for use by Opendorse in creating, producing, operating, and marketing the Branded Marketplace, the Media Network, and other mutually agreed upon uses. In no event may Opendorse use the Licensed Marks in connection with any unapproved programs or in any manner or form outside of the permission granted herein, not authorized in writing by Customer.
 4. Use of Licensed Content. Licensed Content may only be for use by Opendorse in creating, producing, operating, and marketing the Branded Marketplace, the Media Network, and other mutually agreed upon uses. In no event may Opendorse use the Licensed Content in connection with any unapproved programs or in any manner or form outside of the terms of this Agreement.
 5. The foregoing rights licensed to Opendorse hereunder are sometimes referred to collectively as the "Licensed Rights."
 6. Reserved Rights. Any and all rights not expressly granted to Opendorse herein are expressly reserved to Customer. Opendorse shall not use the Licensed Rights, or consent to the use of the Licensed Rights by any third party, in any manner inconsistent with, or outside the scope of, the terms and conditions of this Agreement.
 7. Media Network Ownership Rights. Opendorse shall be the owner of the Media Network, all trademarks, copyrights, and patents thereto outside of Customer Marks and Customer Content used therein, which shall remain the sole property of Customer and licensed to Opendorse as outlined herein.
 8. Ownership and Control. All right, title and interest in and to the Licensed Rights, including without limitation all trademarks, copyrights, other intellectual property rights and goodwill appurtenant thereto are exclusively owned by, reserved to and retained by Customer, and Opendorse shall have no right to use any such rights except as specifically provided herein. Further to the foregoing, Opendorse shall neither acquire nor assert trademark or copyright ownership or any other rights in the Licensed Marks or Licensed Content, nor in any derivation, adaptation, variation or name thereof or trademark related thereto.
 9. Opendorse shall not directly or indirectly apply, register or attempt to register the Licensed Marks or any mark confusingly similar to the Licensed Marks or any other marks of Customer in its or another's name for any class of goods or services. Opendorse shall not take, omit to take, or permit any action which will or may dilute the Licensed Marks or tarnish or bring into disrepute the reputation of or goodwill associated with the Licensed Marks or Customer, or which will or may invalidate or jeopardize any registration of the Licensed Marks.
 10. In addition to specific uses as agreed upon by the parties, Customer authorizes Opendorse to include the name and logo of Customer as a representative customer of Opendorse, including display of the Customer's name and logo on Opendorse's website and in Opendorse marketing materials, provided that Customer may withdraw this authorization at any time in general or in any particular instance. Notwithstanding anything to the contrary in this Section 6.5., all rights granted will automatically terminate upon termination or cancellation of Customer's Account.
6. Customer's Right to use Opendorse Marks. During the Term, Opendorse hereby grants Customer the right to use

the Opendorse Marks as mutually agreed upon ("Opendorse License"). Opendorse retains ownership of the Opendorse Marks.

7. Approvals.

1. Customer shall submit any proposed usage of the Opendorse Marks to Opendorse for its prior written approval. Should Opendorse fail to respond to such submission within 15 business days of receipt thereof, such submissions shall be deemed approved. Notwithstanding the above, Customer shall submit to Opendorse a separate request for approval for each proposed use of the Opendorse Marks in association with another mark.
2. Opendorse shall submit any proposed usage of the Customer Marks to Customer for its prior written approval. Should Customer fail to respond to such submission within 15 business days of receipt thereof, such submissions shall be deemed approved. Opendorse shall submit to Customer a separate request for each proposed use of the Customer Marks in association with another mark.
8. Nothing contained herein shall be interpreted as a representation by either Party that it has already registered or that it has an obligation to register any of the Opendorse Marks or Customer Marks respectively (together referred to as "Marks"), or other symbols or indicia as a trademark, service mark or otherwise in any jurisdiction. Each party shall take such action as it deems necessary in its sole discretion to protect their own Marks, as well as such action it deems necessary to protect the other parties' Marks and to take appropriate action to prevent any entity's unauthorized use of that parties' Marks where it is commercially reasonable to do so or where such use is in violation of the other parties' rights hereunder.
9. Upon reasonable request, each Party hereto shall include the appropriate trademark legend or copyright notice, as instructed by the other party, at least once on all materials utilizing the Marks, as applicable. Other than as set forth herein, neither party shall obtain any interest or other license in the intellectual property of the other party through operation of this Agreement. During the Term of this Agreement and thereafter, Customer shall not directly or indirectly challenge the validity or enforceability of the Opendorse Marks or of Opendorse's title thereto. Conversely, Opendorse shall not directly or indirectly challenge the validity or enforceability of the Customer's Marks or of Customer's title thereto.
1. Except as otherwise authorized herein, Customer and/or its Affiliates shall not use the Opendorse Marks or any other word or mark which are confusingly or deceptively similar to the Opendorse Marks. Except as otherwise authorized herein, Opendorse shall not use the Customer's Marks or any other word or mark which are confusingly or deceptively similar to the Customer Marks.
2. Upon the termination of this Agreement, Customer shall cease and desist all use of the Opendorse Marks in any manner and will not adopt any word or mark which is confusingly or deceptively similar to the Opendorse Marks. Upon the termination of this Agreement, Opendorse shall cease and desist all use of the Customer's Marks in any manner and will not adopt any word or mark which is confusingly or deceptively similar to the Customer's Marks.
3. Customer shall have no right to sell, assign or in any way dispose of or encumber the Opendorse License, or the Opendorse Marks, or to grant any sublicenses with respect to the Opendorse License or Opendorse Marks. Any attempt to transfer such rights shall be deemed null and void and shall constitute a default of this Agreement entitling Opendorse, at its sole discretion, to terminate the Agreement and to seek any and all legal or equitable remedies available to Opendorse.
4. Opendorse shall have no right to sell, assign or in any way dispose of or encumber the Customer License, or Customer Marks, or to grant any sublicenses with respect to the Customer License or Customer Marks. Any attempt to transfer such rights shall constitute a default of this Agreement entitling Customer, at its sole discretion, terminate the Agreement and to seek any and all legal and equitable remedies available to Customer.

7. **CONFIDENTIALITY; PRIVACY POLICY**

1. Pursuant to this Agreement, the Receiving Party may, from time to time, learn, receive, hold, or have access to (in written, oral or electronic form) Confidential Information from the Disclosing Party. Confidential Information shall not include any information which: (i) is already known by means not subject to a confidentiality obligation of the Receiving Party at the time disclosed by the Disclosing Party; (ii) is or becomes available through public sources apart from any unauthorized disclosure by the Receiving Party; (iii) is obtained by the Receiving Party from a third party who has the right to disclose the same, or (iv) is independently derived by Receiving Party without recourse to any of the Confidential Information.
2. During the Term and at all times thereafter, the Receiving Party shall protect any Confidential Information received from the Disclosing Party: (i) by limiting use and disclosure of the same to its employees, and/or authorized agents or independent contractors to the extent necessary for them to perform the Receiving Party's obligations in this Agreement; and (ii) by exercising reasonable care to prevent unauthorized use or disclosure, which shall in no event be less than the same degree of care it uses to protect its own information of like importance from unauthorized use or disclosure.
3. Notwithstanding the foregoing, either party may disclose Confidential Information received hereunder: (i) pursuant to a mandatory discovery request, disclosure requirement, subpoena, court order or other order of a court, tribunal or government agency received by a party, or as required by law, including but not limited to, public records law in the locality of either Opendorse or Customer, in each case, only after the party receiving same has given prompt written notice thereof to the Disclosing Party; or (ii) to the Receiving Party's own legal counsel or

independent accountant who have a need to know such Confidential Information. In each of (i) and (ii) of this paragraph, the Receiving Party shall (a) consult with the Disclosing Party prior to the disclosure of any Confidential Information, and (b) cooperate in good faith with the Disclosing Party, at the Disclosing Party's expense, with any reasonable effort to resist the production of Confidential Information, including obtaining a protective order or defending a motion to compel the production of Confidential Information. This Section 7 shall survive termination of this Agreement and shall remain in full force and effect for 3 years beyond such termination.

4. [Intentionally omitted]

8. PAYMENT OF FEES

1. Customer will pay Opendorse the applicable fees described in the Order Form (the "Fees").
2. Opendorse shall bill through an invoice, in which case, full payment for invoices issued shall be due in accordance with the terms stated on the invoice. Unpaid amounts are subject to a finance charge of 1.5% per month on any outstanding balance, or the maximum permitted by law, whichever is lower. Opendorse reserves the right to suspend or terminate Customer's access to the Platform if payment is not received in accordance with the invoice terms. Customer shall be responsible for all taxes associated with the Platform and Services other than U.S. taxes based on Opendorse's net income.
3. [intentionally omitted]
4. To utilize the Opendorse Marketplace for Deals, the Customer must have paid in advance to Opendorse the Activity Fees amounts, as well as any Marketplace Fees, which may include fees passed through from Opendorse's payment processing solution. When a Deal offer is made, Customer shall see directly the amount of those additional fees and plan accordingly.
5. Prior to any on-site Education Visits, Customer must have paid all outstanding invoices; if an on-site Education Visit is planned and an invoice is due and unpaid, that Service may be delayed until such time as the invoice is paid.
6. Customer understands and agrees that should Customer fail to provide Opendorse with the Activity Fees, Payment Fees, Marketplace Fees, Subscription Fees, or any combination therein, Opendorse may deny Customer access to the Platform until such obligations are fulfilled. Such actions by Opendorse shall not be considered a breach of this Agreement by Opendorse nor relieve Customer of any Fees due and owing hereunder.

9. TERM AND TERMINATION

1. Subject to earlier termination as provided below, this Agreement is for the Initial Term specified in the Order Form (the "Term").
2. Customer will pay in full for access to the Platform provided in compliance with this Agreement up to and including the last day on which access to the Platform is provided. Customer Data is preserved for the lifetime of Customer's account unless intentional action is taken by an authorized user to delete information from the system. All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability.

10. WARRANTY & DISCLAIMER

1. By Customer
 1. When an Account Owner uploads a Content Suggestion to the Platform, Owner represents and warrants that (1) such Owner or Customer owns or has rights to use the Content Suggestion, (2) the posting of the Content Suggestion by an End User as a Post does not and will not violate any rights of any person or entity, and (3) the Content Suggestion, when posted by an End User, complies with all applicable laws and regulations, including but not limited to, Section 5 of the Federal Trade Commission Act and the Federal Trade Commission's Endorsement Guidelines (the "FTC Rules").
 1. When an Account Owner provides a list of potential End Users and End User Data for invitation to the Platform, the Account Owner represents and warrants that such Account Owner has the right to provide the End User Data.
 2. Anything to the contrary herein, Customer represents and warrants that all Content Media uploaded to the Platform and stored in a media folder ("System Folder") is property of the Customer.
2. By Opendorse
 1. Opendorse shall use reasonable efforts consistent with prevailing industry standards to maintain the Platform in a manner which minimizes errors and interruptions in the access to and operation of the Platform. Opendorse further represents and warrants that the Platform and Software, including Customer's use thereof, do not and will not infringe any United States patent, copyright, trademark, service mark or other Intellectual Property right of any third party. The Platform may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by Opendorse or by third-party providers, or because of other causes beyond Opendorse's reasonable. HOWEVER, EXCEPT AS OTHERWISE SET FORTH HEREIN, OPENDORSE DOES NOT WARRANT THAT THE PLATFORM WILL BE ERROR FREE OR THAT ACCESS TO THE PLATFORM WILL BE UNINTERRUPTED; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE

OBTAINED FROM USE OF THE PLATFORM. EXCEPT AS EXPRESSLY SET FORTH IN THIS SECTION, THE PLATFORM AND ADDITIONAL SERVICES ARE PROVIDED "AS IS" AND OPENDORSE DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

1. Opendorse represents and warrants to the Customer that all Services provided by Opendorse pursuant to this Agreement shall be performed (i) in a professional and workmanlike manner and with the same level of service and degree of care, skill, prudence, quality, and efficiency as provided in connection with its own projects, and (ii) in material compliance with all known applicable Rules (including but not limited to, data privacy rules) and regulations both by Governing Bodies and legislatively. Opendorse further represents and warrants that any materials provided by Opendorse in respect of the Services (in the form delivered to the End User or Customer) developed or provided pursuant to this Agreement will not knowingly misappropriate any trade secret of any third party.
2. Information provided by Opendorse in furtherance of the Services outlined herein are an evaluation only and are not guaranteed 100% accurate but are the best information available to Opendorse. The information may be a product of information gathered from a variety of third-party sources, and as Opendorse cannot confirm that the information received from those third-party sources and subsequently contained and analyzed is accurate or complete, Opendorse warrants only that it is providing the information as a tool for Customer with the best information provided Opendorse and cannot guarantee the success of a product put forward on the basis of that information.
3. Opendorse is not an attorney or legal representative and while information useful to Customer to follow Rules may be provided by Opendorse, it shall not constitute legal advice, nor shall it solely be relied upon to assure adherence by Customer to Rules of any Governing Body to which it may be subject.

11. **LIMITATION OF LIABILITY**

NOTWITHSTANDING ANYTHING TO THE CONTRARY, EXCEPT FOR (A) BODILY INJURY OF A PERSON, (B) LIABILITY ARISING FROM GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, OR (C) A PARTY'S BREACH OF ITS CONFIDENTIALITY OBLIGATIONS, NEITHER OPENDORSE, NOR ANY OF ITS SUPPLIERS (INCLUDING BUT NOT LIMITED TO ALL EQUIPMENT AND TECHNOLOGY SUPPLIERS), OFFICERS, AFFILIATES, REPRESENTATIVES, CONTRACTORS AND EMPLOYEES, SHALL BE RESPONSIBLE OR LIABLE WITH RESPECT TO ANY SUBJECT MATTER OF THIS AGREEMENT OR TERMS AND CONDITIONS RELATED THERETO UNDER ANY CONTRACT, NEGLIGENCE, STRICT LIABILITY OR OTHER THEORY: (i) FOR ERROR OR INTERRUPTION OF USE, (ii) FOR LOSS OR INACCURACY OR CORRUPTION OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE GOODS, SERVICES OR TECHNOLOGY OR LOSS OF BUSINESS; OR (iii) FOR ANY INDIRECT OR NON-OBJECTIVELY MEASURABLE, EXEMPLARY, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES. EXCEPT FOR (i) BODILY INJURY OF A PERSON, (ii) LIABILITY ARISING FROM GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, OR (iii) LIABILITY ARISING FROM A PARTY'S BREACH OF ITS CONFIDENTIALITY OBLIGATIONS UNDER THIS AGREEMENT, IN NO EVENT WILL OPENDORSE'S TOTAL LIABILITY TO CUSTOMER UNDER THIS AGREEMENT EXCEED THE TOTAL AMOUNT OF FEES PAID TO OPENDORSE BY CUSTOMER UNDER THIS AGREEMENT FOR THE 12-MONTH PERIOD PRIOR TO THE DATE OF THE CLAIM, IN EACH CASE, WHETHER OR NOT A PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12. **INDEMNIFICATION**

1. Subject to the limitations set forth below, Opendorse shall indemnify, defend and hold Customer harmless from and against any and all claims of liability, loss, damage, expenses, court costs and attorneys' fees in connection with, arising out of or directly or indirectly: (i) out of or related to a claim brought or sanction sought arising from allegations by third parties alleging that the Platform, Software or other Services provided by Opendorse hereunder in accordance with this Agreement infringe any Intellectual Property right of any third party;) (ii) the acts, omissions or violation of any Law, code, ordinance or otherwise (including but not limited to the Americans with Disabilities Act and analogous state or local Laws relating to nondiscrimination and/or physical and/or technological accessibility for guests with disabilities) and any violation of the FTC Rules by Opendorse or its Affiliates, representatives, agents, volunteers, employees, contractors or subcontractors; (iii) Opendorse's breach of this Agreement. Furthermore, Opendorse hereby agrees to indemnify and hold harmless Customer against any damages, losses, liabilities, settlements and expenses (including without limitation costs and attorneys' fees) in connection with any claim or action that arises from an alleged violation of the foregoing by the indemnifying party.
2. Except to the extent prohibited by law, including laws providing for the sovereign immunity of government entities, Customer shall be responsible for any liability, claim, loss, damage or expenses, including without limitation, arising from its negligent acts or omissions in connection with its performance of this Agreement, or its failure to comply with the terms of this Agreement, as determined by a court of competent jurisdiction.
3. Promptly upon receipt by a person or entity entitled to indemnification under Sections 12.1 or 12.2 (for purposes of this Section 12.3, an "Indemnatee") of notice of a third-party claim, the Indemnatee shall give written notice to the party from whom indemnification is sought pursuant hereto (for purposes of this Section 12.3, the "Indemnitor").

The Indemnitor will be required to defend such claim, and the Indemnitee will have the right to approve the counsel selected by Indemnitor to defend such claim. Furthermore, to assume the defense of such claim, the Indemnitor shall first have acknowledged in writing to the Indemnitee the Indemnitor's obligation to indemnify the Indemnitee for the matter in accordance with this Agreement in accordance with Section 12.1 or 12.2 and provided reasonable proof of the Indemnitor's ability to defend and pay the defense costs and claim amount. In the absence of such assurance in writing, the Indemnitee shall retain the right, but not the duty, to control the defense of such claim, without prejudicing in any way its right to recover damages in accordance with this Agreement. As soon as reasonably practicable, the Indemnitee will provide the Indemnitor with reasonable assistance and information required for the defense and/or settlement of the claim. If the Indemnitor fails to assume the defense of any third-party claim within the reasonable period of time, then the Indemnitee may assume the defense of any such third-party claim at the cost and expense of Indemnitor, subject to any limitations set forth in this Agreement. In any event, the Indemnitee shall have the right to participate in the defense of any claim for which it is requesting indemnification hereunder with its own counsel and at its own cost. Neither party shall settle a claim that imposes obligations on, or restricts the operations of, the other party without the written consent of such other party, which consent shall not be unreasonably withheld or delayed.

4. If the Platform or Software is, or in Opendorse's opinion is likely to be, claimed to infringe, misappropriate, or otherwise violate any third-party Intellectual Property right, or if Customer's use of the Software or Platform is enjoined or threatened to be enjoined, Opendorse may, at its option and sole cost and expense, (a) obtain the right for Customer to continue to use the Software and Platform materially as contemplated by this Agreement; (b) modify or replace the Software or Platform, in whole or in part, to make the Software or Platform non-infringing, while providing materially equivalent features and functionality, and such modified or replacement software or platform will constitute Software or the Platform hereunder; or (c) terminate this Agreement, in its entirety or with respect to the affected part or feature of the Platform, effective immediately on written notice to Customer, in which event: Opendorse shall promptly refund to Customer, on a *pro rata* basis, the share of any subscription fees prepaid by Customer for the future portion of the Term that would have remained but for such termination.
5. This Section 12 sets forth Customer's sole remedies and Opendorse's sole liability and obligation for any actual, threatened or alleged claims that this Agreement or any subject matter hereof (including the Platform and Software) infringes, misappropriates or otherwise violates any Intellectual Property rights of any third party.

13. DEFAULT

1. In addition to any other remedies it may have, either party may also terminate this Agreement upon ten (10) days' notice, (a) if the other party materially breaches any of the terms or conditions of this Agreement (and, to the extent curable, fails to cure such breach within 30 days of the non-breaching party providing notice to the breaching party of such breach), (b) if the other party files a voluntary petition in bankruptcy or has an involuntary petition in bankruptcy filed against it, (c) if the other party is declared insolvent, makes an assignment for the benefit of creditors, appoints a receiver, conservator, or trustee to operate its business, or liquidates all or substantially all of its business assets, or the equivalent of any of the foregoing, or (d) in its performance hereunder, the other party recklessly or willfully violates applicable law.

14. DISPUTE RESOLUTION

1. All questions in dispute under this Agreement shall be submitted to mediation. On the written notice of either party to the other of the election to submit any dispute under this Agreement to mediation, each party shall designate their representatives and shall meet within ten (10) days after the service of the notice. The parties themselves shall then attempt to resolve the dispute within ten (10) days of meeting. Should the parties themselves be unable to agree on a resolution of the dispute, then the parties shall appoint a third party who shall be a competent and impartial party and who shall be acceptable to each party, to mediate the dispute. Any third-party mediator shall be qualified to evaluate the performance of both of the parties, and shall be familiar with Opendorse's business. The third party shall meet to hear the dispute within ten (10) days of their selection and shall attempt to resolve the dispute within fifteen (15) days of first meeting. Each party shall pay the fees and expenses of the third-party mediator and such costs shall be borne equally by both parties. Nothing herein, however, shall waive a party's right, power, or remedy as provided under this Agreement or otherwise available at law or in equity.
2. [intentionally omitted]

15. MISCELLANEOUS

1. If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. This Agreement is not assignable, transferable or sublicensable by Customer except with Opendorse's prior written consent. Nothing herein shall prevent Opendorse from employing such subconsultants and other subcontractors as Opendorse may deem appropriate to assist in the performance of services under this Agreement. This Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed

by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created as a result of this Agreement and neither party has any authority of any kind to bind the other party in any respect whatsoever. All notices under this Agreement will be in writing and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by e-mail (with confirmation of transmission); the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. This Agreement shall be governed by the laws of the State of Nebraska without regard to its conflict of laws provisions. The terms that expressly survive termination of this Agreement or that, by their nature, will not be fully performed during the Term, including but not limited to Sections 6, 7, 11, 12, 13, 14 and this Section 15, shall survive the termination or expiration of this Agreement.

Exhibit E
University of Nebraska Legal and Policy Compliance Addendum

This University of Nebraska Legal and Policy Compliance Addendum (the “Addendum”) to the Order Form and Master Services Agreement dated concurrently with this Addendum (the “Agreement”) is effective as of the date of the last signature set forth below between the Board of Regents of the University of Nebraska a public body corporate and governing body of the University of Nebraska (“University”), which is composed of a chief governing administrative unit (University of Nebraska System), four universities (University of Nebraska at Kearney, University of Nebraska-Lincoln, University of Nebraska Medical Center, and University of Nebraska at Omaha), and such other institutions and units as may be designated by the Nebraska Legislature, and Opendorse, Inc. (“Supplier”).

RECITALS

- A. University desires to enter the Agreement with Supplier.
- B. The Agreement is in the form provided by Supplier, which the parties are using for their mutual convenience.
- C. The Agreement is, with the exceptions noted in this Addendum, acceptable to University.
- D. Certain provisions in the Agreement cannot be accepted or are required in the Agreement by University as a matter of law and policy of the State of Nebraska and University.
- E. Supplier is willing to modify the Agreement as set forth in this Addendum.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants set forth in the Agreement and herein and the above recitals, which are incorporated herein by this reference, the parties agree as follows:

1. **Incorporation and Priority of Terms.** The Agreement is amended as stated herein and this Addendum is incorporated into the Agreement by this reference. In the event of a conflict between the terms of this Addendum and the Agreement, the terms of this Addendum shall prevail.
2. **Assignment.** The Agreement is non-assignable and non-transferrable unless agreed to in writing by the parties. Any attempt by either party to assign its rights or obligations hereunder without the written agreement of the other party shall be void.
3. **Governing Law and Forum.** The Agreement shall be governed by the laws of the State of Nebraska without giving effect to its conflicts of law provisions. Any legal actions brought by either party hereunder shall be in the state courts located in Lancaster County, Nebraska. Any legal action by Supplier in relation to the Agreement shall be instituted in accordance with the provisions of the Nebraska State Contract Claims Act (Neb. Rev. Stat. §§ 81-8,302 to 81-8,306).
4. **Liability.** To the fullest extent allowed by law, Supplier shall defend, indemnify, and hold harmless University, its regents, officers, employees, agents, and students for any loss, claim, damage, expense, or liability of any kind arising out of or in connection with the acts or omissions of Supplier and its officers, employees, agents, and subcontractors under the Agreement.
5. **Work Status Verification.** Supplier and its subcontractors shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. §§ 4-108 to 4-114.
6. **Taxes and Fees.** University is generally exempt from payment of state sales and use taxes and local occupation taxes within the State of Nebraska. University will furnish exemption certificates upon written request by Supplier. If Supplier is required to pay any taxes from which University is exempt as a result of doing business with University, Supplier shall be solely responsible for the payment of those taxes. If a tariff is imposed on any goods provided under the Agreement, each party shall pay an equal share of the costs of such tariff.
7. **Debarment List.** Supplier certifies and warrants that it has not been debarred, suspended, or declared ineligible as defined in the Federal Acquisition Regulation 48 CFR Ch.1 Subpart 9.4. Supplier also certifies that Supplier, its partners, directors, officers, employees, licensees, subcontractors, or agents have not been excluded or debarred or otherwise become ineligible to participate in federal health care programs pursuant to 42 USC § 1320a-7. The certification and warranty set forth in this section shall be an ongoing certification and warranty during the term of the Agreement, and Supplier shall immediately notify University of any change in the status of the certification and warranty set forth in this section. If Supplier becomes excluded from federal health care program participation or placed on the Consolidated List of Debarred, Suspended, and Ineligible Contractors, the Agreement may be terminated immediately, for cause, by

University. If any partners, directors, officers, employees, licensees, subcontractors, personnel, or agents of Supplier become excluded from federal health care program participation, such individual shall be removed from participating in the Agreement immediately. Failure by Supplier to remove such excluded individual immediately shall provide University the right to terminate the Agreement immediately for cause.

8. **Taxpayer Transparency Act.** Under Neb. Rev. Stat. §§ 84-602.01 to 84-602.04, University is required to provide the Nebraska Department of Administrative Services with a copy of each contract that is a basis for an expenditure of state funds, including any amendments and documents incorporated by reference in the contract. Copies of all such contracts and documents will be published by the Nebraska Department of Administrative Services at <https://statecontracts.nebraska.gov/>. It shall be the sole responsibility of Supplier (a) to notify University of any requested redactions to the Agreement, any amendment to the Agreement, and any document incorporated by reference into the Agreement and (b) to indicate the legal basis for such requested redactions at the time of execution thereof. In addition, Supplier shall defend any challenge to such redactions at its own expense. Supplier's failure to request redactions to any contracts or documents released by University under this section shall constitute a complete waiver of any and all claims for damages caused by any such release.

9. **Public Records.** Under Neb. Rev. Stat. §§ 84-712 to 84-712.09, information or records of or belonging to University regarding, related to, or part of the Agreement will be open to public inspection and copying unless exempted from disclosure in accordance with University's interpretation and application of applicable law. It shall be the sole responsibility of Supplier (a) to notify University of requested redactions to any such information or records that may otherwise be required to be open to public inspection and copying and (b) to indicate the legal basis for such requested redactions. In addition, Supplier shall defend any challenge to such requested redactions at its own expense. Supplier's failure to request redactions to any information or records released by University under this section shall constitute a complete waiver of any and all claims for damages caused by any such release.

10. **Federal Funding Compliance.** [intentionally omitted]

If the Agreement is for \$15,000 or more and involves federal funds, then Supplier shall comply with 41 CFR §§ 60-300.5(a) and 60-741.5(a), which are incorporated herein by this reference. These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities and require action to employ and advance in employment individuals without regard to disability or veteran status.

If Supplier has fifty (50) or more employees and the Agreement involves payment of \$50,000 or more in federal funds to Supplier, then Supplier shall develop or maintain a program as described in 41 CFR 60-741, subpart C. If Supplier has fifty (50) or more employees and the Agreement involves payment of \$150,000 or more in federal funds to Supplier, then Supplier shall develop or maintain a program as described in 41 CFR 60-300, subpart C. To the extent any of the provisions of Appendix II to 2 CFR Part 200 apply to the Agreement, such provisions are incorporated herein by this reference and apply to Supplier as a "contractor," "recipient," or "subrecipient."

11. **Nondiscrimination.** Neither Supplier nor any of its subcontractors shall discriminate against any employee, or applicant for employment to be employed in the performance of the Agreement, with respect to hire, tenure, terms, conditions, or privilege of employment because of the race, color, religion, sex, disability, or national origin of the employee or applicant in accordance with the Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §§ 48-1101 to 48-1125).

12. **Logos or University Marks.** Supplier shall not use or display any University campus name, logo, trademark, service mark (individually a "Mark" and collectively the "Marks") and/or other indicia designated by University as a source identifier, unless expressly authorized in writing by University. Any unauthorized use of University Marks is expressly prohibited. Supplier shall not use University's name in any manner that acts as an endorsement or is an appearance of any endorsement in any promotion, advertisement, solicitation, or other communication, especially as it relates to Supplier's business, unless expressly authorized in writing by University.

13. **Right to Audit Privilege.** University reserves the right, upon reasonable prior notice of not less than fifteen (15) business days, to audit or inspect work performed by Supplier under the Agreement. Any such audit or inspection shall be conducted during Supplier's normal business hours, in a manner that is not unduly disruptive to Supplier's business operations, personnel, or other customers. University may participate directly or through a mutually-agreed, independent representative bound by confidentiality obligations at least as restricted as those contained in this Agreement, in order to verify that the services related to the Agreement have been performed in accordance with the procedures indicated, and shall exclude Supplier's general financial information, trade secrets, proprietary data, or information relating to other customers or contracts. The costs and expenses of any audit or inspection conducted by or on behalf of University shall be borne solely by University, except where such audit reveals a material breach of the Agreement by Supplier. In that

case, the parties will discuss equitable allocation of reasonable audit costs directly attributable to the breach. Any audit materials and results shall be treated as Confidential Information of Supplier and used solely for the purpose of verifying performance under this Agreement.

14. **Purchase Order Requirement.** A purchase order shall be issued by University to Supplier for payment in accordance with the terms of the Agreement. All invoice(s) submitted by Supplier shall make reference to the appropriate purchase order number to be eligible for payment.

15. **Conflict of Interest.** Supplier certifies, to the best of its knowledge and belief, that (a) there is no unresolved actual or potential conflict of interest related to the Agreement and (b), if Supplier is a University employee, immediate family member of a University employee, or business associated with a University employee and the Agreement is valued at \$2,000 or more, Supplier has, prior to execution of the Agreement, provided written notification to the vice president for business and finance or relevant vice chancellor for business and finance, as applicable, of Supplier's status as, relation to, or association with a University employee and of the Agreement. If an actual or potential conflict of interest related to the Agreement arises during the Term, Supplier shall provide to the vice president for business and finance or relevant vice chancellor for business and finance, as applicable, a written disclosure statement that describes all relevant information concerning the actual or potential conflict of interest. If the actual or potential conflict of interest cannot be resolved or University determines Supplier's certification set forth in this section is false, University may declare the Agreement void and of no further force or effect and University shall have no further obligations under the Agreement.

16. **Compliance.** Supplier and its employees and agents will comply with all laws, ordinances, codes, rules, regulations, and licensing requirements that are applicable to the conduct of its business, including those of federal, state, and local agencies having jurisdiction and/or authority, as well as applicable University policies.

17. **Insurance.** Supplier shall at its own expense obtain and maintain throughout the term of the Agreement general commercial liability insurance against claims for bodily injury, death, and property damage with limits of not less than \$1,000,000.00 per occurrence, and \$3,000,000.00 general aggregate to cover such liability caused by, or arising out of, activities of Supplier and its agents and/or employees while engaged in or preparing for the provision of the goods or services provided under the Agreement. If the goods or services include providing technology services, software, or support, Supplier shall obtain and maintain cyber liability insurance coverage of not less than \$2,000,000.00 per occurrence and in the aggregate to cover such liability resulting or arising from acts, errors, or omissions in rendering such technology services, software, or support. Upon request by University, Supplier shall furnish to University certificates of insurance evidencing such insurance is effective prior to commencement of work under the Agreement. By requiring such minimum insurance, University shall not be deemed or construed to have assessed the risk or limited the liability that may be applicable to Supplier under the Agreement. Supplier shall assess its own risks and, if it deems appropriate, maintain higher limits or broader coverages. Supplier shall, upon request, include University as an additional insured on its general liability insurance policy on a primary and non-contributory basis. Supplier is not relieved of any liability or other obligations assumed or pursuant to the Agreement by reason of its failure to obtain or maintain insurance in sufficient amounts, duration, or types.

18. **Notice.** Any notice required or permitted to be given under the Agreement shall be in writing, sent via certified mail, email (but only if one is provided on the signature page of this Addendum), or hand delivery, effective when received, and delivered to the addresses provided on the signature page of this Addendum.

19. **Unavailability of Funding.** [intentionally omitted]

20. **No Personal Liability.** In no event shall any regent, official, officer, employee, agent, or student of University be personally liable or responsible for any representation, statement, covenant, warranty, or obligation contained in, or made in connection with, the Agreement, express or implied.

21. **Foreign Adversary Certifications.** The terms in this section defined in Neb. Rev. Stat. § 73-903 shall have the meaning defined therein. If the Agreement is for a technology-related product or service and no exception set forth in Neb. Rev. Stat. § 73-906(2) applies, Supplier certifies that it is not a scrutinized company, it will not subcontract with any scrutinized company for any aspect of performance of the Agreement, and any products or services provided under the Agreement do not originate with a scrutinized company. Supplier also certifies it is not a foreign adversary; individual who is a citizen or national of a foreign adversary; legal entity created solely under the laws of a foreign adversary; or agent, subsidiary, or affiliate of such an individual or legal entity acting on behalf of such individual or legal entity. The certifications set forth in this section shall be ongoing certifications during the term of the Agreement and Supplier shall immediately notify University of any change in the status of the certifications set forth in this section.

22. **Unenforceability of Certain Terms.** For the purposes of this section, "University" expressly includes any University employee acting in the course and scope of employment. Notwithstanding any provision of the Agreement to the contrary, any of the following terms within the Agreement shall have no effect and shall not be enforceable:
- a. Any term making the Agreement period perpetual, providing for unlimited renewals of the Agreement, or automatically continuing the Agreement period from term to term;
 - b. Any term requiring or stating that the terms of the Agreement shall prevail over the terms of this Addendum in the event of conflict;
 - c. Any term requiring University to indemnify or to hold harmless Supplier or any third party for any act or omission;
 - d. Any term imposing interest charges contrary to those allowed by Neb. Rev. Stat. § 81-2404;
 - e. Any term requiring the application of the law of any state other than the State of Nebraska in interpreting or enforcing the Agreement or requiring or permitting that any dispute under the Agreement be resolved in courts other than the courts of the State of Nebraska;
 - f. Any term limiting the time period within which claims can be made or actions can be brought;
 - g. Any term waiving the sovereign immunity of the State of Nebraska;
 - h. Any term limiting Supplier's or any third party's liability for damages to University for any cause whatsoever related to: (i) intellectual property indemnity required by the Agreement; (ii) liquidated damages assessed under the Agreement; (iii) claims for personal injury, including death; (iv) damages arising from the gross negligence or willful misconduct of Supplier, its employees, its subcontractors, or its agents; and (v) damages arising from Supplier's breach of data security or confidentiality obligations under the Agreement;
 - i. Any term permitting unilateral modification of the Agreement by Supplier or any third party;
 - j. Any term obligating University to pay Supplier's attorneys' fees;
 - k. Any term requiring the confidentiality of records in contravention of the Nebraska public records statutes, Neb. Rev. Stat. §§ 84-712 to 84-712.09;
 - l. Any term binding University to any method of resolution of disputes under the Agreement not instituted in accordance with the provisions of Neb. Rev. Stat. §§ 81-8,302 to 81-8,306;
 - m. Any term requiring University to endorse or perform any act that may be perceived as an endorsement of a commercial good or service, Supplier, or any third party;
 - n. Any term requiring University to waive its rights to a jury trial or to participate in a class action; or
 - o. Any term granting Supplier or any third party a security interest in property of University.

[Signature page to follow]

IN WITNESS WHEREOF, the parties have entered into this Addendum as of the Effective Date.

Board of Regents of the University of Nebraska

Signature: _____

Printed Name: _____

Date: _____

Title: _____

Supplier

Signature: _____

Printed Name: _____

Date: _____

Title: _____

Notices to University shall be sent to:

Nebraska Athletics
Attn: Troy Dannen, Athletic Director
800 Stadium Dr.
Lincoln, NE 68588-0210

With copy to:

Legal Notices
C/O P2P Procurement Contracts
1700 Y Street, BSC 125
Lincoln, NE 68588-0645

Notices to Supplier shall be sent to:

Opendorse, Inc.
1320 Q Street
Lincoln, NE 68508
Email: derek@opendorse.com

With copy to (optional):

Exhibit F
University of Nebraska Data Security Addendum

This University of Nebraska Data Security Addendum (the “Addendum”) to the Order Form and Master Services Agreement dated concurrently with this Addendum (the “Agreement”) is effective as of the date of the last signature set forth below between the Board of Regents of the University of Nebraska a public body corporate and governing body of the University of Nebraska (“University”), which is composed of a chief governing administrative unit (University of Nebraska System), four universities (University of Nebraska at Kearney, University of Nebraska-Lincoln, University of Nebraska Medical Center, and University of Nebraska at Omaha), and such other institutions and units as may be designated by the Nebraska Legislature, and Opendorse, Inc. (“Supplier”).

RECITALS

- A. Under the Agreement, Supplier will access or use CDI.
- B. University and Supplier desire to supplement the Agreement as set forth in this Addendum to protect CDI accessed or used by Supplier.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants set forth in the Agreement and herein and the above recitals, which are incorporated herein by this reference, the parties agree as follows:

1. **Incorporation and Priority of Terms.** The Agreement is amended as stated herein and this Addendum is incorporated into the Agreement by this reference. In the event of a conflict between the terms of this Addendum and the Agreement, the terms of this Addendum shall prevail.
2. **Definitions.** The following terms shall have the following meanings when used in this Addendum:
 - a. “Anonymize” means removal of Personal Information and any information reasonably likely to identify a company or other business entity; provided such revised data does not include and is not subject to any key.
 - b. Covered Data and Information or “CDI” includes paper and electronic education record information; Student Financial Information required to be protected under the Gramm-Leach-Bliley Act (“GLBA”) and any credit card information received in the course of business by University, whether or not such credit card information is covered by GLBA; data provided by University's students to Supplier, if any; and any and all paper and electronic Personal Information, financial information, corporate business intelligence, or intellectual property of University or University's employees.
 - c. “Offering a Financial Product or Service” includes offering student loans to students, receiving income tax information from a student's parent when offering a financial aid package, and other miscellaneous financial services as defined in 12 CFR § 225.28.
 - d. “Personal Information” means information that identifies, relates to, describes, is reasonably capable of being associated with, could reasonably be used to infer information about, or could reasonably be linked, directly or indirectly, with an individual person or household.
 - e. “Student Financial Information” means information that University has obtained from a student in the process of Offering a Financial Product or Service or such information provided to University by a financial institution. Examples of Student Financial Information include addresses, phone numbers, bank and credit card account numbers, income and credit histories, and Social Security numbers in both paper and electronic format.
3. **CDI Ownership and License.** University possesses and retains all right, title, and interest in and to CDI owned by University, and Supplier's use and possession thereof is solely on University's behalf. University hereby grants Supplier a limited license to reproduce and otherwise manage CDI owned by University during the term of the Agreement solely as specifically authorized in this Addendum. Supplier has no property interest in, and may assert no lien on or right to withhold from University, any data Supplier receives from, receives addressed to, or stores on behalf of University.
4. **Use and Disclosure of CDI.** Supplier shall comply with all applicable laws and regulations governing Supplier's access to, use of, and handling of CDI in the course of performing the Agreement. Supplier shall abide by (a) the

direction of University with respect to the use and maintenance of education records and (b) the limitations on re-disclosure of personally identifiable information from education records set forth in the Family Educational Rights and Privacy Act. Supplier shall not use any education record for any purpose other than the purpose for which the disclosure of the education record was made. Supplier shall also comply with the requirements of GLBA dealing with the confidentiality of customer information and the Safeguards Rule if applicable. Without limiting the generality of Supplier's obligations elsewhere in this Addendum, Supplier shall protect all CDI in accordance with generally accepted information security standards and best practices and exercise commercially reasonable efforts to prevent unauthorized exposure or disclosure of CDI.

Supplier may access and use CDI solely as permitted or required by the Agreement, and, unless it receives University's prior written consent, Supplier shall not (i) access or use CDI for any purpose other than as permitted or required by the Agreement or (ii) give any third party access to CDI, except subcontractors subject to section 13 (Employees and Subcontractors) of this Addendum. Notwithstanding the provisions above of this section, Supplier may disclose CDI as required by applicable law or by proper legal or governmental authority. Supplier shall give University prompt notice of any such legal or governmental demand and reasonably cooperate with University in any effort to seek a protective order or otherwise to contest such required disclosure, at University's expense. Nothing in this section shall restrict Supplier's ability to communicate directly with students who have claimed an Account. No revision of Supplier's privacy policy will alter University's rights and remedies in this Addendum, and nothing in this Section shall limit Opendorse's rights and remedies to utilize CDI as granted by an End User when agreeing to the Opendorse Terms of Use and Privacy Policy when claiming an Account.

5. **Aggregate/Anonymized Data.** Notwithstanding section 4 (Use and Disclosure of CDI), University hereby authorizes Supplier: (a) to Anonymize CDI and to combine it with data from other customers into a new aggregate dataset; and (b) to use such Anonymized CDI as a component of such new aggregate dataset for any legal or business purpose, including without limitation for distribution to third parties. Without limiting the generality of the requirements for Anonymized data below, Supplier shall (i) implement technical safeguards that prohibit reversal of Anonymization of CDI; (ii) implement business processes that specifically prohibit such reversal or recreation; (iii) make no attempt to achieve such reversal; and (iv) implement reasonable business processes to prevent inadvertent release of Anonymized CDI.
6. **Injunction and Enforcement.** Supplier agrees that (a) no adequate remedy exists at law if it fails to perform or breaches any of its obligations in this Addendum; (b) it would be difficult to determine the damages resulting from its breach of this Addendum, and such breach would cause irreparable harm to University; and (c) a grant of injunctive relief provides the best remedy for any such breach, without any requirement that University prove actual damage or post a bond or other security. Supplier's obligations in this Addendum (without limitation) apply likewise to Supplier's successors, including without limitation to any trustee in bankruptcy. (This section does not limit either party's right to injunctive relief from breaches not listed.)
7. **Legal Requests.** If Supplier is served with a warrant, subpoena, or any other order or request ("Legal Request") from a government body or any other person for any CDI, Supplier will, as soon as reasonably practical and not in violation of law, deliver to University a copy of such Legal Request and will not, without University's prior written consent, comply with the Legal Request unless and until required to do so under applicable law.
8. **Approved Region and Data Centers.** Supplier shall not transfer CDI (or allow its subcontractors to transfer CDI) outside the United States unless it receives University's prior written consent, except where such transfer occurs incidentally through subcontractors or cloud services maintaining equivalent protections and subject to applicable data privacy laws.
9. **University Access.** University may access and copy any CDI in Supplier's possession at any time. Supplier shall reasonably facilitate such access and copying promptly after University's request, provided Supplier may charge its reasonable then-standard fees for any such access and copying or for any related deconversion of data.
10. **Deletion.** Except as required by applicable law, Supplier shall not erase CDI or any copy thereof without University's prior written consent, for so long as University reasonably requires, not to exceed twelve months unless extended by mutual agreement. Further, Supplier shall (a) halt CDI deletion promptly if University informs Supplier that any CDI is subject to electronic discovery or otherwise relevant to potential litigation, but only for so long as such litigation hold remains in effect; (b) at such times as University may request (including without limitation as a result of requests made mandatory by applicable law), promptly erase all CDI from all systems under Supplier's control and direct and ensure erasure by any and all of its subcontractors that have access to CDI; and (c) upon request by University, within thirty (30) days of termination (including without limitation expiration) of the Agreement, erase all CDI in Supplier's possession or control, including without limitation in the possession or control of its subcontractors, subject to

Supplier's rights above (if any) in section 5 (Aggregate/Anonymized Data) of this Addendum. In erasing CDI as required by the Agreement, Supplier shall leave no data readable, decipherable, or recoverable on its computers or other media or those of its subcontractors, using industry-standard erasure methods that are commercially feasible. Promptly after any erasure of CDI or any part of it, Supplier shall certify such erasure to University in writing.

11. **Remedies.** If University reasonably determines in good faith that Supplier has materially breached any of its obligations under this Addendum, then University, in its sole discretion, shall have the right to (a) require Supplier to submit to a plan of monitoring and reporting, (b) provide Supplier with a fifteen (15) day period to cure the breach, or (c) terminate the Agreement immediately if cure is not possible. Before exercising any of these options, University shall provide written notice to Supplier describing the violation and the action it intends to take.
12. **InfoSec Program.** Supplier shall maintain, implement, and comply with a written data and information security program (the "InfoSec Program") that requires administrative, technical, and physical safeguards appropriate to the nature of the CDI disclosed and reasonably designed (a) to protect the security and confidentiality of CDI; (b) to protect against anticipated threats or hazards to the security or integrity of CDI; and (c) to protect against unauthorized access to and acquisition, destruction, use, modification, or disclosure of CDI. Supplier shall likewise ensure that the InfoSec Program includes and requires compliance with the following (without limitation): (d) guidelines on the proper disposal of CDI after it is no longer needed to carry out the purposes of the Agreement, consistent with the requirements section 10 (Deletion) of this Addendum; (e) access controls on electronic systems used to maintain, access, or transmit CDI; (f) access restrictions at physical locations containing CDI; (g) encryption of electronic CDI consistent with then-current nationally recognized encryption standards; (h) least privilege principles for access to CDI, supplemented either by dual control procedures or segregation of duties; (i) regular testing and monitoring of electronic systems accessing or storing CDI; and (j) procedures to detect actual and attempted attacks on or intrusions into the systems containing or accessing CDI. Supplier shall review the InfoSec Program and all other CDI security precautions regularly, but no less than annually, and update them to comply with applicable laws, regulations, technology changes, and generally accepted industry standards.
13. **Employees and Subcontractors.** Supplier shall not permit any of its employees, subcontractors, or subcontractor employees to access CDI except to the extent that such individual or company needs access as permitted or required by the Agreement and is subject to a reasonable written agreement with Supplier, or in case of employees, a reasonable written employment policy protecting such data, with terms consistent with those of this Addendum. Without limiting the generality of Supplier's obligations related to subcontractors and their employees, Supplier shall exercise reasonable efforts to ensure that each subcontractor complies with the terms of the Agreement related to CDI. As between Supplier and University, Supplier shall pay any fees or costs related to each subcontractor's compliance with such terms.
14. **Data Incidents.** Supplier shall implement and maintain a program for managing unauthorized disclosure of, access to, or use of CDI (a "Data Incident"). In case of a Data Incident, or if Supplier suspects a Data Incident, Supplier shall (a) promptly, and in any case within forty-eight (48) hours, notify University by telephone, in person, or by other real-time, in-person communication; (b) cooperate with University and law enforcement agencies, where applicable, to investigate and resolve the Data Incident, including without limitation by providing reasonable assistance to University in notifying injured third parties; (c) otherwise comply with applicable laws governing data breach notification and response, including Neb. Rev. Stat. §§ 87-801 through 87-808; and (d) provide a report to University that identifies (i) the nature of the Data Incident, (ii) the CDI accessed, used, or disclosed, (iii) where known, the identity of the individual or entity that received, accessed, or used the CDI, and (iv) the action(s) Supplier has taken or shall take to mitigate any potentially negative effects of the Data Incident. In addition, if the Data Incident directly results from Supplier's breach of the Agreement or negligent or unauthorized act or omission, including without limitation those of its subcontractors or other agents, if such expenditures are (A) required by law; or (B) approved by Supplier in advance in writing, Supplier shall pay or compensate University for any direct, out-of-pocket, and reasonable expense related to (A) providing notice to affected individuals or (B) providing one (1) year of credit monitoring service to any affected individual, provided that any such compensation shall not exceed amounts actually covered and recovered under Supplier's applicable insurance policy. Supplier shall give University prompt access to such records related to a Data Incident as University may reasonably request, and such records will be Supplier's confidential information pursuant to the confidentiality provisions of the Agreement; provided Supplier is not required to give University access to records that might compromise the security of Supplier's other customers. This section does not limit University's other rights or remedies, if any, resulting from a Data Incident.
15. **Compliance with Red Flags Rule.** The Federal Trade Commission has promulgated at 16 CFR § 681 regulations collectively known as the "Red Flags Rule" with which University must comply. Under the Red Flags Rule, University must ensure that Supplier either complies with University's identity theft program or that Supplier has its own policies and procedures in place to detect and respond to identity theft any pattern, practice, or specific activity that indicates

the possible existence of identity theft ("Red Flag"). Supplier represents and warrants that it has reasonable policies and procedures in place to detect, prevent, and mitigate identity theft. Supplier shall review and comply with all relevant portions of University's identity theft policy and any applicable institutional identity theft plan. Supplier shall report any Red Flag that it detects in connection with the Agreement to University.

16. **Cyber Insurance.** Supplier shall purchase and maintain throughout the term of the Agreement a technology or professional liability insurance policy with no cyber terrorism exclusion and a minimum limit of \$2,000,000 each and every claim and in the aggregate. Such policy shall include coverage for network security or data protection liability (also called "cyber liability") and cover liabilities for financial loss resulting or arising from acts, errors, or omissions in rendering technology or professional services or in connection with the specific services described in violation or infringement of any right of privacy, including the following: breach of security and breach of security or privacy laws, rules, or regulations globally, now or hereinafter constituted or amended; data theft, damage, unauthorized disclosure, destruction, or corruption, including without limitation unauthorized access, unauthorized use, identity theft, theft of personally identifiable information or confidential corporate information in whatever form, transmission of a computer virus or other type of malicious code, and participation in a denial of service attack on third party computer systems; ransomware attacks; and loss or denial of service. Such policy must include technology or professional liability including breach of contract, privacy and security liability, privacy regulatory defense and payment of civil fines, payment of credit card provider penalties, and breach response costs (including without limitation, notification costs, forensics, credit protection services, call center services, identity theft protection services, crisis management services, and public relations services).

Such policy must explicitly address all of the foregoing without limitation if caused by an employee of Supplier or an independent contractor working on behalf of Supplier in performing services under the Agreement. The policy must provide coverage for wrongful acts, claims, and lawsuits anywhere in the world. Such policy must include affirmative contractual liability coverage for the data breach indemnity in the Agreement for all damages, defense costs, privacy regulatory civil fines and penalties, and reasonable and necessary data breach notification, forensics, credit protection services, public relations, crisis management, and other data breach mitigation services resulting from a breach of confidentiality or security by or on behalf of Supplier.

17. **University Testing.** If requested by University, upon written notice and mutual scheduling to ensure that such review or testing is conducted in a manner that is commercially reasonable and non-disruptive to Supplier's operations or services, and only following a Data Incident or discovery or reasonable suspicion by University that Supplier is not in compliance with this Exhibit F, Supplier shall (a) permit security reviews by University on systems storing or processing CDI and on Supplier policies and procedures relating to the foregoing, including without limitation the InfoSec Program and (b) permit testing of all security processes and procedures during the term of the Agreement, including without limitation penetration tests. Notwithstanding the foregoing, Supplier is not required to permit any review or inspection that may compromise the security of Supplier's other customers' data.
18. **Information Security Audits.** Supplier shall, prior to the effective date of the Agreement and annually thereafter (as well as promptly after any Data Incident), conduct its own internal security audit and address security gaps. Supplier shall provide University with a copy of the most current report from each audit listed above in this section within thirty (30) calendar days of University's request. Any report or other result generated through the tests or audits required by this section or section 17 (University Testing) will be Supplier's confidential information pursuant to the confidentiality provisions of the Agreement. If exceptions are noted in the audit, Supplier shall document a plan to promptly address such exceptions, including without limitation by revising the InfoSec Program, and will implement corrective measures within a reasonable period. Supplier will provide a copy or summary of the exception remediation plan within thirty (30) days of University's request and keep University informed of progress and completion of corrective measures. To the extent the reports provided to University under this section do not satisfy University's reporting or audit requirements, University may conduct its own audits at its expense.
19. **Indemnification.** Supplier shall indemnify, defend, and hold harmless University from any loss, liability, damage, claims, costs, or judgments University incurs, including University's costs and attorney fees, which arise from Supplier's failure to meet any of its obligations under the Agreement, including but not limited to this Addendum.
20. **Notice.** Any notice required or permitted to be given under this Addendum shall be in writing, sent via certified mail, email (if an email address is provided in the signature block of this Addendum), or hand delivery, effective when received, and delivered to the addresses provided on the signature page of this Addendum. Notice provided under section 14 (Data Incidents) shall also be given to the email addresses provided on the signature page of this Addendum.

IN WITNESS WHEREOF, the parties have entered into this Addendum as of the date set forth below.

Board of Regents of the University of Nebraska

Signature: _____

Printed Name: _____

Date: _____

Title: _____

Supplier

Signature: _____

Printed Name: _____

Date: _____

Title: _____

Notices to University shall be sent to:

Nebraska Athletics
Attn: Troy Dannen, Athletic Director
800 Stadium Dr.
Lincoln, NE 68588-0210
402-472-5700
its-sec@nebraska.edu

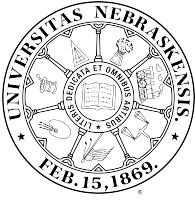
With copy to:

Legal Notices
C/O P2P Procurement Contracts
1700 Y Street, BSC 125
Lincoln, NE 68588-0645

Notices to Supplier shall be sent to:

Opendorse, Inc.
1320 Q Street
Lincoln, NE 68508
derek@opendorse.com

With copy to (optional):



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance**August 13, 2026**

AGENDA ITEM: Approve the Special Conditions related to a Revocable Permit between the University and USDA-ARS

☐**Review**☒**Review + Action**☐**Action**☐**Discussion**☐*This is a report required by Regents' policy.*

PRESENTERS: Anne Barnes, Interim Vice Chancellor for Business and Finance
Tiffany Heng-Moss, Vice Chancellor and Vice President, Institute of Agriculture and Natural Resources

PURPOSE & KEY POINTS

UNL's Institute of Agriculture and Natural Resources and the United States Department of Agriculture's Agricultural Research Service (USDA-ARS) have partnered on research important to agriculture and natural resources across, Nebraska, throughout the United States and around the world for more than 120 years. Building on this partnership, the USDA broke ground in May 2024 on facilities at Nebraska Innovation Campus (NIC) to house the new USDA-ARS National Center for Resilient and Regenerative Precision Agriculture.

The Special Conditions related to a Revocable Permit between the University and USDA-ARS support the continued development and operation of research and greenhouse facilities at NIC. The proposed agreement establishes several long-term financial obligations and cost-sharing provisions associated with operation of the facilities. Under the agreement, the University will be responsible for utility costs associated with the facilities for an initial 20-year period, subject to USDA reimbursement for annual utility costs exceeding \$500,000. USDA will also provide two one-time campus infrastructure payments of \$650,000 each to NIC to support shared campus infrastructure improvements. In addition, USDA will make annual campus operations payments based on the operational square footage of facilities located on the leased premises.

BACKGROUND INFORMATION

On December 1, 2023, the Board of Regents previously approved the ground lease for the USDA-ARS National Center for Resilient and Regenerative Precision Agriculture.

RECOMMENDATION

The President recommends approval.

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1. All costs for usage of Utility services (natural gas, electric, and water & sewer) for the facilities (collectively, the "Utilities") shall be paid directly by the University at no cost to the Government beginning upon completion and commencement of operations in the Headhouse/Greenhouse (HH-GH Facilities) for a 20-year period provided, however, to the extent the cost of the Utilities exceeds \$500,000 per calendar year, the Government shall be responsible for payment of any excess costs, which shall be paid to the University within thirty (30) days of the Government's receipt of an invoice for such amounts. The University shall not be responsible for any maintenance, repair or replacement of utility lines or systems owned by the Government.
 2. USDA-ARS shall retain final authority with regard to the use of the facilities for these and other activities; subject to Section 9 of these SPECIAL CONDITIONS.
 3. Government shall ensure that in promulgating rules and regulations to protect the occupants, property, and experiments conducted at the facilities, that such rules and regulations are consistent with the attached "*Rules and Regulations Governing Conduct on Federal Property*" and in accordance with all other applicable regulations of the United States government. Fund raising and solicitation are not allowed in accordance with Rules and Regulations Governing Conduct on Federal Property (41 CFR, Part 102-74, Subpart C).
 4. Physical Security and Access: The Government is solely responsible for implementing and maintaining all physical security and access for the facilities.
 - a. Non-Federal employees (contractors, cooperators, visiting scientists, volunteers, and affiliates) are required to obtain a LincPass if one or more of the following parameters are met:
 - 1) Person uses a USDA computer, USDA-ARS Information Technology (IT) Systems, or has access to other protected IT resources.
 - 2) Person has access to sensitive information as defined in Departmental Regulation 3440-002 and Privacy Act documents.
 - b. All employees and visitors must possess a valid government issued photo identification card;
 - 1) USDA Homeland Security regulations require all foreign nationals to have proper clearance in order to enter and work in federal facilities. USDA-ARS will provide guidance and instructions including relevant forms to University, in order for them to secure proper clearance for visiting scientists. For the purpose of this Permit, "work" is defined as those duties that require individuals to enter non-public areas of the facilities to operate or be trained in the operation of equipment. "Public areas" are defined as any space that is prior to the front entrance or guard's desk.
 - i. Foreign nationals who do not have clearance may still enter the facilities provided they submit a valid form to USDA-ARS for processing and are escorted (visual

Government: _____

University: _____

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- contact) at all times by a U.S. citizen or cleared foreign national. No hands-on work can be performed prior to obtaining a clearance.
- ii. Legal residents of the U.S. (“green card holders”) are exempt from the escort requirement and are allowed to work, but still must have a valid form submitted to USDA-ARS for clearance.
 - iii. Foreign nationals who visit the facilities for 5 days or less and who do not have clearance must be escorted at all times (visual contact), by a U.S. citizen or cleared foreign national and are not allowed to conduct any work while visiting the facilities.
 - iv. Foreign scientists, students, temporary employees, and contractors that will be working at the site for six months or longer cumulatively, must obtain a credential/LincPass.
- 2) Outside parties, such as visiting professors, predoctoral or postdoctoral trainees working on collaborative projects or on research defined in collaborative agreements may have access to conduct research that is mission-related at the facilities. Such outside parties must be approved by and receive necessary appointments from the Research Leader (RL) or Center Director (CD), in accordance with University and ARS policies and procedures. If the outside party is a noncitizen of the United States, refer to Article 4.b.1) of this section.
5. Facilities Operations & Routine Facilities Maintenance. The Government shall provide the staff and resources, including, but not limited to supplies, materials, equipment and tools to maintain a comprehensive Facilities Management Program for the facilities and the Government shall be responsible for all janitorial services, refuse collection, building maintenance, and grounds maintenance for the LEASED PREMISES. The Government shall maintain the LEASED PREMISES and all curbing, sidewalks, parking areas, access drives, and appurtenant drainage within the LEASED PREMISES in good, clean, safe and sanitary condition and keep them free of debris and obstructions of any kind. Notwithstanding the foregoing, the University will provide snow removal and landscaping (for typical commercial landscaping) for the LEASED PREMISES.
6. Safety, Health, and Environmental Management: In addition to Article 4 of the General Terms and Conditions, titled “Operating Rules and Laws,” to be compliant with local, State, and Federal regulations, ARS shall be considered the host agency in a multi-employer workplace and shall provide the staff and resources required to maintain Safety, Health and Environmental Management Programs for the facilities to protect employees, visitors, students, property, and the environment. For reporting and recordkeeping purposes (e.g., annual injury and illness reporting), ARS and University shall be considered separate establishments as defined in US Department of Labor regulations.
- a. Compliance with Environmental Laws. The University and the Government each shall in connection with the use or occupancy authorized by this permit, comply with all applicable Federal, state, and local environmental laws and regulations, including but not limited to those established pursuant to the Resource Conservation and Recovery Act, as amended, 42 U.S.C. 5901 et seq., the Federal Water Pollution Control Act, as amended, 33 U.S.C. 1251 et seq., the Oil Pollution Act, as amended, 33 U.S.C. 2701 et seq., the

Government: _____

University: _____

Clean Air Act, as amended, 42 U.S.C. 7401 et seq., CERCLA, as amended, 42 U.S.C. 9601 et seq., the Toxic Substances Control Act, as amended, 15 U.S.C. 2601 et seq., the Federal Insecticide, Fungicide, and Rodenticide Act, as amended, 7 U.S.C. 136 et seq., and the Safe Drinking Water Act, as amended, 42 U.S.C. 300f et seq.

- b. Compliance with Laws, Regulations, and Other Legal Requirements. In exercising the rights and privileges granted by this permit, the Government and the University shall comply with all present and future federal laws and regulations and all present and future state, county, and municipal laws, regulations, and other legal requirements that apply to the permit area, to the extent they do not conflict with federal law, regulation, or policy. USDA-ARS assumes no responsibility for enforcing laws, regulations, and other legal requirements that fall under the jurisdiction of other governmental entities.
7. Space Management. Office, laboratory and other space within the facilities will be allocated and assigned and managed by the ARS RL or CD, or his/her designee. Allocation shall be based on research program needs. Any proposed internal space reassignment of USDA-ARS personnel or USDA-ARS owned equipment must be coordinated with and approved by the AD in advance of implementation.
 - a. An Annual Space Utilization Report will be provided to the Authorized Departmental Officer's Designated Representative (ADODR), through the ARS-OSR, prior to budget preparation (by April 1st) detailing the projected use of space, by project and research unit, for the coming year. Proposed allocation of indirect costs for budget purposes must be in alignment with this report.
 - b. The facilities may be used for occasional seminars and classes that are mutually beneficial to the University mission and ARS. The RL or CD, or designee, agrees to consult with the AD on non-mission related activities. If non-mission use is approved, a Revocable Permit for use of the facilities may be needed or should be requested through the Government Representative/ARS.
8. Recapitalization will be funded by Government in 20 years depending on funding availability. Recapitalization means the major renovation or reconstruction activities (including facility replacements) needed to keep existing facilities modern and relevant in an environment of changing standards and missions. Recapitalization extends the service life of facilities or restores lost service life. It includes restoration and modernization of existing facilities. Recapitalization encompasses both renovation and replacement of existing facilities.
9. The University will amend and/or restate the Amended and Restated Covenants, Conditions and Restrictions to the Nebraska Innovation Campus (the "CC&Rs") to remove the LEASED PREMISES from the property subject to the CC&Rs. Upon removal and approval by the Board, the Government agrees to the following provisions.

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- a. Campus Infrastructure Payment. Upon the later of: (i) sixty (60) days after the University provides the Government written notice of removal of the LEASED PREMISES from the property subject to the CC&Rs, and (ii) October 1, 2026, the Government will pay to Nebraska Innovation Campus Development Corporation (as Lessor under the LEASE) (“NICDC”) a one-time campus infrastructure payment of Six Hundred & Fifty Thousand Dollars (\$650,000) to reimburse the campus for its share of common infrastructure improvements to Nebraska Innovation Campus, of which the LEASED PREMISES is a part. The Government will pay an additional one-time payment of Six Hundred & Fifty Thousand Dollars (\$650,000), upon the later of: (i) six months after the initial payment, and (ii) March 1, 2027, to Nebraska Innovation Campus Development Corporation upon completion of the Headhouse-Greenhouse (HH-GH) facilities.
- b. Campus Operations Payment. Annually, on or before March 1 of each year during the LEASE term, as the same may be extended, the Government will pay to NICDC an annual payment to reimburse the campus for the costs and expenses of operating, managing and maintaining the common areas of Nebraska Innovation Campus, of which the LEASED PREMISES is a part. The amount of such Campus Operations Payment shall be equal to \$4.00 per square foot FACILITIES constructed & operational on the LEASED PREMISES as of December 31 of the previous year. HH-GH facilities: 25,140 SF; Payment: \$100,560.

10. Notices. All notices of official communication, given by either party to the other, as addressed herein, shall be in writing and submitted to the following contacts:

ARS: USDA/ARS
5601 Sunnyside Avenue
Beltsville, Maryland 20705
Phone: 301-504-1224
Attn: Chief, Real Property Management Branch

University: University of Nebraska-Lincoln
Vice Chancellor for Business and Finance
307 Canfield Administration
1400 R Street Lincoln, NE 68588-0425

With copy a to: University of Nebraska
Office of the Vice President and General Counsel
3835 Holdrege St.
Lincoln, NE 68583



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Approve the execution of standard Guaranteed Maximum Price (GMP) contract for the UNO Baseball and Softball Clubhouse

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: Joanne Li, Chancellor
Adrian Dowell, Vice Chancellor/Director of Athletics

PURPOSE & KEY POINTS

The approved Program Statement included the use of the Construction Manager at Risk (CMR) delivery method. Meyers Carlisle Leapley Construction Company, Inc., dba MCL Construction was selected as CMR through a competitive qualification-based process in accordance with Board of Regents policy and entered into a preconstruction services agreement on April 28, 2026. In accordance with the contract, upon approval of intermediate design documents, the Construction Manager shall propose a Guaranteed Maximum Price (GMP), representing the sum of the estimated cost of the work and the Construction Manager's fee.

The Business and Finance Committee has reviewed the intermediate design documents and recommends approval of the project and authorization to execute a GMP contract with MCL Construction. GMP contracts will be in the standard form and executed only within the scope, schedule, and budget approved by the Board of Regents. Upon execution, GMP contracts will be reported through the standard contract reporting process.

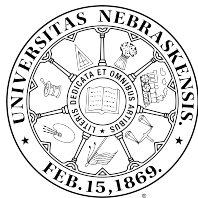
Project Cost:	Program Statement	Intermediate Design
	\$12,500,000	\$12,500,000

BACKGROUND INFORMATION

December 5, 2025, the Board of Regents approved the Program Statement and Budget for the UNO Athletics Baseball and Softball Clubhouse. April 24, 2026, the Board received the report of CMR selection.

RECOMMENDATION

The President recommends approval of the contract.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Approve naming of the University of Nebraska at Omaha (UNO) Training Facility, Howard L. Hawks Training Center

☐

Review

☒

Review + Action

☐

Action

☐

Discussion

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

PRESENTERS:

Joanne Li, Chancellor

Adrian Dowell, Vice Chancellor/Director of Athletics

Carol A. Kirchner, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

Pursuant to Regents' Policy RP - 6.2.7.2.c, requires any proposed naming of a Major Facility to be submitted jointly by the Principal Business Officer and the CEO/President to the Board of Regents for approval.

The proposed naming of the Omaha Athletics Training Facility at the University of Nebraska at Omaha as the Howard L. Hawks Training Center recognizes the transformational impact of a new, state-of-the-art athletics hub designed to support student-athlete development, performance, and well-being. Located east of Baxter Arena and connected via a skybridge, the center will be the daily home of the women's and men's basketball and volleyball programs, providing locker rooms, lounges, three regulation practice courts, and flex gameday and event space. Academic support areas, film and meeting spaces, and comprehensive mental health, performance, and recovery amenities are included to support the majority of UNO's student-athletes, including the baseball, softball, and hockey programs. Designed for flexibility and year-round use, the building strengthens Omaha Athletics' ability to recruit, develop, and retain student-athletes while contributing to a unified and high-performing athletic campus.

BACKGROUND INFORMATION

Howard L. Hawks (1935–2024) was a nationally respected business leader, philanthropist, and Regent Emeritus of the University of Nebraska whose decades of service and generosity left a lasting impact across the state. As co-founder of Tenaska, one of the nation's largest independent energy companies, Hawks built a legacy of innovation and leadership in business while dedicating significant time and resources to advancing higher education, health care, and athletics. Alongside his wife, Rhonda, he supported numerous major university initiatives, including facilities, scholarships, and programs across the NU system, and served nearly two

decades on the Board of Regents, twice as chairman. His commitment to expanding access to education, strengthening communities, and investing in future generations reflects the enduring values this facility naming is intended to honor.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

EXECUTIVE

August 13, 2026

AGENDA ITEM: Approve updates to Regents' Policy 5.9.1

☐ **Review**

☒ **Review + Action**

☐ **Action**

☐ **Discussion**

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

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS

The proposed updates to the attached Regents' Policy are to implement necessary updates and clarify language.

RECOMMENDATION

The Board Chair recommends approval.

RP-5.9 Student Fees

Campuses must establish and adhere to a campus review and approval process for all proposed student fees. Administrative charges may not be charged against student fees by a campus.

RP-5.9.1 University Program and Facilities Fees

1. Definitions

- a. Name. The official name for student fees is "University Program and Facilities Fees" (UPFF).
- b. Fund A. That portion of UPFF designated for student activities which are managed by student groups shall be distributed according to an annual budget developed by the appropriate student government organization on each campus. This portion of the UPFF shall be called Fund A.
- c. Fund B. That portion of the UPFF designated to pay debt services, staff salaries, maintenance of facilities and related expenses, ~~and those additional items designated by the Chancellor~~ will be budgeted separately with emphasis upon continuing support. This portion of the UPFF shall be designated as Fund B.

2. Use of Fund A Monies

- a. Allocation of Fund A monies is restricted to the following three organizations on each campus: (1) student government, (2) the recognized campus student programming organization, and (3) student newspaper.
- b. Except as described in Section 2.e. of this policy, Fund A monies may not be distributed to student groups or student organizations that are not established by and under the direct control of student government.
- c. Fund A monies may be utilized for:
 - 1) Student activities, services, events, functions, and associated promotional materials (collectively "Student Activities") which benefit a broad based student population, such as a variety of students from various academic disciplines, interests and activities, abilities and skills, or life experiences.

- a) Factors considered in determining whether Student Activities benefit a broad based student population can include, but is not limited to: 1) whether a significant segment of the student population has the opportunity to benefit from the Student Activities 2) whether Student Activities occur during the academic school year; 3) whether Student Activities occur at an approved location; 4) whether Student Activities are provided at a free or reduced rate; and 5) whether Student Activities are advertised in a manner to reach the student population.
- 2) Wages for services performed;
- 3) Operating expenses for the direct benefit of the following campus organizations: student government, student newspaper, and the recognized student programming organization;
- 4) Student Activities which advance the educational mission of the University by putting before the University community a broad range of ideas on a variety of contexts and is not to advance any particular viewpoint.
- 5) Grants to student groups and student organizations for programming needs as outlined in Section 2.e. of this policy.
- 6) Sponsorship of speakers in accordance with Regent Policy 5.6.1.
- 7) Prizes awarded during student activities that shall not exceed a market value of \$600. Prizes may not be awarded to non-students of the campus. Scholarships are not an acceptable prize;
- 8) Travel expenses that are related to student government, the student newspaper, or the student programming organization. Any travel expenses must be included in that respective groups' budget in advance of the request for reimbursement. Each group must generally outline the use of the travel expenses inclusive of the number of students using the funds; and.
- 9) The student government may authorize the use of fees for student health and wellness. Such fee use must be included in the budget and approved by the responsible Vice Chancellor. Prior to approval consideration, the Vice Chancellor must determine whether the expenditure would more appropriately be included in Fund B as "student health services" or incorporated into the campuses' general budget.
- d. Fund A monies may not be utilized for:
 - 1) Academic programs or functions directly related to academic programs;
 - 2) Payment to individuals including, but not limited to, scholarships; except in the form of wages for services performed or as non-cash awards for student government members with values of less than \$75 each;~~Payment to individuals; except in the form of wages for services performed;~~
 - 2) Charitable contributions;
 - 4) Lobbying or support of ballot initiatives, political campaigns, or political candidates;

- 5) Gift Cards or cash equivalents;
- 6) Any purpose which does not comply with University policy and procedures and/or federal, state, and local laws.
- 7) Purchase of land, land improvements, buildings or building improvements.
- 8) Food or refreshments if intended only for members of student government, newspaper, or programming organizations during internal meetings.

e. Grants of Fund A Monies for Programming

Student government and/or the recognized student programming organization may make grants of Fund A monies to other student groups and student organizations to support the programming needs of such groups and organizations. Such grants may only be made on a one fiscal year basis; may be made only with the approval of the cognizant CAO/Chancellor or designee; and must not be used for any unallowable Fund A expenses. Additional unallowable expenses for programming shall also include and may not be expended for wages, capital equipment, office supplies, ~~or travel; and may not be granted to a single organization more than once in a two-year period.~~ Any non-capital equipment purchased pursuant to this process shall remain under control of the student government or the recognized campus programming organization and made available for use as determined by student government and/or the recognized campus programming organization. Student governments and/or the recognized campus student programming organization may not consider the point of view advanced by the requesting student groups and student organizations when determining whether to approve a grant permitted under this section.

f. Appeal Process

The cognizant CAO/Chancellor or their designee shall implement procedures, including an appeal process, for proposed expenditures of Fund A monies that are denied. Final determination rests with the CAO/Chancellor of the appropriate campus or their designee. The appeal process should be available online.

3. Approval of Fund A Budgets

- a. The Board of Regents hereby delegates authority to establish and allocate Fund A monies to the elected student governments subject only to approval by the appropriate CAO/Chancellor and compliance with Board Policy.
- b. An allocations body comprised of students, faculty, and staff shall be established on each campus to recommend disbursements of Fund A.
- c. Hearing dates for the initial meetings of the student government bodies established to allocate fees shall be published in the student newspaper (or appropriate campus news media) ten (10) days prior to such hearings with costs being defrayed by the UPFF allocation to student publications, and a tentative allocation shall be published in the student newspaper (or appropriate campus news media). This published information shall include the salaries, ~~the~~ operating budgets, and the travel expenses, and capital expenditures of all groups receiving fee funding. The cost will be dealt with as above, and coinciding with the publication of the tentative allocation, there shall be a publication of the final hearing dates of the student government body responsible for fee allocations.
- d. After a final hearing, the fees allocation body shall draw up the final allocation proposal to be submitted to the student government of each campus for approval; after such approval

by the student government, the final allocation shall be published in the student newspaper (or appropriate campus news media), and after approval by the above bodies, the proposal shall be submitted to the responsible campus Vice Chancellor and CAO/Chancellor for approval.

- e. Redistribution of Fund A monies among major categories within the student programming organizations may be accomplished only with the approval of the cognizant Chancellor.

4. Annual Referenda on Fund A Expenditures

- a. Any student government desiring to expend funds for, or allocate funds to, the support of a student newspaper, a speakers program, or salaries for student government officers, must first obtain, prior to the beginning of each fiscal year in which such expenditures are to be made, and in the manner set forth below, the authorization of the student electorate on that campus to do so.
 - 1) Said authorization may only be obtained through a referendum conducted among the body of students on a particular campus eligible to vote in student government elections on that campus, in which one or more of the following three questions shall be explicitly posed:
 - a) Do you approve the allocation by student government of a part of student fee income in support of the (name of newspaper) during the 20__-__ fiscal year?
 - b) Do you approve the allocation by student government of a part of student fee income in support of a campus speakers program during the 20__-__ fiscal year?
 - c) Do you approve the allocation by student government of a part of student fee income for salaries for student government officers during the 20__-__ fiscal year?
 - 2) Authorization for one year only for any particular one of the questions in 4a(1) above shall be deemed to have been obtained if, and only if, a majority of the students voting in said referendum vote to approve that particular question.
 - 3) Prior to said referendum, the student government on the campus on which the said referendum is to be held shall widely publicize the total proposed dollar allocations, as well as the pro rata dollar amounts attributable to each student, for each of said specific expenditure areas for which said student government is seeking authorization.

5. Refunds of Fund A UPFF

All students eligible to vote in student government elections shall pay the established Fund A student fee on their respective campuses at the beginning of each academic term. For a period of at least one month during each academic term, each student who has paid a Fund A student fee for that term shall be eligible to apply for, and each eligible applicant therefore shall receive a full or partial refund of his or her Fund A student fee for that academic term. Each campus shall publish, and make available upon request, its procedures for requesting and receiving a refund of the Fund A student fee. The procedures should also be available online. No student who applies for and receives a refund of his or her Fund A student fee shall, by virtue of such refund, be denied the right to stand for election to any student government office, or be denied the right to vote in

any student government elections, or be denied any other political right within or ancillary to student government on his or her campus.

6. Use of Fund B Monies

Upon recommendation of the campus CAO/Chancellor and the President/CEO/President, and with the approval of the Board, Fund B monies may be allocated for support of (i) University contracts requiring payment in whole or in part from dedicated student fees, (ii) student unions and centers, (including staff-led non-academic engagement, leadership development, and community-building activities and programs provided for students within or through such facilities), (iii) intercollegiate athletic programs, (iv) student health services, (v) student recreational programs (intramurals and other physical activities related to the campus recreation and fitness centers), (vi) international student services, (vii) student transit services, and (viii) facilities related to any of the foregoing. Fund B monies shall not be allocated for the benefit of an individual student (including athletic scholarships) except for wages paid to a student who is an hourly paid employee, employed by and at one of the facilities above; for support of the University's physical plant, except for facilities used primarily for those student services or activities permitted above or facilities subject to bonded indebtedness requiring dedicated student fees; or for support of any academic program, or any function or facility directly related to an academic program. In the event a facility is used in part for those student services or activities permitted above, and in part for other purposes (such as academic programs, or faculty, staff, or community services and activities), Fund B monies may be used to support the facility only up to the proportion that the permitted student services or activities in the facility bear to the total use of the facility.

In order to provide consistent application of fees the Senior Vice President for Business and Finance/CFO and campus Principal Business Officers should develop written procedures for estimating the amount of fees to be used by each campus.

7. Collection of User Fees, Revenues and Contributions by Student Organizations

Student groups and organizations may, with the approval of the cognizant CAO/Chancellor, establish, charge, and collect appropriate user fees or revenues for services and activities sponsored by such groups and organizations in University facilities or with University equipment or with the official sanction or assistance of University personnel. Any such fees, revenues or contributions must be collected, deposited, and disbursed in accordance with established University policies, and may only be used in support of the services and activities of the organization receiving the fee. Any student organization, office, or group which has received official University recognition may, with the approval of the cognizant Chancellor, solicit and collect voluntary contributions. Such contributions must be solicited, collected, deposited, and disbursed in accordance with established University policies, and may only be used in support of the student organization, office, or group by which the contributions were solicited.

8. Fund Balances

Fund A and Fund B year-end fund balances shall not exceed 50% of the previous fiscal year's total revenue unless multiyear accrual for specific project is approved by the CAO/Chancellor. Existing Fund A balances shall be reported annually to the CAO/Chancellor. Fund B balances shall be included in the annual request for approval of Fund B rates submitted to the Board of Regents.

9. Campus Procedures and Training

Each campus shall develop and maintain written procedures for the collection, allocation, and expenditure of Fund A fees. These procedures must be available online for student access and shall include requirements for mandatory training each semester for all individuals authorized to spend Fund A fees. Training shall cover allowability criteria, documentation requirements, and adherence to Board of Regent's and campus Policies. Campuses shall review and update their procedures at least biennially, with changes approved by the CAO/Chancellor. Routine training

and awareness sessions shall be provided to all student groups, emphasizing broad-based benefits and unallowable expenses.

Reference: BRUN, Minutes, 36, p. 133 (July 14, 1973).
BRUN, Minutes, 41, p. 156-157, 161 (February 18, 1978).
BRUN, Minutes, 43, p. 127 (June 23, 1979).
BRUN, Minutes, 44, p. 241-242 (May 17, 1980).
BRUN, Minutes, 41, p. 156-157 (February 18, 1978).
BRUN, Minutes, 41, p. 156-157 (February 18, 1978).
BRUN, Minutes, 56, p. 149 (September 6, 1991).
BRUN, Minutes, 61, p. 79 (October 17, 1997).
BRUN, Minutes, 64, p. 103 (April 26, 2003).
BRUN, Minutes, 75, p. 27 (June 28, 2018).
BRUN, Minutes, 77, p. 5 (February 7, 2025).



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to establish an expedited Graduate Certificate in World Language Teaching and Learning administered by the Department of Modern Languages and International Studies in the College of Arts and Sciences 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, Provost

PURPOSE & KEY POINTS

The Certificate in World Language Teaching and Learning will offer workforce development and ongoing professional learning for instructors of all World Languages PK-16 in Nebraska and beyond. The certificate provides language instructors at any level with the opportunity to refresh, deepen, or expand practical knowledge and skills for delivering the most current and effective instructional practices in the field of World Language education. The proposed 18-credit-hour online certificate uses a sequence of courses from the Spanish Education MAE program at UNK that are relevant to teachers of all world languages. No new resources are needed to offer this program. This expedited Graduate Certificate was reported to the Executive Graduate Council on June 26, 2026.

BACKGROUND INFORMATION

Regents Policy 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out in RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

RECOMMENDATION

The President approved this expedited Graduate Certificate on July 16, 2026.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM**CAMPUS AND NAME OF PROGRAM:**UNK Graduate Certificate in World Language Teaching and Learning

Proposed Date of First Offering:Fall 2026

Brief Explanation:

The Certificate in World Language Teaching and Learning will offer workforce development and ongoing professional learning for instructors of all World Languages PK-16 in Nebraska and beyond. The proposed 18-credit hour online certificate utilizes a sequence of courses from the Spanish Education MAE program at UNK that has relevance to teachers of all world languages. No new resources are needed to offer this program.

New/Additional Annual Program Costs	Program Management	
	FTE	Expense
Faculty*	0	\$
Staff*	0	\$
Additional Expenses**		\$
Total Annual Expense		\$ -

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

AAU Recognition Potential Impact: ☐ Very Negative ☐ Negative ☐ None ☐ Positive ☐ Very Positive ☒ Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				\$ -
Non-Resident Tuition**				\$ -
Special/Other Tuition***	25	9	\$ 222.00	\$ 49,950.00
			Total Income	\$ 49,950
			Net Income	\$ 49,950

*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 \$ 222 ___ per CH; 9 ___ CH per year per student.

UNK
OFFICE OF THE CHANCELLOR

May 21, 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 the Certificate in World Language Teaching and Learning

Dear President Gold:

I am writing to express my support for the proposed creation of the Certificate in World Language Teaching and Learning within the Department of Modern Languages and International Studies in the College of Arts and Sciences.

This fully online graduate certificate addresses a growing workforce and professional development need for PK–16 world language educators in Nebraska and beyond. As more teachers enter the profession through alternative certification pathways, the demand for specialized training in language pedagogy continues to increase. The program will provide educators with advanced preparation in second language acquisition, instructional methods, curriculum and assessment, and heritage language pedagogy.

The certificate can be supported entirely through existing courses and faculty expertise within the Spanish Education MAE program and related offerings, requiring no additional faculty or institutional resources. The online delivery model also aligns with UNK's commitment to expanding access to graduate education for working professionals across Nebraska and beyond.

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 Proposal for New Certificate Program

I. Descriptive Information

Name of Campus Proposing Certificate
University of Nebraska at Kearney
Name of Proposed Certificate
Certificate in World Language Teaching and Learning
Level of Certificate to be Awarded to Graduates
☐ Undergraduate ☒ Graduate
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
Modern Languages 7-12 World Language Teaching Endorsement (BAE degree); Spanish Master of Arts in Education
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
16.0105
Subject Code
MODL
Administrative Unit(s) for the Proposed Certificate (eg. Department, School, College)
Department of Modern Languages & International Studies, College of Arts & Sciences
Other Units Participating in the Certificate
Teacher Education, College of Education
Proposed Delivery Site
UNK Online
Students can Complete the Full Program [check all that apply]
☐ On-campus ☒ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Certificate will be Offered to
☐ Degree seeking ☐ Non-degree seeking ☒ Both ☐ Other (please explain)
Program leads to professional licensure or certification
☒ no ☐ yes If yes, complete Appendix: Professional Licensure and Certification.
The proposed certificate program is a subset of an existing degree program
☒ yes ☐ no If yes, % made up of existing courses: <u>100</u> %
Proposed Date the New Certificate will be Initiated
FALL 2026
FOR GRADUATE CERTIFICATES ONLY:
Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)
☐ yes ☒ no
List of Faculty Members who will Serve on Certificate Advisory Committee
Chris Jacobs; Jami Holbein-Swanson; Jonathan Dettman; Janet Eckerson

II. Details

A. Purpose of the Proposed Certificate:

The Certificate in World Language Teaching and Learning will offer workforce development and ongoing professional learning for instructors of all World Languages PK-16 in Nebraska and beyond. The certificate provides language instructors at any level the opportunity to refresh, deepen, or expand practical knowledge and skills for delivering the most current and effective instructional practices in the field of World Language education. At the same time, as a growing number of K-12 educators enter the profession through alternative certification pathways, the need and demand for robust continuing education in the specific field of language pedagogy grows.

B. Description of the Proposed Certificate:

The proposed 18-credit online certificate utilizes a sequence of courses from the Spanish Education MAE program at UNK that have relevance to teachers of all world languages. The 12 hours of core courses: Second Language Acquisition, Curriculum and Assessment, Instructional Methods, Heritage Learner Pedagogy are a strong foundation for all language instructors. In addition to these core courses, 6 credits of elective options are drawn from existing coursework at UNK and allow the certificate to be customized through graduate study abroad, research methods, bilingual education or English as a Second Language coursework. The electives allow students to tailor the certificate to their professional goals.

C. Student Learning Outcomes

- 1. Understand contemporary theories of Second Language Acquisition (SLA).
- 2. Be able to apply Second Language Acquisition (SLA) theory to instructional practices and designs for a broad range of learners.
- 3. Understand effective processes and strategies for planning, delivering, and assessing proficiency-driven language instruction.
- 4. Be able to develop effective instructional sequences and assessments and provide reasoned justifications for their instructional choices.

D. Admissions

Admission requirements are similar to those of the Spanish MAE: %
Bachelor’s degree in Education or other Major with relevant professional experience; Minimum UG GPA of 3.00. %

E. Certificate Program Curriculum

Name of Existing Master’s Program: Master of Arts in Education, Spanish Education			
Required Courses: Course Code and Title	Masters Credit Hours	Certificate Credit Hours	Prerequisites, if applicable
MODL 800: Curriculum & Assessment	3	3	
MODL 810: Second Language Acquisition	3	3	
MODL 820: Methods of World Language Instruction	3	3	
MODL 850: Teaching Heritage Languages in the United States or SPAN 865P: Spanish Heritage Language Pedagogy	3	3	
Total required		12	

Electives: Course Code and Title (choose 6 hours)	Masters Credit Hours	Certificate Credit Hours	
MODL 840: Research Methods in Language Teaching and Learning	3	3	
MODL 875: Graduate Study Abroad		3 - 6	
SPAN 872P Content and Language Integrated Instructional Methods for Dual Language/Bilingual Education	3	3	
MODL 880: Professional Development	3	3	
TE 826 – Content Methods & Strategies for Teaching English As A Second Language		3	
Total elective:		6	
Total certificate		18	

F. Advising

At admission, students will be assigned to two advisors: Graduate Program Chair in Modern Languages (faculty) and Online Program Advisor (staff).

G. Evaluation of Program

Annual graduate program assessment reports will include certificate students' successful completion of coursework and academic standing. Assessment of student learning objectives will occur within the four courses that make up the required core. These will be monitored by program advisors. Evaluation of instructors through peer observation and student evaluations will also inform the annual assessment. Periodic surveys of certificate alumni will be conducted together with alumni surveys in the SPAN MAE program.

H. Plan for Implementation

All courses in the proposed certificate are already in existence as they serve purposes in other programs as well. To implement the certificate, it need only be published in the catalog and added to the department webpage and a program of study published in the Stellar suite for advising. The Department of Modern Languages will create an advising resource document and incorporate promotion of the certificate into the existing marketing plan for the Modern Languages Graduate Program.

I. Other Information (as applicable)

N/A

III. Review Criteria

A. Centrality to the Campus Role and Mission

The proposed Certificate in World Language Teaching and Learning strengthens UNK's mission by building on the existing Modern Languages department programs and faculty expertise. By repurposing successful coursework from the Spanish Education MAE program and opening it up to teachers of all world languages, the department is making smart use of existing expertise while meeting a real need in the field. The certificate also directly supports the university's goal of expanding online graduate offerings. More and more K-12 educators are entering language teaching through alternative routes, and they need accessible, specialized professional development. The online format lets UNK reach teachers across Nebraska and beyond who can't come to campus. This positions the department to fill a genuine gap in continuing education for practicing teachers at all levels. The certificate is flexible: students complete core courses in the foundations of language teaching, then choose electives that match their own professional goals, whether that's studying abroad, bilingual education, or research. It's a practical, customizable approach that serves educators where they are, while building UNK's reputation as a leader in preparing language educators.

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

Extraordinary Teaching and Learning is the foundation of this certificate. The program advances innovative and impactful educational experiences by providing current training in approaches and methods in world language instruction. The core courses, Second Language Acquisition, Curriculum and Assessment, Instructional Methods, and Heritage Learner Pedagogy—ensure that teachers have access to the latest research and best practices in the field. By offering both foundational knowledge and customizable electives, the certificate supports learning for educators at all levels and career stages, from early-career teachers to experienced practitioners looking to refresh their skills.

Extraordinary Stewardship and Effectiveness is demonstrated through the program's efficient use of existing resources. Rather than creating entirely new courses, the certificate strategically leverages proven coursework from the Spanish Education MAE program, maximizing the return on institutional investment while expanding reach and impact through online delivery. This thoughtful approach allows UNK to serve more educators without proportional increases in resource allocation.

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

The Certificate in World Language Teaching and Learning directly supports Nebraska's comprehensive statewide plan priorities. By developing professional learning opportunities for K-12 language educators, the program addresses workforce quality in a field where there is unmet demand – teachers of languages other than Spanish have limited access to relevant graduate coursework. The certificate also serves working professionals—many part-time students—who need accessible pathways for continuing education and skill development.

The program strengthens educational attainment across the state. When teachers have access to current, research-based pedagogy, student success improves, contributing to Nebraska's goal of increasing educational attainment. The online delivery format makes professional development more equitable and accessible, allowing UNK to serve educators across rural and urban Nebraska and beyond without requiring geographic relocation.

D. Evidence of Need and Demand

1. Need: The sustained enrollment of language teacher's of the UNK Spanish Education Master of Arts in Education is evidence of the need for online option in graduate programs for language teachers. Teachers of languages other than Spanish, of which there are nearly 200 in Nebraska alone, also need access to online graduate level professional development focused on language teaching. As more World Language teachers earn teacher certification through alternative pathways, like the more than 40 future 7-12 language teachers currently enrolled in UNK's transitional certification program, there is a growing audience of teachers looking for additional professional learning in their specific field.

2. Demand:

We anticipate approximately 3-5 enrollments annually; there is no minimum number for viability as all courses will be offered regardless of certificate enrollments.

E. Avoidance of Unnecessary Duplication

All courses in the proposed certificate are part of an existing program. No other online program in the NU system has this focus.

F. Adequacy of Resources:

1. Faculty/Staff

No new faculty is needed to support this certificate, as all courses currently part of the existing Master of Arts in Education – Spanish Education program or the ESL supplemental endorsement. These courses can accommodate additional student enrollments without the need to create new sections.

2. Library/Information Resources

No new resources are required.

3. Physical Facilities and Equipment

No new resources are required.

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

Table 1: Projected Expenses

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER OR UNIT: UNK - Certificate in World Language Teaching and Learning- CAS - Modern Languages												
	(FY 2026)		(FY 2027)		(FY 2028)		(FY 2029)		(FY 2030)		Total Cost	
	Year 1		Year 2		Year 3		Year 4		Year 5			
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0
Professional	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0		\$0

Graduate assistants	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	\$0
Support staff	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	\$0
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Operating											
General Operating		\$0		\$0		\$0		\$0		\$0	\$0
Equipment		\$0		\$0		\$0		\$0		\$0	\$0
New or renovated space		\$0		\$0		\$0		\$0		\$0	\$0
Library/Information Resources		\$0		\$0		\$0		\$0		\$0	\$0
Other		\$0		\$0		\$0		\$0		\$0	\$0
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Table 2: Revenue Sources for Projected Expenses

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:UNK - Certificate in World Language Teaching and Learning- CAS - Modern Languages						
	FY(2026-27) Year 1	(FY2027-28) Year 2	(FY2028-29) Year 3	(FY2029-30) Year 4	(FY2030-31=) Year 5	Total
Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0
Required New Public Funds	\$0	\$0	\$0	\$0	\$0	\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees (#of students =5,10,15,20, 25)	\$9,990	\$19,980	\$29,970	\$39,960	\$49,950	\$149,850
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$9,990	\$19,980	\$29,970	\$39,960	\$49,950	\$149,850



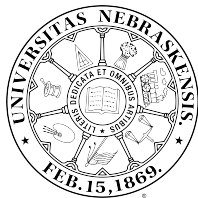
DATE: May 20, 2026

TO: Neal Schnoor, Chancellor

FROM: Julie J. Shaffer, Senior Vice Chancellor for Academic Affairs

SUBJECT: Creation of a Certificate in World Language Teaching and Learning

It is my recommendation that UNK supports the creation of a graduate certificate in World Language Teaching and Learning from the Department of Modern Languages. This graduate certificate supports workforce development and ongoing professional learning for PK–16 World Language instructors in Nebraska and beyond. It gives language educators opportunities to refresh, deepen, and expand their knowledge and skills in current, effective instructional practices. As more K–12 teachers enter the profession through alternative certification pathways, the demand for specialized training in language pedagogy continues to grow. The proposed 18-credit online certificate draws from courses in UNK's Spanish Education MAE program that are relevant to teachers of all world languages. The 12-credit core includes Second Language Acquisition, Curriculum and Assessment, Instructional Methods, and Heritage Learner Pedagogy, providing a strong foundation for language educators. Students also complete 6 elective credits chosen from existing UNK coursework, including options such as graduate study abroad, research methods, bilingual education, and English as a Second Language. These electives allow participants to tailor the certificate to their professional goals. This certificate has been vetted by the UNK Graduate Council, and I fully support the creation of this certificate.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to rename the Master of Science in Agricultural and Biological Systems Engineering to Biological Systems Engineering administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL).

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

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The request to rename the Master of Science will bring this program into alignment with the name of the bachelor's program, the name of the department, and the PhD program (proposal to rename pending). Additionally, the new name will better communicate the scope of the degree program to prospective students and employers. While agriculture remains an important application area, the research and professional preparation in this degree program extends well beyond traditional agricultural systems to include biological, environmental, biomedical, and engineered-natural systems. The proposed name change clarifies the program's systems-oriented, broad interdisciplinary identity, reduces unintended narrowing of its perceived scope, and better positions graduates for diverse career pathways in industry, research, and public-sector organizations that value systems thinking and applied engineering approaches. Those seeking a distinctly agriculturally-focused degree have an option to pursue a Master of Agriculture Systems Technology within the department.

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 name change on July 16, 2026.



April 8, 2026

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Dr. Jackson,

I am forwarding materials related to a proposal from the College of Agricultural Sciences and Natural Resources (CASNR) to rename the “Agricultural and Biological Systems Engineering MS” to “**Biological Systems Engineering MS.**” The proposed change mirrors the department and the undergraduate program offering. The removal of “agricultural” from the program name reflects the scope and focus of the program and research and will better communicate the value of the program to prospective students and employers. There are no curricular changes as part of this action.

The proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for IANR, Graduate Council and Dean Deb Hope, Interim Dean Tom Burkey, CASNR faculty and curriculum committees, and it has my approval. I am requesting you approve it as well.

Sincerely,

Katherine S. Ankerson
Interim Chancellor

c: Kevin Hanrahan, Chair, Academic Planning Committee
Mark Button, Executive Vice Chancellor
Tiffany Heng-Moss, Vice Chancellor, Institute of Agriculture and Natural Resources
Deb Hope, Graduate Council and Dean
Tom Burkey, Interim Dean, College of Agricultural Sciences and Natural Resources
Aaron Mittelstet, Biological Systems Engineering
Jordan Gonzales, Chief of Staff
Renee Batman, Assistant Vice Chancellor
Suzi Tamerius, Project Coordinator
Karen Griffin, Coordinator of Faculty Governance
Andrea Kessler, Executive Assistant

University of Nebraska Modification of Major or Program

I. Descriptive Information

<i>University of Nebraska-Lincoln</i>	Current Information	Proposed Modification
Name of Major or Program	Agricultural and Biological Systems Engineering	Biological Systems Engineering
Degree or Credential to be Awarded to Graduates	Master of Science in Agricultural and Biological Systems Engineering	Master of Science in Biological Systems Engineering
CIP Code 6-digit	14.4501	
Subject Code	BSEN	
Administrative Unit(s) for the Major or Program	Biological Systems Engineering	
Other participating Units	none	
Delivery Site	UNL - Lincoln, NE	
Students may complete the Full Program	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification	☒ no ☐ yes	☒ no ☐ yes

Other Programs (including Certificates, Majors, or Degrees) Offered in this Field by this Institution
Bachelor of Science in Biological Systems Engineering; Doctor of Philosophy in Biological Engineering

Percentage of Program Proposed Content Changes
Curriculum/Courses: 0%
Learning Objectives: 0%
Competencies: 0%
Required Clinical: N/A

Proposed Date Modifications will be Initiated
Fall 2026

II. Details

A. Description of Proposed Modification:

The proposed modification is a name change to the MS degree program from “Agricultural and Biological Systems Engineering” to “Biological Systems Engineering”. The curriculum within the degree will remain the same.

B. Justification of Proposed Modification:

The request to rename the MS program will bring the program into alignment with the name of the BS program, the name of the department, and the PhD program (proposal pending). Additionally, the new name will better communicate the value of the degree program to prospective students and employers.

Renaming the MS program *Biological Systems Engineering* more accurately reflects the scope and focus of the program and research. While agriculture remains an important application area, the research and professional preparation in the program extend well beyond traditional agricultural systems to include biological, environmental, biomedical, and engineered-natural systems. Faculty and MS students work on problems that integrate biology with sensors, data, modeling, controls, and decision-support tools across multiple scales. Removing “agricultural” from the degree name clarifies the program’s systems-oriented, interdisciplinary identity, reduces unintended narrowing of its perceived scope, and better positions graduates for diverse career pathways in industry, research, and public-sector organizations that value systems thinking and applied engineering approaches.

C. Plan for implementation:

Upon approval, the new name will be fully implemented in the Graduate Catalog, on recruitment materials, and on the diploma and transcript. There are no other impacts. There are no CIP code changes.



MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Executive Vice Chancellor

DATE: March 10, 2026

SUBJECT: Proposal to Rename Agricultural and Biological Systems Engineering MS

Attached please find a proposal to rename the Agricultural and Biological Systems Engineering MS administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources. The proposed name of the program is “Biological Systems Engineering,” which mirrors that of the department and the undergraduate program. The removal of “agricultural” from the program name more accurately reflects the scope and focus of the program and research. Most importantly, the revised name will better communicate the value of the program to prospective students and employers. There are no curricular changes as a part of this action.

A proposal to rename the PhD program in “Biological Engineering” to “Biological Systems Engineering” is also under review in a separate request.

The proposed name change has the full support of the CASNR faculty and curriculum committees, Interim Dean Tom Burkey, Graduate Council and Dean Deb Hope, and VC Tiffany Heng-Moss. I fully support this proposal.



February 17, 2026

To: Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer

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

Re: Rename MS Agricultural and Biological Systems Engineering to MS Biological Systems Engineering CIP 14.4501

Attached is a proposal to rename the MS in Agricultural and Biological System Engineering to MS in Biological Systems Engineering to be consistent with the undergraduate degree and name of the department. This proposal was approved unanimously by the UNL Graduate Council on February 4, 2026. The approvals from the Interim Dean of the College of Agricultural Sciences and Natural Resources and the Interim Vice Chancellor for IANR are included. I also approve this proposal.

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

cc Tom Burkey
Tiffany Heng-Moss
Aaron Mittelstet
Suzi Tamerius
Erin Paseka
Steve Booton
Jason Carmichael

MEMORANDUM

TO: Deb Hope
Associate Vice Chancellor and Dean of Graduate Education

FROM: Tiffany Heng-Moss *Tiffany Heng-Moss*
Interim NU Vice President and Interim IANR Harlan Vice Chancellor

SUBJECT: Name Change Proposal

DATE: September 28, 2025

I am pleased to approve the proposal to change the name of the MS program from *Agricultural and Biological Systems Engineering* to *Biological Systems Engineering*.

This request also has full support from the faculty in the Department of Biological Systems Engineering and the CASNR Curriculum Committee.

Enclosed are a copy of the proposal and transmittal letters. If you need additional information, please do not hesitate to contact Interim Dean Burkey.

Attachments

CC: Tom Burkey
Mark Stone
Renee Batman



TO: Tiffany Heng-Moss
Interim NU Vice President and IANR Harlan Vice Chancellor

FROM: Tom Burkey, Interim Dean
College of Agricultural Sciences and Natural Resources

SUBJECT: Proposal to Change the Name of Master of Science in Agricultural
and Biological Systems Engineering

DATE: September 26, 2025

Dear Vice Chancellor Heng-Moss,

I am pleased to support and forward for your consideration the proposal to change the name of the *Master of Science in Agricultural and Biological Systems Engineering* to the *Master of Science in Biological Systems Engineering*. This change was proposed by the faculty of the Department of Biological Systems Engineering and approved by the CASNR Curriculum Committee on September 5, 2025.

Please let me know if I can provide any additional information as you review this proposal.

Sincerely,

Tom Burkey
Interim Dean, College of Agricultural Sciences and Natural Resources

Enclosure

April 2, 2026

Interim Chancellor Katherine Ankerson
201 Canfield Administration
City Campus (0419)

Dear Interim Chancellor Ankerson:

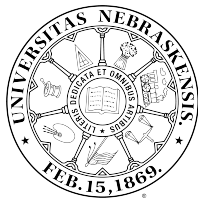
The Academic Planning Committee (APC) considered a proposal to rename the Agricultural and Biological Systems Engineering MS program to Biological Systems Engineering MS. The program is administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources. The APC voted to recommend approval of the proposal at its March 25, 2026, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Kevin Hanrahan, Chair, Academic Planning Committee and Professor, Glenn Korff School of Music

c: Executive Vice Chancellor Mark Button
Vice Chancellor Tiffany Heng-Moss
Interim Dean Tom Burkey
Professor Aaron Mittelstet
Associate to the Chancellor Jordan Gonzales
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to rename the Ph.D. in Biological Engineering to Biological Systems Engineering administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL).

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

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The request to rename the Ph.D. will bring this program into alignment with the name of the bachelor's program, the name of the department, and the MS program (proposal to rename pending). Additionally, the new name will better communicate the value of the degree to prospective students and employers. The work in this field spans agricultural, environmental, biomedical, and water-energy-food systems, with emphasis on scale, dynamics, feedback, and tradeoffs. The term "systems" captures this reality better than *Biological Engineering* alone and better represents the breadth and applied nature of the research conducted in the field.

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 name change on July 16, 2026.



April 8, 2026

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Dr. Jackson,

I am forwarding materials related to a proposal from the College of Agricultural Sciences and Natural Resources (CASNR) to rename the “Biological Engineering Ph.D.” to “**Biological Systems Engineering Ph.D.**” The proposed change mirrors the department and the undergraduate program offering. The inclusion of “systems” in the program name more accurately represents the breadth of the program and applied nature of the research. There are no curricular changes as part of this action.

The proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for IANR, Graduate Council and Dean Deb Hope, Interim Dean Tom Burkey, CASNR faculty and curriculum committees, and it has my approval. I am requesting you approve it as well.

Sincerely,

Katherine S. Ankerson
Interim Chancellor

c: Kevin Hanrahan, Chair, Academic Planning Committee
Mark Button, Executive Vice Chancellor
Tiffany Heng-Moss, Vice Chancellor, Institute of Agriculture and Natural Resources
Deb Hope, Graduate Council and Dean
Tom Burkey, Interim Dean, College of Agricultural Sciences and Natural Resources
Aaron Mittelstet, Biological Systems Engineering
Jordan Gonzales, Chief of Staff
Renee Batman, Assistant Vice Chancellor
Suzi Tamerius, Project Coordinator
Karen Griffin, Coordinator of Faculty Governance
Andrea Kessler, Executive Assistant

University of Nebraska

Modification of Major or Program

I. Descriptive Information

<i>University of Nebraska-Lincoln</i>	Current Information	Proposed Modification
Name of Major or Program	Biological Engineering	Biological Systems Engineering
Degree or Credential to be Awarded to Graduates	Doctor of Philosophy in Biological Engineering	Doctor of Philosophy in Biological Systems Engineering
CIP Code 6-digit	14.4501	
Subject Code	BSEN	
Administrative Unit(s) for the Major or Program	Biological Systems Engineering	
Other participating Units	none	
Delivery Site	Lincoln, NE	
Students may complete the Full Program	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification	☒ no ☐ yes	☒ no ☐ yes

Other Programs (including Certificates, Majors, or Degrees) Offered in this Field by this Institution
Bachelor of Science in Biological Systems Engineering; Master of Science in Agricultural and Biological Systems Engineering

Percentage of Program Proposed Content Changes
Curriculum/Courses: 0%
Learning Objectives: 0%
Competencies: 0%
Required Clinical: N/A

Proposed Date Modifications will be Initiated
Upon Approval

II. Details

A. Description of Proposed Modification:

The proposed modification is a name change to the PhD degree program from “Biological Engineering” to “Biological Systems Engineering”. The curriculum within the degree will remain the same.

B. Justification of Proposed Modification:

The request to rename the PhD program will bring the program into alignment with the name of the BS program, the name of the department, and the MS program (proposal pending). Renaming the PhD program *Biological Systems Engineering* more accurately reflects the intellectual core of the research. Faculty and graduate students in BSE do not primarily study isolated biological components; instead, they engineer, model, and manage complex, interacting systems that integrate biology with physical processes, technology, data, and human decision-making. The work spans agricultural, environmental, biomedical, and water-energy-food systems, with emphasis on scale, dynamics, feedbacks, and tradeoffs. The term “systems” captures this reality far better than *Biological Engineering* alone, which is often interpreted externally as molecular, cellular, or biomedical engineering and does not fully represent the breadth or applied nature of the research.

The name *Biological Systems Engineering* also aligns with the methods and impacts that define the program: systems modeling, sensing and controls, data-driven decision support, field- and lab-based experimentation, and integration across disciplines. This framing better communicates our strengths to prospective students, funding agencies, and industry partners who are seeking engineers trained to work at the intersection of biology, technology, and complex real-world systems. Adopting this name clarifies the department’s research identity, reduces external confusion, and positions the program to grow in emerging areas such as AI-enabled engineering, sustainable infrastructure, and resilient food-water-energy systems—areas where a *systems* perspective is essential.

C. Plan for implementation:

Upon approval, the new name will be fully implemented in the Graduate Catalog, on recruitment materials, and on the diploma and transcript. There are no other impacts. There are no CIP code changes.



MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Executive Vice Chancellor 

DATE: March 10, 2026

SUBJECT: Proposal to Rename Biological Engineering PhD

Attached please find a proposal to rename the Biological Engineering PhD administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources. The proposed name of the program is “Biological Systems Engineering,” which mirrors that of the department and the undergraduate program offering. The inclusion of “systems” in the program name adds specificity that more accurately represents the breadth of the program and applied nature of the research. There are no curricular changes as a part of this action.

A proposal to rename the MS program in “Agricultural and Biological Systems Engineering” to “Biological Systems Engineering” is also under review in a separate request.

The proposed name change has the full support of the CASNR faculty and curriculum committees, Interim Dean Tom Burkey, Graduate Council and Dean Deb Hope, and VC Tiffany Heng-Moss. I fully support this proposal.



February 17, 2026

To: Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer

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

Re: Rename Ph.D. in Biological Engineering to Ph.D. in Biological Systems Engineering CIP
14.450

Attached is a proposal to rename the Ph.D in Biological Engineering to Ph.D. in Biological Systems Engineering to be consistent with the undergraduate degree and name of the department. This proposal was approved unanimously by the UNL Graduate Council on February 4, 2026. The approvals from the Interim Dean of the College of Agricultural Sciences and Natural Resources and the Interim Vice Chancellor for IANR are included. I also approve this proposal.

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

cc Tom Burkey
Tiffany Heng-Moss
Aaron Mittelstet
Suzi Tamerius
Erin Paseka
Steve Booton
Jason Carmichael

MEMORANDUM

TO: Deb Hope
Associate Vice Chancellor and Dean of Graduate Education

FROM: Tiffany Heng-Moss *Tiffany Heng-Moss*
Interim NU Vice President and Interim IANR Harlan Vice Chancellor

SUBJECT: Name Change Proposal

DATE: September 28, 2025

I am pleased to approve the proposal to change the name of the PhD program from *Biological Engineering* to *Biological Systems Engineering*.

This request also has full support from the faculty in the Department of Biological Systems Engineering and the CASNR Curriculum Committee.

Enclosed are a copy of the proposal and transmittal letters. If you need additional information, please do not hesitate to contact Interim Dean Burkey.

Attachments

CC: Tom Burkey
Mark Stone
Renee Batman



TO: Tiffany Heng-Moss
Interim NU Vice President and IANR Harlan Vice Chancellor

FROM: Tom Burkey, Interim Dean
College of Agricultural Sciences and Natural Resources

SUBJECT: Proposal to Change the Name of Doctor of Philosophy in Biological Engineering

DATE: September 26, 2025

Dear Vice Chancellor Heng-Moss,

I am pleased to support and forward for your consideration the proposal to change the name of the *Doctor of Philosophy in Biological Engineering to the Doctor of Philosophy in Biological Systems Engineering*. This change was proposed by the faculty of the Department of Biological Systems Engineering and approved by the CASNR Curriculum Committee on September 5, 2025.

Please let me know if I can provide any additional information as you review this proposal.

Sincerely,

Tom Burkey
Interim Dean, College of Agricultural Sciences and Natural Resources

Enclosure

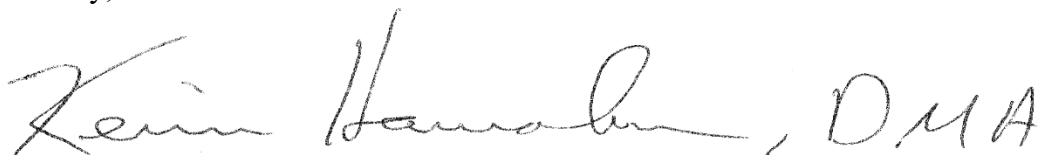
April 2, 2026

Interim Chancellor Katherine Ankerson
201 Canfield Administration
City Campus (0419)

Dear Interim Chancellor Ankerson:

The Academic Planning Committee (APC) considered a proposal to rename the Biological Engineering Ph.D. to Biological Systems Engineering Ph.D. The program is administered by the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources. The APC voted to recommend approval of the proposal at its March 25, 2026, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Kevin Hanrahan, Chair, Academic Planning Committee and Professor, Glenn Korff School of Music

c: Executive Vice Chancellor Mark Button
Vice Chancellor Tiffany Heng-Moss
Interim Dean Tom Burkey
Professor Aaron Mittelstet
Associate to the Chancellor Jordan Gonzales
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to Establish an expedited Graduate Certificate in Mentoring and Instructional Coaching administered by the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO).

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

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The 12 credit-hour online Graduate Certificate in Mentoring and Instructional Coaching will prepare educators to support teacher growth through evidence-based mentoring, instructional coaching, and collaborative leadership practices. Designed for professionals in PK–12 and higher education settings, the certificate will introduce students to foundational and contemporary research on educative mentoring and to widely used coaching models, including teacher-centered, student-centered, cognitive, and instructional coaching. The need for this training is supported by labor market analysis, with more than 1.59 million job postings over the past year requiring mentoring or instructional coaching competencies. Additionally, market research demonstrated that this online certificate would fill a regional void: within a 200-mile radius, no other public institution offers a comparable graduate certificate. This expedited Graduate Certificate was reported to the Executive Graduate Council on June 26, 2026.

BACKGROUND INFORMATION

Regents Policy 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out in RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

RECOMMENDATION

The President approved this expedited Graduate Certificate on July 16, 2026.



MEMORANDUM

Date: March 30, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs 

RE: Expedited Certificate Proposal—Mentoring and Coaching Certificate

The University of Nebraska at Omaha committees, include the cognizant graduate committees, have reviewed and endorsed the creation of a new graduate certificate.

The College of Education, Health, and Human Sciences requests the creation of a Mentoring and Coaching Certificate. This graduate certificate prepares educators to support teacher growth through evidence-based mentoring, instructional coaching, and collaborative leadership practices. Designed for professionals in PK–12 and higher education settings, the certificate introduces candidates to foundational and contemporary research on educative mentoring and to widely used coaching models, including teacher-centered, student-centered, cognitive, and instructional coaching.

This certificate program is designed to strengthen instructional quality, build leadership capacity, and enhance teacher retention. Across Nebraska and the surrounding region, PK–12 districts and higher education institutions consistently report the need for educators who are not only skilled practitioners but also prepared to guide, support, and develop their colleagues. This need is supported by labor market analysis, with more than 1.59 million job postings over the past year requiring mentoring or instructional coaching competencies. Additionally, market research demonstrated that this certificate would fill a regional void: within a 200-mile radius, no other public institution offers a comparable graduate certificate.

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

Proposal for New Certificate Program

I. Descriptive Information

Name of Campus Proposing Certificate
University of Nebraska at Omaha
Name of Proposed Certificate
Mentoring and Coaching Certificate
Level of Certificate to be Awarded to Graduates
☐ Undergraduate ☒ Graduate
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
We currently offer a Master's in Elementary and Secondary Education with various concentrations that include mentoring and coaching coursework.
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
13.0404
Subject Code
TED
Administrative Unit(s) for the Proposed Certificate (eg. Department, School, College)
College of Education Health and Human Sciences
Other Units Participating in the Certificate
None
Proposed Delivery Site
University of Nebraska at Omaha
Students can Complete the Full Program [check all that apply]
☐ On-campus ☒ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Certificate will be Offered to
☐ Degree seeking ☐ Non-degree seeking ☒ Both ☐ Other (please explain)
Program leads to professional licensure or certification
☒ no ☐ yes If yes, complete Appendix: Professional Licensure and Certification.
The proposed certificate program is a subset of an existing degree program
☒ yes ☐ no If yes, % made up of existing courses: 100 %
Proposed Date the New Certificate will be Initiated
<i>Upon Approval</i>
FOR GRADUATE CERTIFICATES ONLY:
Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)
☐ yes ☒ no
List of Faculty Members who will Serve on Certificate Advisory Committee
Kelly Gomez Johnson

II. Details

A. Purpose of the Proposed Certificate:

This certificate program is designed to strengthen instructional quality, build leadership capacity, and enhance teacher retention. Across Nebraska and the surrounding region, PK–12 districts and higher education institutions consistently report the need for educators who are not only skilled practitioners but also prepared to guide, support, and develop their colleagues. This need is supported by labor market analysis, with more than 1.59 million job postings over the past year requiring mentoring or instructional coaching competencies. Additionally, market research demonstrated that this certificate would fill a regional void: within a 200-mile radius, no other public institution offers a comparable graduate certificate.

B. Description of the Proposed Certificate:

The Graduate Certificate in Mentoring and Instructional Coaching prepares educators to support teacher growth through evidence-based mentoring, instructional coaching, and collaborative leadership practices. Designed for professionals in PK–12 and higher education settings, the certificate introduces candidates to foundational and contemporary research on educative mentoring and to widely used coaching models, including teacher-centered, student-centered, cognitive, and instructional coaching.

Through applied coursework and field-based experiences, candidates design and implement mentoring plans, conduct complete coaching cycles, and facilitate reflective, data-informed professional conversations with novice and practicing teachers. Candidates also engage in community-based experiences to strengthen their leadership capacity and contribute meaningfully to local educational partnerships.

Upon completion, graduates are equipped with skills, knowledge, and dispositions to serve as instructional coaches, mentors, and teacher leaders capable of fostering professional growth and improving instructional practice within varied educational contexts. The certificate aligns with institutional goals for advancing teaching excellence, strengthening educational partnerships, and contributing to educator effectiveness and retention.

C. Student Learning Outcomes

Students who complete this certificate successfully will be able to...

- 1) Apply principles of educative mentoring by analyzing mentoring interactions, identifying areas of strength and need, and implementing targeted strategies that support teacher growth.
- 2) Describe, compare, and apply prominent instructional coaching models to construct a shared lexicon and written articulation of the instructional coach's role in PK–12 settings
- 3) Implement and evaluate strategies to build and sustain effective coaching partnerships
- 4) Facilitate complete coaching cycles by conducting pre-observation conferences, collecting and analyzing instructional evidence, providing actionable feedback, and documenting teacher progress across the cycle
- 5) Select and implement appropriate data collection tools, including student work analysis—to guide reflective dialogue and co-develop goals that support teacher and student learning outcomes
- 6) Analyze coaching and mentoring behaviors and decisions for the purpose of reflection, identifying patterns in interactions and developing measurable goals for professional improvement
- 7) Analyze problems of practice using structured inquiry processes, generate evidence-based solutions, and evaluate their potential to improve instructional practice and student outcomes

- 8) Analyze contextual and cultural factors that influence professional learning and adapt coaching approaches to meet educator and learner needs
- 9) Engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice
- 10) Connect and extend knowledge, theories, and/or methodologies gained to new situations and leadership contexts

D. Admissions

The Application for Graduate Admission must be completed online. The online application will specify all of the required documentation for the specific program prior to the program application deadline.

Admissions will follow the same TED graduate admissions policy as the elementary and secondary graduate programs (e.g. December 10, May 1, August 1).

A non-refundable application fee is required for all applications. This includes undergraduates within the University of Nebraska system, and students who have been previously admitted as graduate students at the University of Nebraska-Lincoln, the University of Nebraska at Kearney, or the University of Nebraska Medical Center.

Applicants who have earned, or will have earned, a bachelor's or master's degree at a regionally accredited college or university in the United States, or the equivalent of such degrees in another country, will be considered for admission. Prospective students may apply for admission during or after the final year of undergraduate study but must submit the official baccalaureate degree transcript/course-by-course transcript evaluation to the Office of Graduate Studies before the end of the first year of enrollment.

Quality of previous undergraduate and graduate work. The Graduate College requires a minimum "B" average (3.0 on a 4.0 scale) in a program of study resulting in the award of a baccalaureate degree from a regionally accredited college or university. Applicants who have earned a minimum cumulative GPA of 2.7 on a 4.0 scale can be considered for provisional admission. If an applicant has studied at the graduate level and performed satisfactorily, less weight may, but not necessarily, be placed on the quality of the undergraduate academic record. Some programs require a higher minimum grade point average for admission.

Other Requirements

- English Language Proficiency: Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, OR a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement to be considered for admission.
 - Internet-based TOEFL: 80, IELTS: 6.5, PTE: 53, Duolingo: 110
- Applicants working toward the certificate must have a valid teaching certificate. Exceptions to this will be considered on an individual basis. If needed, please contact the graduate program chair.

E. Certificate Program Curriculum

Required Courses: Course Code and Title	Credit Hours	Prerequisites, if applicable	Course and Lab Fees
TED 8110 Educative Mentoring in PK-12 Education	3	None	None
TED 8720 Introduction to Instructional Coaching in Education	3	None	None

TED 8350 Applied Coaching for Educators	3	None	None
TED 8320 Strengthening Leadership Capacity Through Research and Community Collaboration	3	None	None
Total	12		

Name of Existing Master's Program:

- Elementary MS - Curriculum, Instruction and Assessment
- Secondary MS - Curriculum, Instruction and Assessment

Required Courses:	ELED MS	SED MS
TED 8110 Educative Mentoring in PK-12 Education	X	X
TED 8720 Introduction to Instructional Coaching in Education	X	X
TED 8350 Applied Coaching for Educators	X	X
TED 8320 Strengthening Leadership Capacity Through Research and Community Collaboration	X	X
Total Certificate Hours	12 hours	12 hours
	Additional 24 credits required for degree	Additional 24 credits required for degree
Total Degree Hours	36 hours	36 hours

F. Advising

Students will be assigned to the designated elementary or secondary graduate program advisor upon admission.

G. Evaluation of Program

The program will be evaluated with the following metrics:

- The percentage of students who successfully complete each course will be tracked.
- The percentage of students who successfully complete the certificate will be monitored.
- The percentage of students who successfully complete the certificate and either continue to a master's degree or obtain additional certificates will be recorded.
- End-of-course evaluations and feedback surveys will be administered and reviewed.
- Program data will be reviewed annually as part of a continuous improvement plan.

H. Plan for Implementation

Since the courses are already developed and within our current programming sequence, implementation will be upon approval.

I. Other Information (as applicable)

III. Review Criteria

A. Centrality to the Campus Role and Mission

The Mentoring and Coaching Certificate directly advances the University of Nebraska at Omaha's mission as a metropolitan university committed to academic excellence, access, and community engagement. Aligned with UNO's strategic priority of workforce readiness, the certificate prepares PK–12 educators with high-demand mentoring and coaching skills that address regional and national educational needs. The program also supports extraordinary teaching and learning through flexible and stackable pathways that promote continuous professional learning and advancement for working professionals.

Leveraging UNO's established strengths in teacher education, the certificate reinforces the university's role as a leader in responsive, community-engaged academic programming. Applied coursework ensures equitable access while allowing learners to demonstrate mastery through authentic practice. By preparing graduates to lead, mentor, and coach across schools, organizations, and community settings, the program extends UNO's impact beyond campus and fulfills its public responsibility to support workforce readiness, professional growth, and leadership across the region.

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

The Graduate Certificate in Mentoring and Instructional Coaching directly supports the University of Nebraska System's strategic priorities by advancing extraordinary teaching and learning, strengthening PK–12 partnerships, and supporting educator workforce development across the state. Designed for PK–12 educators, the certificate emphasizes educative mentoring, evidence-based coaching models, and data-informed instructional leadership that enhance teaching practice and student learning in school settings.

Aligned with the System's priority of ***Extraordinary Teaching & Learning***, the program prepares PK–12 educators to implement innovative and transformative instructional strategies, engage in structured coaching cycles, analyze instructional evidence, and foster reflective practice among teachers. This ***reimagining of traditional curriculum and pedagogy*** keeps our program learner centered. These competencies directly support curriculum and instructional improvement efforts aimed at improving learner outcomes in elementary and secondary classrooms.

Additionally, the certificate advances ***Extraordinary Partnerships & Engagement*** by strengthening sustained collaborations between the university and PK–12 schools. Field-based and practice-embedded experiences enable educators to apply mentoring and coaching strategies within their own schools and districts, contributing to the continuous improvement of teaching and learning. Through its focus on building instructional capacity among PK–12 educators, the certificate reinforces the University of Nebraska's mission ***to support learner-centered environments, strengthen educational systems, and positively impact schools and communities across the state***. Building the certificate within an existing program to create stackable academic pathways ***increases efficiency of implementation***.

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

This new certificate exemplifies and reinforces the key priorities of Nebraska's Comprehensive Statewide Plan by enhancing access and flexibility to meet student needs (**Chapter 2**), strengthening alignment between educational outcomes and workforce demands to support economic value (**Chapter 3**), and embracing innovation through collaborative program design that contributes to a coordinated postsecondary system (**Chapter 4**).

D. Evidence of Need and Demand

1. Need:

The demand for mentoring and instructional coaching skills is strong and growing across Nebraska and nationwide, demonstrating clear workforce need for the proposed Graduate Certificate in Mentoring and Instructional Coaching. Nationally, employers posted 1.59 million jobs requiring mentoring or instructional coaching competencies between October 2024 and September 2025, with a median advertised salary of \$124,400, an increase of more than 21% since 2022. K–12 and higher education alone account for more than 109,000 annual postings that list coaching, mentoring, curriculum development, or faculty support as required skills. In Nebraska, the Department of Labor consistently identifies instructional coordinators, teacher leaders, and education and training managers as high-skill, high-demand occupations, with projected statewide growth ranging from 6–11% over the next decade. Regionally, within a 200-mile radius of Omaha, there were 476 K–12 job postings and 1,574 higher education postings requiring coaching or mentoring skills in the last year.

The certificate also addresses substantial educational and economic opportunities for the institution, community, and state. UNO would be the only public university within a 200-mile radius offering a graduate credential explicitly focused on mentoring and instructional coaching, positioning the institution to meet unmet regional and statewide needs. National market analyses show that 75% of comparable programs are offered online, reflecting demand for flexible pathways supporting working educators—an important consideration for Nebraska’s rural PK–12 workforce. Completions under the most relevant CIP code (13.0404) total 367 nationally, with no regional competition and significant demand across related CIP areas. Strengthening teacher induction, mentorship, and ongoing instructional support contributes to improved teacher retention, reduced turnover costs for districts, and increased student achievement. This certificate advances the University of Nebraska’s mission to strengthen the educational workforce, support community and school partnerships, and contribute to economic and societal development across the state.

2. Demand:

Evidence of student interest in the proposed Graduate Certificate in Mentoring and Instructional Coaching is supported by enrollment patterns in related graduate programs at the University of Nebraska at Omaha, including programs in education, instructional leadership, curriculum and instruction, and instructional technology. In addition, UNO’s established partnerships with regional school districts and its role as a metropolitan university serving a large population of working educators position the institution to respond effectively to demand for flexible, online, and stackable credentials. Faculty feedback and district collaboration indicate sustained interest in graduate-level coursework focused on mentoring, instructional coaching, teacher leadership, and professional learning. The proposed certificate builds on this existing interest by formalizing a coherent pathway that aligns with educator workforce needs related to teacher induction, instructional improvement, and educator retention across Nebraska.

Projected enrollment for the Mentoring and Instructional Coaching Certificate is based on historical enrollment trends in comparable graduate-level certificates and endorsements at UNO, as well as anticipated demand from educators seeking coaching and leadership credentials. Initial enrollment is expected to be modest during the launch phase, with steady growth as awareness increases through district partnerships, advising, and targeted outreach.

Academic Year	Projected New Enrollments
Year 1	5–10 students
Year 2	10–13 students
Year 3	13–16 students
Year 4	16–19 students
Year 5	19–24 students

The mentoring and coaching certificate will be viable with a minimum annual enrollment of 5-10 students. Program sustainability is supported using existing faculty expertise, online course delivery, and shared coursework with related graduate programs. Given these courses are within our current program, they run consistently. As enrollment grows, the program will continue to scale without requiring additional infrastructure or significant new resource investment.

E. Avoidance of Unnecessary Duplication

This is a subset of an existing program. Furthermore, UNO would be the only public university within a 200-mile radius offering a graduate credential explicitly focused on mentoring and instructional coaching.

F. Adequacy of Resources:

1. Faculty/Staff

This certificate leverages existing coursework in our current program and does not require new faculty.

2. Library/Information Resources

This certificate leverages existing coursework in our current program and does not require new resources.

3. Physical Facilities and Equipment

This certificate leverages existing coursework in our current program and does not require new facilities or equipment.

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

Table 1: Projected Expenses

No new expenses are needed for this certificate. Projected expenses are \$0.

Table 2: Revenue Sources for Projected Expenses

No new expenses are needed for this certificate. Projected expenses are \$0.

TABLE 2: REVENUE SOURCES - NEW CERTIFICATE IN MENTORING & COACHING						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO, ELEMENTARY EDUCATION MS						
	FY(2026-27) Year 1	(FY2027-28) Year 2	(FY2028-29) Year 3	(FY2029-30) Year 4	(FY2030-31) Year 5	Total
Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ¹	\$23,640	\$47,280	\$61,464	\$75,648	\$89,832	\$297,864
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$23,640	\$47,280	\$61,464	\$75,648	\$89,832	\$297,864

FOOTNOTES:A1

¹ See Table 3 for calculation.

TABLE 1: PROJECTED EXPENSES - NEW CERTIFICATE IN MENTORING & COACHING												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO, TEACHER EDUCATION												
	(FY 2026-27) Year 1		(FY 2027-28) Year 2		(FY 2028-29) Year 3		(FY 2029-30) Year 4		(FY 2030-31) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty												\$0
Professional												\$0
Graduate assistants												\$0
Support staff												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
General Operating											\$0	
Equipment											\$0	
New or renovated space											\$0	
Library/Information Resources											\$0	
Other											\$0	
Subtotal	\$0		\$0		\$0		\$0		\$0		\$0	
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

OCTOBER 7, 2025

MARKET OVERVIEW:
**MENTORING &
INSTRUCTIONAL COACHING
GRADUATE CERTIFICATE**

John Kerins

SENIOR DATA ANALYST, ILCI

The purpose of this report is to give insight into the market conditions surrounding the proposed UNO graduate certificate program in Mentoring & Instructional Coaching, specifically the regional and national demand from students for programs in this subject area, as well as labor market demand for relevant skills in the education sector and beyond.

If quoting information from this report and unsure of how to phrase/word a statistic, please contact jkerins@unomaha.edu to verify correct interpretation of the data provided. All data used from Lightcast Analyst release 2025.3.



EXECUTIVE SUMMARY

The University of Nebraska at Omaha (UNO) is considering the development of a *Graduate Certificate in Mentoring and Instructional Coaching* within the College of Education, Health, and Human Sciences (CEHHS), utilizing existing coursework from the M.S. in Elementary Education, Secondary Education, and Literacy programs. This credential would target early- to mid-career educators and academic professionals seeking to advance into roles emphasizing instructional improvement, teacher development, and coaching leadership.

Labor market data show strong and growing demand for mentoring and instructional coaching competencies across K-12, higher education, and broader professional sectors. Employer demand has been reinforced by rising compensation levels, expanding online education markets, and an ongoing shift toward coaching-based models of teacher and faculty development. Regionally, UNO would face virtually no direct competition for a comparable graduate certificate program within 200 miles, positioning the university as the primary provider of this type of credential in Nebraska and surrounding states.

PROGRAM OVERVIEW

CREDENTIAL TYPE

Postbaccalaureate Certificate (stackable into M.S. in Elementary Education, Secondary Education, and Literacy)

TARGET AUDIENCE

- K–12 teachers, instructional coaches, and department chairs
- Higher education advisors, instructional designers, and faculty developers
- Educators pursuing professional development or partial fulfillment of M.S. requirements

PROGRAM FEATURES

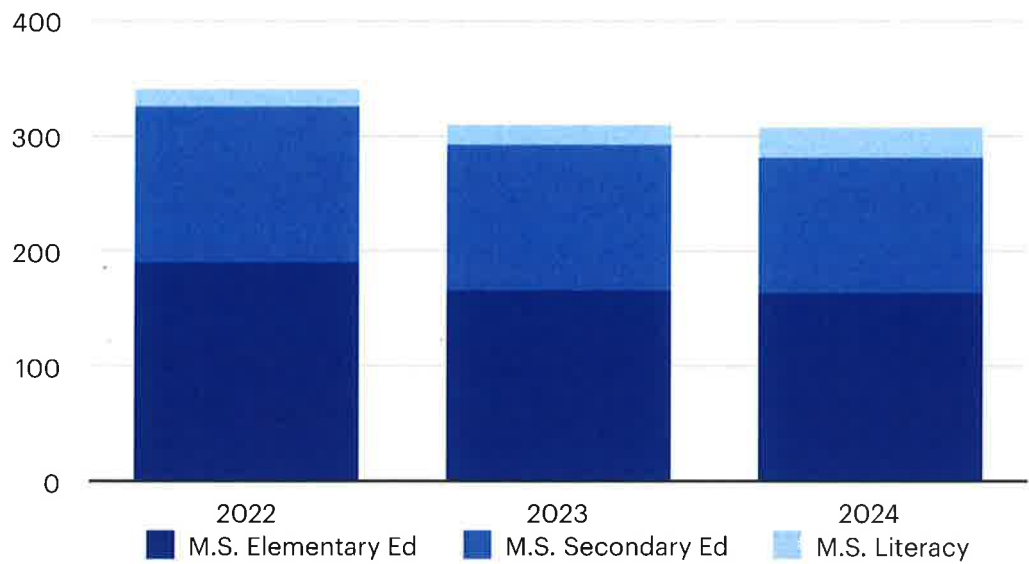
- Uses existing M.S. coursework from Elementary, Secondary, and Literacy Education programs
- Stackable credential for degree-seeking students or standalone postbaccalaureate option
- Modality to be determined (in-person, hybrid, or online all under consideration)
- Designed for early-to-mid-career education professionals

VALUE PROPOSITION

UNO offers an accessible, affordable, workforce-aligned graduate certificate emphasizing applied mentoring and instructional leadership, skills increasingly sought across K–12 and higher education. As an urban, public university with strong regional partnerships, UNO can likely deliver this credential at a lower cost than national competitors while maintaining academic rigor and real-world relevance.

INTERNAL CONTEXT AND ENROLLMENT TRENDS

UNO’s existing graduate programs in Elementary Education, Secondary Education, and Literacy demonstrate slightly-declining, but stable compared to market trends, enrollment that can support the proposed certificate through shared coursework.



Program	2022	2023	2024	Trend
M.S. Elementary Education	191	166	163	-15% (3-year)
M.S. Secondary Education	135	126	119	-12% (3-year)
M.S. Literacy	15	19	27	+80% (3-year)

While enrollments in the Elementary and Secondary Education programs have modestly declined, the M.S. in Literacy has experienced steady growth. This suggests that learners are increasingly pursuing specialized professional development credentials, which is viewed as an opportunity for the proposed graduate certificate to attract new audiences seeking career advancement without committing to a full degree.

LABOR MARKET DEMAND

CROSS-SECTOR DEMAND FOR MENTORING AND COACHING SKILLS

- 1.59 million national job postings requiring mentoring/instructional coaching skills (Oct 2024–Sep 2025).
- Median advertised salary: \$124,400 (+21.5% since 2022).
- Employers span education, healthcare, business, and technology sectors, reflecting the transferability of coaching competencies.

K-12 EDUCATION MARKET

- 30,650 unique postings nationally in K-12 settings (Oct 2024–Sep 2025).
- Median salary: \$74,600 (+20.5% since 2022).
- Top employers include major school systems and educational nonprofits such as Success Academy, Uncommon Schools, and Oakland USD.
- Roles most commonly requiring mentoring and coaching skills include Instructional Coach, Teachers of various levels, and Professional Learning Coordinator.

HIGHER EDUCATION MARKET

- 78,747 unique postings (240,981 total) in higher education requiring mentoring or coaching skills.
- Median salary: \$81,900 (+19.7% since 2022).
- Common job titles: Nursing Faculties, Academic Advisor, Assistant Professor, Program Coordinator, Instructional Designer.
- Top skills: Curriculum Development, Project Management, Student Engagement, Mentorship, Leadership.

REGIONAL LABOR MARKET (200-MILE RADIUS)

- 476 unique postings in K-12 Education sectors, 1,574 unique postings in higher education from Oct 2024–Sept. 2025.

MENTORING & INSTRUCTIONAL COACHING

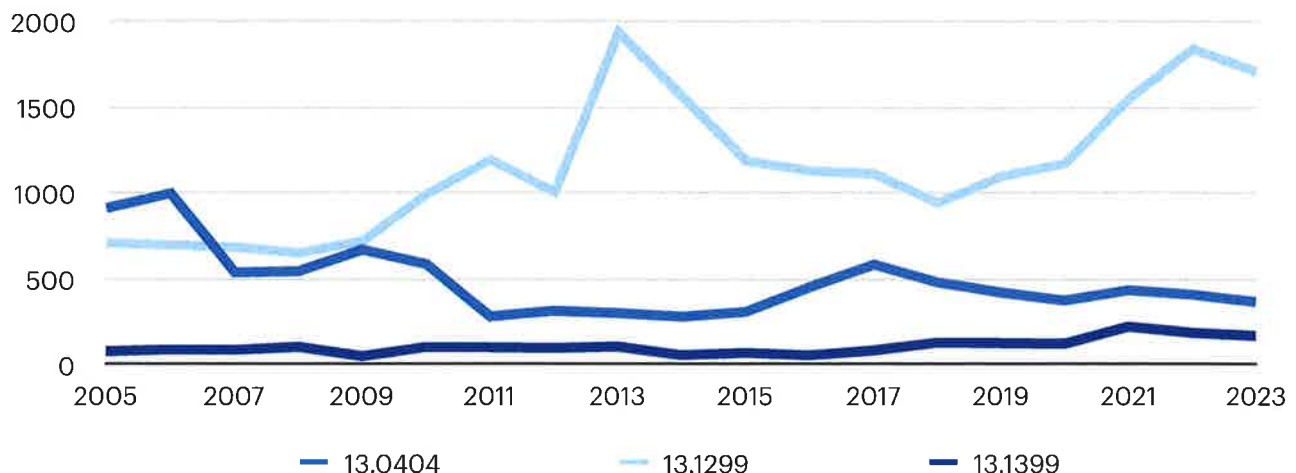
- Median salary: \$58,400 (K-12) \$69,000 (Higher Ed).
- Top employers: KC Public Schools, Des Moines Public Schools, Sioux Falls Public Schools, University of Kansas, Iowa State University, University of Nebraska–Lincoln, and UNO itself.
- Key skills demanded: Curriculum Development, Mentorship, Communication, Teaching, Leadership, Research.

COMPETITIVE LANDSCAPE

UNO's proposed program would occupy a low-competition regional niche and a moderately fragmented national market.

CIP Code	Description	2023 U.S. Completions	Regional Competition	Market Trend	Distance/ Online Share
13.0404	Educational, Instructional, and Curriculum Supervision	367	None (last: Drake Univ., 2010)	-13% since 2019	75%
13.1299	Teacher Education, Specific Levels & Methods, Other	1,708	2 institutions (KSU, ISU)	+56% since 2019	41%
13.1399	Teacher Education, Specific Subject Areas, Other	170	1 institution (Emporia State)	+34% since 2019	69%

GRADUATE CERTIFICATE COMPLETIONS TREND



KEY DIRECT COMPETITOR PROGRAMS

* These programs do not appear uniquely in the data and therefore completions trends are unavailable. This is common for graduate certificates in areas of specializations that do not directly align to a unique CIP code.

- University of Kentucky – Graduate Certificate in Instructional Coaching (online)
- Texas Tech University – Teacher Mentoring and Instructional Coaching Certificate (online)
- University of Pennsylvania – Instructional Coaching GSE Certificate (online)
- Harvard Graduate School of Education – Instructional Coaching Through Change (non-credit professional course)

UNO can differentiate by offering a for-credit, stackable credential at a significantly lower cost and with regional access for educators who may not pursue out-of-state online programs.

STRATEGIC IMPLICATIONS FOR UNO

PROGRAM POSITIONING

- UNO can lead the regional market as the only public university within 200 miles offering a credential explicitly focused on mentoring and instructional coaching.
- Stackable pathway enhances existing M.S. programs and provides entry points for non-degree-seeking professionals.
- The program can support workforce needs in educator retention, teacher leadership, and instructional quality improvement across K-12 and higher education.

DELIVERY AND ACCESSIBILITY

- Given the success of distance-offered programs nationally, UNO should strongly consider hybrid or fully online delivery to maximize reach and flexibility.

POTENTIAL PARTNERSHIPS

- Nebraska Educational Service Units (ESUs)
- Local and regional school districts
- University of Nebraska system institutions for shared faculty or marketing collaborations

MARKETING EMPHASIS

- Promote advancement pathways: “Lead, Coach, and Empower the Next Generation of Educators.”
- Highlight affordability and stackability with UNO’s M.S. programs.
- Position as a credential that strengthens educator effectiveness, leadership readiness, and career mobility.

RECOMMENDATIONS

1. Delivery Modality: Prioritize hybrid or online delivery to align with national demand patterns and regional accessibility needs.
2. Program Size: Target initial enrollment of 10–15 students in Year 1, scaling to 25+ by Year 3.
3. Curriculum Emphasis: Focus on applied coaching cycles, feedback and reflection, and data-informed instruction.
4. Partnerships: Develop cohort-based pathways with local districts and ESUs.
5. Pricing Strategy: Emphasize UNO’s affordability relative to national online peers (UK, Texas Tech).
6. Marketing: Target licensed teachers and early-career faculty through professional networks, education service units, and university outreach.

CONCLUSION

The proposed Graduate Certificate in Mentoring and Instructional Coaching is well positioned to meet regional and national demand for educator professional development focused on coaching, mentoring, and instructional leadership. UNO's lack of regional competition, strong education brand, and workforce-aligned mission create an opportunity to establish a market-leading credential that serves both K-12 and higher education professionals while reinforcing the university's role as a key partner in educational workforce development.



January 21, 2026

Dear UNO and NU Colleagues:

I am writing in very strong support of the proposed Graduate Certificate in Mentoring and Instructional Coaching at the University of Nebraska at Omaha. This certificate is timely, relevant, and closely aligned with both the missions of the UNO College of Education, Health, and Human Sciences, UNO, and the NU's strategic priorities, particularly our collective commitment to extraordinary teaching and learning, faculty success, and impact-ful partnerships. As educational systems nationwide work to strengthen instructional quality, build leadership capacity, and enhance teacher retention, the demand for degree programs that help to support best practices in high-quality coaching and mentoring has never been greater.

Across Nebraska and the surrounding region, PK—12 districts and higher education institutions consistently report the need for educators who are not only skilled practitioners but also prepared to guide, support, and develop their colleagues, using research-based best practices. The proposed certificate directly addresses this need by preparing early- to mid-career professionals to take on dynamic district roles that emphasize mentoring, instructional improvement, feedback cycles, and leadership grounded in evidence-based coaching practices. In doing so, the program aligns with the NU System's aim to inspire ALL learners through personalized and effective learning environments, as well as NU's commitment to supporting faculty success through innovative, transformative teaching strategies.

Labor market analysis confirms the urgency of this preparation. Nationally, more than 1.59 million job postings over the past year required mentoring or instructional coaching competencies, with demand rising across K—12 schools, higher education, healthcare, and corporate training environments. Salaries for these leadership positions have increased significantly over the past three years, demonstrating that coaching and mentoring are valued, cross-sector skill sets with strong employment potential. Regionally, labor needs remain robust, and UNO is uniquely positioned to respond to our important market, and within a 200-mile radius, no other public institution offers a comparable graduate certificate, making this credential both distinctive and essential for serving Nebraska's educational workforce.

The certificate's focus on instructional leadership, applied coaching cycles, mentoring strategies, datainformed decision-making, and reflective practice ensures that graduates will be well-prepared to serve in coaching and leadership roles that scientifically support beginning teachers, pre-service educators, and experienced colleagues seeking professional growth. These skills directly reinforce NU's strategic



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

pillars related to curriculum innovation, learner-centered environments, and strengthening professional development that enhances both educator effectiveness and student success.

Furthermore, because the program is designed to be flexible and accessible—potentially offered in hybrid or online formats—it will meet the needs of working educators across the state and beyond. This flexibility strengthens UNO's capacity to support Nebraska's teacher workforce while aligning with the NU System's dedication to transformative learning environments and expanded access. The stackable certificate structure also provides meaningful pathways for educators pursuing advanced study, enabling them to apply this credential toward master's degrees in Elementary Education, Secondary Education, or Literacy.

This proposed certificate also builds upon UNO's longstanding tradition of excellence in educator preparation and reinforces the University's leadership role in meeting workforce needs. By offering a credential that is both high-impact and regionally unmatched, CEHHS and our educational experts that are resident to the college are helping to aggressively advance the NU System's commitment to extraordinary partnerships and engagement, by supporting a wide array of school districts, Educational Service Units, and higher education institutions across the region with this new certificate.

For these reasons, I fully and enthusiastically endorse the development of the Graduate Certificate in Mentoring and Instructional Coaching. I am confident that this program will strengthen educator preparation, support the professional growth of our regional workforce, and contribute meaningfully to the University of Nebraska System's mission to transform lives and communities through extraordinary teaching, learning, and leadership.

Sincerely,

A handwritten signature in black ink, appearing to read 'Neal Grandgenett', with a long horizontal line extending to the right.

Neal Grandgenett, Ph.D.

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



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs**August 13, 2026**

AGENDA ITEM: Proposal to Establish an expedited Graduate Certificate in Science, Technology, Engineering, Math (STEM) Teaching and Learning administered by the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO).

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

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The proposed STEM Certificate is designed to address Nebraska's critical shortage of qualified STEM educators and to support the state's evolving workforce needs. Recent Nebraska Department of Education data highlight significant unfilled positions in elementary, mathematics, and science education. This certificate program is designed to support educators in deepening STEM pedagogy and advancing their roles as STEM leaders (i.e., department chairs, teacher leads, instructional facilitators, curriculum specialists) in their districts. The proposed STEM Certificate is a 12-credit hour online graduate-level credential embedded within UNO's Elementary and Secondary Education graduate programs. It draws entirely from existing coursework, offering an efficient and accessible pathway for educators to deepen their STEM knowledge and practice. This expedited Graduate Certificate was reported to the Executive Graduate Council on June 26, 2026.

BACKGROUND INFORMATION

Regents Policy 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out in RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

RECOMMENDATION

The President approved the expedited Graduate Certificate on July 16, 2026.



MEMORANDUM

Date: May 12, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

A handwritten signature in blue ink, likely belonging to Phil He.

RE: New Certificate—Science, Technology, Engineering, Math (STEM) Teaching and Learning Certificate

The University of Nebraska at Omaha (UNO) committees, including the graduate committees, have reviewed and endorsed the creation of a new graduate certificate.

The College of Education, Health, and Human Sciences requests the creation of a Science, Technology, Engineering, Math (STEM) Teaching and Learning Certificate. The STEM certificate is designed to address Nebraska's critical shortage of qualified STEM educators and to support the state's evolving workforce needs. Recent Nebraska Department of Education vacancy data highlights significant unfilled positions in elementary, mathematics, and science education. This 12-credit-hour graduate-level certificate draws entirely from existing coursework in the current STEM concentration, offering an efficient and accessible pathway for educators to deepen their STEM knowledge and practice.

This STEM Teaching and Learning Certificate is focused on interdisciplinary STEM pedagogy and primarily supports elementary/middle-level teaching professionals. The certificate is designed to be stackable with other certificates and aligned with the goal of obtaining a master's degree. Educators who already hold an advanced degree may obtain a certificate to enhance their instructional capacity and career advancement opportunities.

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

Proposal for New Certificate Program

I. Descriptive Information

Name of Campus Proposing Certificate
University of Nebraska at Omaha
Name of Proposed Certificate
Science, Technology, Engineering, Math (STEM) Teaching and Learning Certificate
Level of Certificate to be Awarded to Graduates
☐ Undergraduate ☒ Graduate
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
We currently offer a Master's in Elementary and Secondary Education with a concentration in STEM.
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
13.1213
Subject Code
TED
Administrative Unit(s) for the Proposed Certificate (e.g. Department, School, College)
College of Education Health and Human Sciences
Other Units Participating in the Certificate
None
Proposed Delivery Site
University of Nebraska at Omaha
Students can Complete the Full Program [check all that apply]
☐ On-campus ☒ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Certificate will be Offered to
☐ Degree seeking ☐ Non-degree seeking ☒ Both ☐ Other (please explain)
Program leads to professional licensure or certification
☒ no ☐ yes If yes, complete Appendix: Professional Licensure and Certification.
The proposed certificate program is a subset of an existing degree program
☒ yes ☐ no If yes, % made up of existing courses: 100 %
Proposed Date the New Certificate will be Initiated
Upon Approval
FOR GRADUATE CERTIFICATES ONLY:
Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)
☐ yes ☒ no
List of Faculty Members who will Serve on Certificate Advisory Committee
Kelly Gomez Johnson Chris Wilcoxon

II. Details

A. Purpose of the Proposed Certificate:

The proposed STEM Certificate is designed to address Nebraska's critical shortage of qualified STEM educators and to support the state's evolving workforce needs. Recent Nebraska Department of Education vacancy data highlight significant unfilled positions in elementary, mathematics, and science education. This certificate program is designed to support educators in deepening STEM pedagogy and advancing their roles as STEM leaders (i.e. department chairs, teacher leads, instructional facilitators, curriculum specialist) in their districts.

This STEM Teaching and Learning Certificate is focused on interdisciplinary STEM pedagogy and to primarily support elementary/middle level teaching professionals. This certificate does NOT support those secondary professionals seeking 18 hours of graduate content work for their Dual Enrollment certification eligibility, which are courses provided by other colleges. This pedagogy-based certificate may also perhaps be attractive to teachers who already have their 18 graduate content hours from other colleges, as well as their first master's degree, but perhaps want to come back for some additional STEM focused pedagogy that will help their STEM students to succeed.

B. Description of the Proposed Certificate:

The proposed STEM Certificate is a 12-credit hour graduate-level credential embedded within UNO's Elementary and Secondary Education graduate programs. It draws entirely from existing coursework in the current STEM concentration, offering an efficient and accessible pathway for educators to deepen their STEM knowledge and practice. The certificate is designed to be stackable with other certificates and aligned toward obtaining a master's degree. Educators who already hold an advanced degree may obtain a certificate to enhance their instructional capacity and career advancement opportunities.

C. Student Learning Outcomes

Students who complete this certificate successfully will be able to...

- 1) Enrich classroom lessons and teaching strategies to increase student engagement, motivation, and overall learning in the STEM classroom.
- 2) Evaluate opportunities to enhance STEM exploration opportunities for students in the classroom
- 3) Utilize educational STEM resources in their respective area of instructional expertise or interest.
- 4) Plan for taking a facilitating role in a STEAM classroom.
- 5) Examine relevant theories and their application in formal and informal STEM environments.
- 6) Examine a problem using iterative design
- 7) Identify interdisciplinary connections between literature and the Engineering Design Process that enhance STEM concepts in P-12 formal and informal education settings
- 8) Design investigations for P-12 formal and informal education settings that incorporate a broad array of perspectives and address real world problems using the engineering design process.
- 9) Design AI-integrated instructional activities that promote creativity, critical thinking, and personalized learning experiences for K-12 students
- 10) Develop a balanced and ethical approach to AI use in PK-12 education.
- 11) Evaluate generative AI tools and strategies to enhance instructional design, classroom engagement, and workflow efficiency in K-12 educational settings.

D. Admissions

The Application for Graduate Admission must be completed online. The online application will specify all of the required documentation for the specific program prior to the program application deadline.

Admissions will follow the same TED graduate admissions policy as the elementary and secondary graduate programs (e.g. December 10, May 1, August 1)

A non-refundable application fee is required for all applications. This includes undergraduates within the University of Nebraska system, and students who have been previously admitted as graduate students at the University of Nebraska-Lincoln, the University of Nebraska at Kearney, or the University of Nebraska Medical Center.

Applicants who have earned, or will have earned, a bachelor's or master's degree at a regionally accredited college or university in the United States, or the equivalent of such degrees in another country, will be considered for admission. Prospective students may apply for admission during or after the final year of undergraduate study but must submit the official baccalaureate degree transcript/course-by-course transcript evaluation to the Office of Graduate Studies before the end of the first year of enrollment.

Quality of previous undergraduate and graduate work. The Graduate College requires a minimum "B" average (3.0 on a 4.0 scale) in a program of study resulting in the award of a baccalaureate degree from a regionally accredited college or university. Applicants who have earned a minimum cumulative GPA of 2.7 on a 4.0 scale can be considered for provisional admission. If an applicant has studied at the graduate level and performed satisfactorily, less weight may, but not necessarily, be placed on the quality of the undergraduate academic record. Some programs require a higher minimum grade point average for admission.

Other Requirements

- English Language Proficiency: Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, OR a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement to be considered for admission.
 - Internet-based TOEFL: 80, IELTS: 6.5, PTE: 53, Duolingo: 110
 - International students needing a student visa cannot pursue a stand-alone graduate certificate but may add it to a degree program.
- Applicants working toward the certificate must have a valid teaching certificate. Exceptions to this will be considered on an individual basis. If needed, please contact the graduate program chair.

E. Certificate Program Curriculum

Required courses:	Credit Hours	Prerequisites, if applicable	Course and Lab Fees
TED 8530 Instructional Design Strategies for STEAM	3	None	None
TED 8460 Critical Perspectives and Responsible Use of Artificial Intelligence in PK-12 Instructional Practice	3	None	None
TED 8680 Literature & Engineering Design	3	None	None
Choice of 3 hours from the list below:	Credit Hours 3		
TED 8370 Data Visualization and Modeling for Educators	3	None	None

TED 8410 Improvement of Instruction: Learning Progressions in K-8 Mathematics	3	None	None
TED 8420 Trends and Teaching Strategies in Science Education	3	None	None
TED 8540 Digital Citizenship & Ethics	3	None	None
TED 8550 Tech for Creative and Critical Thinking	3	None	None
TED 8560 Technology for Accessible Digital Learning	3	None	None
TED 8590 Design & Pedagogical Innovation in Digital Environments	3	None	None
TED 8640 Open Educational Resources for P-12 educators	3	None	None
TED 8810 STEM Curriculum and Research for Elementary Learners	3	None	None
TED 8840 Engineering Education Externship	3	None	None
TED 8860 Invention & Innovation in Engineering Education	3	None	None
Total	12		

Name of Existing Master's Programs:

- MS - Elementary Education with STEM Concentration
- MS - Secondary Education with STEM Concentration

Required courses:	MS - ELED	MS - SED
TED 8530 Instructional Design Strategies for STEAM	X	X
TED 8460 Critical Perspectives and Responsible Use of Artificial Intelligence in PK-12 Instructional Practice	X	X
TED 8680 Literature & Engineering Design	X	X
Choice of 3 hours from the list below:	MS - ELED	MS - SED
TED 8370 Data Visualization and Modeling for Educators	X	X
TED 8530 Instructional Design Strategies for STEAM Educators	X	X
TED 8540 Critical Perspectives and Responsible Use of Artificial Intelligence in Pk-12 Instructional Practice	X	X
TED 8540 Digital Citizenship & Ethics	X	X
TED 8550 Tech for Creative and Critical Thinking	X	X
TED 8560 Technology for Accessible Digital Learning	X	X
TED 8590 Design & Pedagogical Innovation in Digital Environments	X	X
TED 8640 Open Educational Resources for P-12 educators	X	X
TED 8810 STEM Curriculum and Research for Elementary Learners	X	X

TED 8840 Engineering Education Externship	X	X
TED 8860 Invention & Innovation in Engineering Education	X	X
Total Certificate Hours	12 hours	12 hours
	Additional 24 credits required for degree*	Additional 24 credits required for degree*
Total Degree Hours	36 hours	36 hours

**Please note: If a student wishes to earn the certificate and the master's degree, they need to apply and be admitted to each credential.*

F. Advising

Students will be assigned to the designated elementary or secondary graduate program advisor upon admission.

G. Evaluation of Program

The program will be evaluated with the following metrics:

- The percentage of students who successfully complete each course will be tracked.
- The percentage of students who successfully complete the certificate will be monitored.
- The percentage of students who successfully complete the certificate and either continue to a master's degree or obtain additional certificates will be recorded.
- End-of-course evaluations and feedback surveys will be administered and reviewed.
- Program data will be reviewed annually as part of a continuous improvement plan.

H. Plan for Implementation

Since the courses are already developed and within our current programming sequence, implementation will be upon approval.

I. Other Information (as applicable)

III. Review Criteria

A. Centrality to the Campus Role and Mission

The STEM certificate fulfills the University of Nebraska at Omaha's metropolitan mission by directly responding to regional and statewide needs that affect quality of life, workforce readiness, and economic vitality. Nebraska's persistent shortages in mathematics and science educators limit student access to high-quality STEM learning, which in turn impacts long-term workforce development in high-demand industries. By preparing educators with specialized competencies in STEM instruction, data-informed practice, and integrated STEM pedagogy, the certificate contributes to strengthening the educational pipeline that supports Nebraska's economic and community needs.

The certificate aligns with UNO's strategic priority in Workforce and Economic Development by equipping current and aspiring educators with skills that are immediately applicable in PK-12 settings experiencing critical staffing shortages. Its focus on STEM instruction ensures that graduates are prepared to address high-need content areas while supporting student readiness for postsecondary education and STEM-related careers.

Additionally, the program advances UNO's commitment to Educating All Learners through flexible, stackable credential pathways that support adult learners and working professionals. By offering accessible, career-aligned coursework that builds toward advanced credentials, the STEM certificate promotes continuous professional learning and educational excellence for all. Collectively, these elements reinforce UNO's role as a community-engaged, responsive metropolitan university that aligns academic programming with pressing educational and workforce challenges.

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

The STEM Certificate advances the University of Nebraska's strategic priorities by contributing to **Extraordinary Teaching and Learning** through the development of innovative and impactful educational experiences that prepare educators to teach high-need content effectively. By addressing documented statewide shortages in STEM educators and equipping learners with competencies urgently needed in PK–12 schools, the certificate directly supports the University's commitment to **student access and success** and to preparing graduates who contribute meaningfully to their communities and the workforce.

Aligned with the strategic priority to **Foster Extraordinary Partnerships and Engagement**, the certificate extends UNO's reach across rural and urban Nebraska, creating pathways that enable educators from across the region to access stackable, fully online STEM credentialing. This statewide impact reflects NU's goal of creating **positive outcomes across the state, nation, and world**.

By expanding accessible, stackable academic pathways for working professionals and supporting ongoing professional advancement, the certificate also reinforces the University's commitment to **broadening educational attainment, workforce development, and lifelong learning**. These priorities are central to the system's strategic plan and its role in serving Nebraska's public needs. Building the certificate within an existing program to create stackable academic pathways **increases efficiency of implementation**.

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

The certificate is designed to ensure that graduates demonstrate competencies appropriate to their field of study, as measured through institutionally identified assessments, and are prepared to meet the educational needs of students (**Chapter 2**). In alignment with state priorities, the certificate responds to workforce demands by developing, offering, and promoting programs in high-need areas (**Chapter 3**). Additionally, the certificate supports education leaders and policymakers by addressing the workforce needs of preservice educators, early-career educators, and experienced educators seeking professional growth and additional credentials, including graduate coursework required for dual credit instruction, thereby advancing the educational and workforce needs of the state (**Chapter 3**).

D. Evidence of Need and Demand

1. Need

The Nebraska Department of Education's 2024–2025 Vacancy Report documents persistent and significant shortages in STEM-related teaching positions across the state. More than 153 school districts reported a total of 669.35 unfilled positions, with the greatest concentration of vacancies in metropolitan areas. Notably, mathematics and science educators were among the top ten shortage areas statewide, alongside elementary educators.

This indicates a critical need for educators who are prepared to teach STEM content, apply data-informed instructional practices, and support student learning in high-demand fields. The STEM certificate directly

responds to this workforce need by preparing current and aspiring educators with advanced competencies in STEM-focused instruction, data use, and evidence-based decision-making. By strengthening educators' capacity to teach and lead in mathematics, science, and integrated STEM contexts, the certificate supports Nebraska's efforts to address persistent staffing shortages and to expand high-quality STEM learning opportunities for students across the state.

In addition to addressing workforce shortages, there is a documented need for students to engage in high-quality STEM learning experiences early in their educational trajectories. Early and sustained exposure to STEM content supports the development of foundational skills in problem solving, critical thinking, and quantitative reasoning, which are essential for later academic success in mathematics and science. Without well-prepared educators who possess strong STEM content knowledge and instructional capacity, students may experience limited access to rigorous STEM learning opportunities during critical developmental periods. The STEM certificate addresses this need by preparing educators to deliver meaningful, developmentally appropriate STEM instruction at the elementary and secondary levels, thereby strengthening the pipeline of students who are prepared to pursue advanced STEM coursework and careers. UNO can differentiate from other institutions in the region by designing a flexible, stackable certificate that integrates STEM pedagogy, digital skills, and classroom leadership to meet K–12 and postsecondary workforce needs.

2. Demand

Evidence of student interest in the proposed STEM certificate is supported by enrollment patterns in related graduate programs at the University of Nebraska at Omaha, including programs in education, instructional technology, curriculum and instruction, and discipline-specific pedagogy. These programs have consistently attracted preservice and in-service educators seeking targeted credentials that support instructional effectiveness, career advancement, and compliance with district and state requirements.

In addition, UNO's established relationships with regional school districts and its role as a metropolitan university serving a large population of working educators position the institution to respond effectively to demand for flexible, online, and stackable credentials. Faculty feedback and district partnerships indicate ongoing interest in graduate-level STEM-focused coursework, particularly in mathematics, science, and integrated STEM instruction. The proposed certificate builds on this existing interest by formalizing a coherent STEM pathway that aligns with educator workforce needs in Nebraska.

Projected enrollment for the STEM certificate is based on historical enrollment trends in comparable graduate-level certificate and endorsement programs at UNO, as well as anticipated demand from educators seeking STEM-related professional credentials. Initial enrollment is expected to be modest, reflecting the program's launch phase, with steady growth as awareness increases through district partnerships, advising, and targeted outreach. In response to district-identified needs, collaborative planning, and demonstrated interest, two new courses have already been developed. One of these courses will be offered for the first time this summer and is currently scheduled with three sections once the course is through the system. Two of the three sections are already filled through district-based cohorts with over 30 students. Two students have also inquired as to when the full certificate will be active as they would like to begin this summer.

Academic Year	Projected New Enrollments
Year 1	5–10 students
Year 2	10–13 students
Year 3	13–16 students
Year 4	16–19 students
Year 5	19–24 students

The STEM certificate will be viable with a minimum annual enrollment of 5-10 students. Program sustainability is supported using existing faculty expertise, online course delivery, and shared coursework with related graduate programs. Given these courses are within our current program, they run consistently. As enrollment grows, the program will continue to scale without requiring additional infrastructure or significant new resource investment.

E. Avoidance of Unnecessary Duplication

This is a subset of an existing program.

Adequacy of Resources:

1. Faculty/Staff

This certificate leverages existing coursework in our current program and does not require new faculty.

2. Library/Information Resources

This certificate leverages existing coursework in our current program and does not require new resources.

3. Physical Facilities and Equipment

This certificate leverages existing coursework in our current program and does not require new facilities or equipment.

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

Table 1: Projected Expenses

No new expenses are needed for this certificate. Projected expenses are \$0.

Table 2: Revenue Sources for Projected Expenses

TABLE 1: PROJECTED EXPENSES - NEW CERTIFICATE STEM Teaching and Learning Certificate												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO, TEACHER EDUCATION												
	(FY 2026-27) Year 1		(FY 2027-28) Year 2		(FY 2028-29) Year 3		(FY 2029-30) Year 4		(FY 2030-31) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty												\$0
Professional												\$0
Graduate assistants												\$0
Support staff												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Operating												
General Operating												\$0
Equipment												\$0
New or renovated space												\$0
Library/Information Resources												\$0
Other												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Note: The courses in the proposed certificate is a subset of the courses in the existing Master of Science in Economics program so no additional cost to run the certificate.												

TABLE 2: REVENUE SOURCES - NEW CERTIFICATE IN STEM TEACHING AND LEARNING						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNO, TEACHER EDUCATION						
	FY(2026-27) Year 1	(FY2027-28) Year 2	(FY2028-29) Year 3	(FY2029-30) Year 4	(FY2030-31) Year 5	Total
Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ¹	\$23,640	\$47,280	\$61,464	\$75,648	\$89,832	\$297,864
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$23,640	\$47,280	\$61,464	\$75,648	\$89,832	\$297,864

FOOTNOTES:A1

¹ See Table 3 for calculation.



January 23, 2026

Dear UNO and NU Colleagues,

I am writing in strong support of the proposed Science, Technology, Engineering, Math (STEM) Education Certificate at the University of Nebraska at Omaha. This certificate, primarily focused at P 12 STEM generalists, is timely, relevant, and aligned with both the university's mission and the needs of today's educational workforce as expressed by the schools in the Metropolitan Omaha Education Consortium. With persistent teacher and leadership shortages across Nebraska and beyond, there is a growing demand for educators who are not only skilled in pedagogy but also prepared to be STEM leaders in their districts. It is also important to note that this is different, and not in conflict with other TED and CEHHS efforts, such as in supporting other UNO colleges in their efforts in providing deep graduate program content certificates for high schools to support HLC dual enrollment teacher credentialing, such as 18 hours of graduate credit. Those options are already available to our disciplinary colleagues in other colleges and content units and are increasingly packaged seamlessly into programs of study for our TED Secondary Education MS degree.

This proposed certificate rather thoughtfully focuses on overall STEM pedagogy, leadership, innovation, and real-world application to ensure that graduates will be well-positioned to serve as interdisciplinary department chairs, teacher leads, instructional facilitators, or STEM curriculum specialists in their districts, which often crosses multiple disciplines. Moreover, the program's online and flexible delivery model provides access for working professionals across the state, strengthening educational workforce readiness while supporting professional growth and retention.

This program builds upon UNO's tradition of excellence in educator preparation and responds to statewide and national teacher shortages, especially in elementary, middle school, and more interdisciplinary STEM education in a variety of levels and programs. The development of a STEM education certificate reinforces UNO's role as a leader in responsive, community-engaged academic programming.

For these reasons, I fully and enthusiastically endorse the development of this graduate certificate and believe it will be a valuable addition to the University of Nebraska's academic offerings.

Sincerely,

A handwritten signature in black ink, appearing to read 'Neal Grandgenett', with a long, sweeping horizontal line extending to the right.

Neal Grandgenett, PhD

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



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: Proposal to Rename the Graduate Certificate in Systems Analysis and Design to Business Analysis and Systems Design, administered by the Department of Information Systems and Quantitative Analysis (ISQA) in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO).

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

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

The graduate certificate name change reflects a modernization relative to current nomenclature used in industry certifications involving this disciplinary knowledge, skills, and abilities. The goal of this change is to make the graduate certificate more recognizable and attractive to a broader audience.

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 name change on July 16, 2026.



MEMORANDUM

Date: April 16, 2026

To: David Jackson, Interim Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

RE: Name Change—Business Analysis and Systems Design

The University of Nebraska at Omaha committees have reviewed and endorsed the name change for a graduate certificate.

The Information Systems and Quantitative Analysis (ISQA) Department requests a name change for the System Analysis and Design graduate certificate to Business Analysis and Systems Designs. The name change reflects a modernization relative to the current nomenclature used in industry certifications involving the same knowledge, skills, and abilities.

In addition to the name change, minor modifications to the list of required and elective coursework are requested. The updated curriculum will have one fewer mandatory course and one additional elective option selected from a list of approved courses. The total number of credits required for this certificate is unchanged. Updates to the list of required and elective coursework make use of current graduate course offerings in ISQA and increase flexibility for students aiming to earn this certificate.

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 Major or Program

e.g. name change, merger/consolidation, etc.

I. Descriptive Information

[Insert Name of Campus Proposing Modification]	Current Information	Proposed Modification
Name of Major or Program	Systems Analysis and Design	Business Analysis and Systems Design
Degree or Credential to be Awarded to Graduates	Graduate Certificate	No change
CIP Code 6-digit http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55	11.0501	No change
Subject Code	ISQA	No change
Administrative Unit(s) for the Major or Program	ISQA	No change
Other participating Units	N/A	N/A
Delivery Site	UNO	No Change
Students may complete the Full Program <i>[check all that apply]</i>	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected	☒ On-campus ☐ Online (asynchronous) ☐ Synchronous Distance ☐ Hybrid/Blended of Selected
Program leads to licensure or certification	☒ no ☐ yes	☒ no ☐ yes
If yes, complete Appendix C.		
Other Programs (including Certificates, Majors, or Degrees) Offered in this Field by this Institution		
MS Management Information Systems		
Undergraduate Certificate in Systems Development		
Percentage of Program Proposed Content Changes		
Curriculum/Courses: 20%	Learning Objectives:	Competencies:
		Required Clinical:
Proposed Date Modifications will be Initiated		
<i>Upon Approval</i>		

II. Details

A. Description of Proposed Modification:

This proposed modification includes a name change for this graduate certificate, as well as minor modifications to the list of required and elective coursework. The updated curriculum will have one fewer mandatory course and one additional elective option selected from a list of approved courses. The total number of credits required for this certificate is unchanged. The change tracked requirements are as follows:

Required courses (6 cr):

- ISQA 8210 Management of Systems Analysis and Design
- ISQA 8420 INFORMATION SYSTEMS MANAGEMENT & STRATEGY

Electives (6 cr):

- ISQA 8380 Enterprise Architecture and Systems Integration
- ISQA 8220 Advanced Systems Analysis & Design
- ISQA 8106 Information Systems Architecture and Organizations
- ISQA 8410 Data Management
- ISQA 8570 Information Security Policy and Ethics
- ISQA 8580 Security Risk Management and Assessment
- ISQA 8750 Decision Support Systems
- ISQA 8406 AI for Business and Strategy
- ISQA 8086 Special Topics: ISQA¹
- ISQA 8900 Independent Research in MIS¹

¹ Topic must be related to business analysis and systems design. Prior approval from the GPC is required to use this course.

Total Credits: 12

B. Justification of Proposed Modification:

The graduate certificate name change reflects a modernization relative to current nomenclature used in industry certifications involving the same knowledge, skills, and abilities. See for example, the Certified Business Analysis Professional (CBAP) offered by the International Institute of Business Analysis (IIBA). This change should make the graduate certificate more attractive to a broader audience.

Updates to the list of required and elective coursework make use of current graduate course offerings in ISQA and increase flexibility for students aiming to earn this certificate.

C. Impact on Subject Codes:

Not applicable.

V. Appendix

A. Catalog Copy

Overview

The goal of this graduate certificate program in business analysis and systems design is to allow post-baccalaureate students and working professionals to expand their educational background and complete work that could count towards a graduate degree. Earning the graduate certificate will enhance students' skill sets; provide exposure to new information technologies, theories and practices; allow individuals to work towards various professional certifications; increase growth potential with employers; and increase prospects of obtaining a graduate degree. The graduate certificate program offers existing technical and managerial professionals the chance to improve and hone their communication skills to aide in their professional development.

The business analysis and systems design certificate will provide students with the advanced technical, organizational, and managerial background to become systems or business analysts and software developers.

Foundation requirement:

All students admitted to the business analysis and systems design certificate must demonstrate prerequisite knowledge in areas such as web development, software development, and relational databases before beginning graduate coursework. This requirement is met through a set of zero-credit, online, asynchronous Readiness Modules. The modules provide essential foundational skills that support success in the program.

Students may satisfy individual module requirements through prior coursework or by passing a test-out assessment. Students who do not test out must complete the corresponding modules by the end of the first week of classes.

Readiness Modules do not carry academic credit and cannot be applied toward the 12 credit hours required for the certificate.

Certificate requirements:

No more than two courses (six credit hours maximum) can be used on two MIS-related certificates.

Required courses (6 cr):

- ISQA 8210 Management of Systems Analysis and Design
- ISQA 8420 INFORMATION SYSTEMS MANAGEMENT & STRATEGY

Electives (6 cr):

- ISQA 8380 Enterprise Architecture and Systems Integration
- ISQA 8220 Advanced Systems Analysis and Design
- ISQA 8106 Information Systems Architecture and Organizations
- ISQA 8410 Data Management
- ISQA 8570 Information Security Policy and Ethics
- ISQA 8580 Security Risk Management and Assessment
- ISQA 8750 Decision Support Systems
- ISQA 8406 AI for Business and Strategy
- ISQA 8086 Special Topics: ISQA¹
- ISQA 8900 Independent Research in MIS¹

¹Topic must be related to business analysis and systems design. Prior approval from the GPC is required to use this course.

Total Credits: 12

B. Letters of Support

Internal

Dean IS&T



To: Office of Academic Affairs

From: Dr. Martha Garcia-Murillo, Dean of IS&T

A handwritten signature in black ink, likely belonging to Dr. Martha Garcia-Murillo.

Date: January 20, 2026

Subject: Graduate Certificate in Systems Analysis and Design Program Modification

Proposed Program Modification Change

The faculty of the Department of Information Systems and Quantitative Analysis have proposed renaming the graduate certificate in “Systems Analysis and Design” to “Business Analysis and Systems Design” to better reflect the language used industry credentials today. They also propose minor changes to the recommended coursework to better reflect current offerings in the ISQA department and increase flexibility for students.

The College of Information Science and Technology Academic Committee has reviewed the proposed change and approved on January 19, 2026. I am pleased to endorse these proposed changes.



College of Information Science & Technology, Office of the Dean

6001 Dodge Street, PKI 172 | Omaha, NE 68182 | 402.554.2277 | mcarciam@unomaha.edu



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

August 13, 2026

AGENDA ITEM: First Quarter Personnel Reports

☒ Review ☐ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: David S. Jackson, Provost

PURPOSE & KEY POINTS

A series of reports of campus personnel actions approved by each Chancellor during the first quarter of 2026 is attached.

BACKGROUND INFORMATION

On December 10, 1994, the Board of Regents amended Section 3.2 of the *Bylaws of the Board of Regents* to delegate to the President, or administrative officers designated by the President, authority to make appointments in the academic-administrative staff to faculty positions and to administrative positions below the rank of Dean and equivalent ranks. Executive Memorandum No. 13 subsequently delegated authority to the Chancellors to make academic-administrative appointments below the level of Dean. Such appointments at the rank of assistant professor or above are required by the *Bylaws of the Board of Regents* to be reported to the Board after each quarter and maintained on file as a public record in the Office of the Corporation Secretary.

RECOMMENDATION

The President recommends acceptance of the report.

PERSONNEL REPORT
01/01/2026 - 03/31/2026
UNIVERSITY OF NEBRASKA-LINCOLN IANR
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Beckman, Jayson F	Agricultural Economics	Assoc Professor	Continuous	1/1/2026		152,778	FY	1.00
	Agricultural Economics	Prfsp/Yanney	Special	1/1/2026	12/31/2030	20,000	FY	0.00
Hamed, Ahmed Abdeen	Biochemistry	Rsch Assoc Professor	Special	3/16/2026	3/15/2027	95,000	FY	1.00
Sanders, Joseph P	Water for Food Institute	Coll Prfsp/Daugherty	Special	2/1/2026	1/31/2031	45,000	FY	0.00
	Water for Food Institute	Executive Director	Special	2/1/2026		270,000	FY	1.00
Sethi, Tarunjot Kaur	NE Ext Engagement Zone 3	Assoc Exten Educator	Special	1/12/2026		67,500	FY	1.00

PERSONNEL REPORT
01/01/2026 - 03/31/2026
UNIVERSITY OF NEBRASKA-LINCOLN IANR
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/13	Abdollahi, Elham	Biochemistry	Sr Rsch Assoc	Special	1/1/2026	12/31/2026	60,000	FY	1.00
			Sr Rsch Assoc	Special		12/31/2025	60,000	FY	1.00
09/07	Berg, Barbara A	NE College of Technical Agriculture	Asst Professor	Special	1/1/2026	1/4/2026	84,671	AY	1.00
			Asst Professor	Special		8/31/2025	84,671	AY	1.00
09/13	Bingham, Georgina V	Entomology	Rsch Assoc Professor	Special	1/1/2026	3/31/2026	107,212	FY	1.00
			Rsch Assoc Professor	Special		12/31/2025	107,212	FY	1.00
09/13	Bohovych, Iryna	Biochemistry	Sr Rsch Assoc	Special	1/1/2026	2/28/2026	51,062	FY	1.00
			Sr Rsch Assoc	Special		12/31/2025	51,062	FY	1.00
09/07	Bridges, Catelyn A	Biological Systems Engineering	Asst Professor	Specific	3/1/2026		65,800	AY	0.70
			Asst Professor	Specific		2/28/2026	94,000	AY	1.00
		Food Science & Technology	Asst Professor	Special	3/1/2026		28,200	AY	0.30
09/07	Bruns, Kelly W	NE College of Technical Agriculture	Interim Executive Director	Special	2/1/2026	6/30/2026	190,932	FY	0.85
			Interim Executive Director	Special		1/31/2026	224,626	FY	1.00
		West Central Rsch & Ext Center	Director	Special	2/1/2026	6/30/2026	33,694	FY	0.15
29/01	Burton, Susan R	Ag Leadership Educ & Comm	Asst Prof Practice	Special	1/1/2026	5/15/2026	79,514	AY	1.00
			Asst Prof Practice	Special		12/31/2025	38,962	AY	0.49
09/07	Ciftci, Ozan N	Biological Systems Engineering	Assoc Professor	Special	3/1/2026		22,815	AY	0.20
		Food Science & Technology	Assoc Professor	Continuous	3/1/2026		91,259	AY	0.80
			Assoc Professor	Continuous		2/28/2026	114,074	AY	1.00
			Prfsp/Morrison	Special	3/1/2026	12/31/2026	10,000	AY	0.00
			Prfsp/Morrison	Special		2/28/2026	10,000	AY	0.00
09/07	Clarke, Jennifer L	Agricultural Research Division	Director	Special	3/1/2026		87,734	FY	0.49
			Director	Special		2/28/2026	87,734	FY	0.49
		Food Science & Technology	Professor	Continuous	3/1/2026		83,007	FY	0.51
			Professor	Continuous		2/28/2026	83,007	FY	0.51

PERSONNEL REPORT
01/01/2026 - 03/31/2026
UNIVERSITY OF NEBRASKA-LINCOLN IANR
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Cordova Martinez, Silvia C	School of Natural Resources	Asst Professor	Special	3/1/2026		17,939	AY	0.20
		Agronomy & Horticulture	Asst Professor	Specific	3/1/2026		71,756	AY	0.80
			Asst Professor	Specific		2/28/2026	89,695	AY	1.00
09/07	Daigh, Aaron LM	Biological Systems Engineering	Assoc Professor	Special	3/1/2026		27,343	AY	0.25
		Agronomy & Horticulture	Assoc Professor	Continuous	3/1/2026		82,029	AY	0.75
			Assoc Professor	Continuous		2/28/2026	109,372	AY	1.00
09/07	Dunbar Wallis, Amy K	School of Natural Resources	Rsch Asst Professor	Special	1/13/2026	1/30/2026	80,000	FY	1.00
09/10	Funk, Rebecca A	Vet & Biomedical Sciences	Asst Prof Practice	Special	1/1/2026	12/31/2028	103,048	FY	1.00
			Asst Prof Practice	Special		12/31/2025	103,048	FY	1.00
09/07	Gilmore, Troy E	School of Natural Resources	Assoc Professor	Continuous	3/1/2026		87,092	FY	0.70
			Assoc Professor	Continuous		2/28/2026	124,415	FY	1.00
		Biological Systems Engineering	Assoc Professor	Special	3/1/2026		37,323	FY	0.30
09/07	Heng-Moss, Tiffany M	Office of Vice Pres/Vice Chancellor	Vice Chancellor	Special	2/13/2026		335,000	FY	1.00
			Interim Vice Chancellor	Special		2/12/2026	350,000	FY	1.00
			Dist Prfsp/Harlan Vice Chancellor	Special	2/13/2026		15,000	FY	0.00
09/07	Holding, David R	Agronomy & Horticulture	Assoc Department Head	Special	1/1/2026	12/31/2026	38,472	AY	0.20
			Assoc Department Head	Special		12/31/2025	38,472	AY	0.20
			Professor	Continuous	1/1/2026		102,593	AY	0.80
			Professor	Continuous		12/31/2025	102,593	AY	0.80
09/07	Louis, Joe M	Biochemistry	Professor	Special	3/1/2026		29,292	AY	0.20
		Entomology	Professor	Continuous	3/1/2026		117,165	AY	0.80
			Professor	Continuous		2/28/2026	146,457	AY	1.00
			Prfsp/Eberhard	Special	3/1/2026	12/31/2026	20,000	AY	0.00
			Prfsp/Eberhard	Special		2/28/2026	20,000	AY	0.00

PERSONNEL REPORT
01/01/2026 - 03/31/2026
UNIVERSITY OF NEBRASKA-LINCOLN IANR
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Luck, Joe D	Biological Systems Engineering	Interim Department Head	Special	1/1/2026	12/31/2026	217,766	FY	1.00
			Professor	Continuous		12/31/2025	74,856	FY	0.50
		Eastern NE Rsch & Ext Center	Assoc Director	Special		12/31/2025	89,819	FY	0.50
09/10	Marsh, Justin T	Food Science & Technology	Sr Rsch Assoc	Special	2/1/2026	7/21/2026	59,895	FY	1.00
			Sr Rsch Assoc	Special		1/31/2026	59,895	FY	1.00
09/07	McMillan, Nicholas A	School of Natural Resources	Asst Professor	Special	3/1/2026		35,004	AY	0.40
		Agronomy & Horticulture	Asst Professor	Specific	3/1/2026		52,505	AY	0.60
			Asst Professor	Specific		2/28/2026	87,509	AY	1.00
09/07	Meredith, Gwendwr R	School of Natural Resources	Asst Professor	Specific	3/1/2026		53,494	AY	0.60
			Asst Professor	Specific		2/28/2026	89,157	AY	1.00
		Agronomy & Horticulture	Asst Professor	Special	3/1/2026		35,663	AY	0.40
09/07	Mitra, Alakananda	Water Center	Rsch Asst Professor	Special	3/1/2026	2/28/2029	88,430	FY	1.00
			Rsch Asst Professor	Special		2/28/2026	88,430	FY	1.00
09/07	Munoz-Arriola, Francisco	Biological Systems Engineering	Professor	Special	3/1/2026		26,184	FY	0.20
		School of Natural Resources	Professor	Continuous	3/1/2026		104,732	FY	0.80
			Professor	Continuous		2/28/2026	130,916	FY	1.00
09/07	Neale, Christopher MU	Water for Food Institute	Director	Special	3/1/2026		199,486	FY	0.75
			Director	Special		2/28/2026	199,486	FY	0.75
		School of Natural Resources	Professor	Special	3/1/2026		23,467	FY	0.10
		Biological Systems Engineering	Professor	Continuous	3/1/2026		35,202	FY	0.15
			Professor	Continuous		2/28/2026	58,669	FY	0.25
09/07	Park, Kiyoul	Biochemistry	Sr Rsch Assoc	Special	3/1/2026	3/12/2027	56,474	FY	1.00
			Sr Rsch Assoc	Special		2/28/2026	56,474	FY	1.00

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09/07	Peterson, Julie A	Entomology	Professor	Continuous	2/1/2026		109,456	FY	0.80
		West Central Rsch & Ext Center	Interim Director	Special		1/31/2026	170,000	FY	1.00
			Assoc Director	Special	2/1/2026	6/30/2026	41,046	FY	0.20
09/07	Pitla, Santosh	Biological Systems Engineering	Professor	Continuous	1/1/2026		155,477	AY	1.00
			Professor	Continuous		12/31/2025	155,477	AY	1.00
		Executive VP and Provost	Interim Director, NU AI Institute	Special	1/1/2026	8/31/2026	4,000	AY	0.00
09/07	Rault, Leslie C	Entomology	Rsch Asst Professor	Special	1/1/2026	12/31/2026	68,000	FY	1.00
			Rsch Asst Professor	Special		12/31/2025	68,000	FY	1.00
09/07	Reece, Tessa B	NE Ext Engagement Zone 3	Asst Exten Educator	Special		1/19/2026	59,129	FY	1.00
		NE Ext Engagement Zone 1	Asst Exten Educator	Special	1/20/2026		60,000	FY	1.00
09/07	Rose, Devin J	Agronomy & Horticulture	Professor	Special	3/1/2026		38,518	AY	0.30
		Food Science & Technology	Professor	Continuous	3/1/2026		89,879	AY	0.70
			Professor	Continuous		2/28/2026	128,397	AY	1.00
09/09	Sanders, Joseph P	Water for Food Institute	Executive Director	Special	2/1/2026		270,000	FY	1.00
			Coll Prfsp/Daugherty	Special	2/1/2026	1/31/2031	45,000	FY	0.00
09/07	Schmidt, Amy	Biological Systems Engineering	Professor	Continuous	3/1/2026		122,500	FY	0.70
			Professor	Continuous		2/28/2026	175,000	FY	1.00
		Animal Science	Professor	Special	3/1/2026		52,500	FY	0.30
09/07	Schwartz, Jana K	NE Ext Engagement Zone 1	Asst Exten Educator	Special	1/1/2026		62,000	FY	1.00
			Extension Asst 4-H	Other		12/31/2025	40,000	FY	1.00
09/07	Sharma, Sudhendu R	Biological Systems Engineering	Rsch Asst Professor	Special	1/1/2026	12/31/2026	85,000	FY	1.00
			Sr Rsch Assoc	Special		12/31/2025	64,820	FY	1.00
29/01	Smith, Kelly C	School of Natural Resources	Rsch Asst Professor	Special	1/1/2026	6/30/2027	41,407	FY	0.50
			Rsch Asst Professor	Special		12/31/2025	41,407	FY	0.50

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09/07	Stephenson, Mitchell B	Agronomy & Horticulture	Assoc Professor	Continuous	1/1/2026		102,720	FY	0.80
			Assoc Professor	Continuous		12/31/2025	102,720	FY	0.80
		Panhandle Rsch & Ext Center	Assoc Director	Special	1/1/2026	12/31/2028	38,520	FY	0.20
			Assoc Director	Special		12/31/2025	38,520	FY	0.20
09/07	Stephenson, Ronald C	Agronomy & Horticulture	Asst Prof Practice	Special	3/1/2026	5/12/2028	67,132	AY	1.00
			Asst Prof Practice	Special		2/28/2026	67,132	AY	1.00
09/07	Stone, Mark C	Biological Systems Engineering	Department Head	Special		12/31/2025	218,771	OTH	1.00
			Professor	Continuous	1/1/2026		159,106	OTH	1.00
06/03	Sundstrom, Shana M	School of Natural Resources	Sr Rsch Assoc	Special	1/1/2026	1/31/2026	80,168	FY	1.00
			Sr Rsch Assoc	Special		12/31/2025	69,696	FY	1.00
09/13		School of Natural Resources	Sr Rsch Assoc	Special	2/1/2026	3/31/2026	80,168	FY	1.00
			Sr Rsch Assoc	Special		1/31/2026	80,168	FY	1.00
09/13	Tadesse, Tsegaye	Survey Division - School of Nat Res	Rsch Professor	Special	1/1/2026	12/31/2026	106,296	FY	1.00
			Rsch Professor	Special		12/31/2025	106,296	FY	1.00
09/07	Termunde, Christopher J	Plant Pathology	Graduate Research Asst	Other		1/4/2026	11,667	FY	0.49
09/13	Tomasevicz, Curtis L	Biological Systems Engineering	Asst Prof Practice	Special	1/1/2026	12/31/2026	80,072	FY	1.00
			Asst Prof Practice	Special		12/31/2025	80,072	FY	1.00
09/07	Uden, Daniel R	Agronomy & Horticulture	Asst Professor	Special	3/1/2026		34,791	AY	0.40
		School of Natural Resources	Asst Professor	Specific	3/1/2026		52,185	AY	0.60
			Asst Professor	Specific		2/28/2026	86,976	AY	1.00
09/07	VanWormer, Elizabeth A	School of Natural Resources	Assoc Professor	Special	3/1/2026		30,078	FY	0.20
		Vet & Biomedical Sciences	Assoc Professor	Continuous	3/1/2026		60,146	FY	0.40
			Assoc Professor	Continuous		2/28/2026	90,224	FY	0.60
			Director One Health	Special	3/1/2026		66,163	FY	0.40
			Director One Health	Special		2/28/2026	66,163	FY	0.40

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09/07	Xiong, Yijie	Biological Systems Engineering	Asst Professor	Special	3/1/2026		23,824	AY	0.25
		Animal Science	Asst Professor	Specific	3/1/2026		71,473	AY	0.75
			Asst Professor	Specific		2/28/2026	95,297	AY	1.00
06/03	External (Market) Adjustment								
09/07	Position Add/Change								
09/09	Other Status Change								
09/10	Extension of Appointment								
09/13	Reappointment								
29/01	Change Employment %								

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Dobry, Rebecca	Financial Aid	Director, Financial Aid	Special	2/27/2026		100,000	FY	1.00
Marble-Flint, Karissa	Communication Disorders	Associate Professor	Continuous	1/1/2026	8/31/2026	69,363	OTH	1.00

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09/09	Benson, Scott A	Business and Finance	Vice Chancellor Business/Finance	Special	1/1/2026		215,000	FY	1.00
			Interim Vice Chancellor Business/Finance	Special		11/30/2025	215,000	FY	1.00
09/09	Besse, Renee	Financial Aid	Director, Financial Aid	Special		12/31/2025	106,090	FY	1.00
			Special Projects Coordinator	Special	1/1/2026	3/2/2026	106,090	FY	1.00
09/56	Carlson, Kimberly Ann	Sponsored Programs & Rsch Dev	Associate VC Research & Creative Activit	Special	1/1/2026		130,000	FY	1.00
			Asst VC Research & Creative Activity	Special		12/31/2025	123,408	FY	1.00
09/07	Exstrom, Christopher	Library	Associate Dean of Engagement & Retention	Special	1/1/2026		64,067	FY	0.50
		Chemistry	Professor	Continuous		12/31/2025	69,113	FY	0.75
		General Education Program	Director General Studies	Other	1/1/2026		49,933	FY	0.50
			Director General Studies	Other		12/31/2025	27,866	FY	0.25
09/07	Hollman, Angela K	Cyber Systems	Professor	Continuous	1/1/2026		102,210	AY	1.00
			Professor	Continuous		12/31/2025	61,326	AY	0.60
		Honors Program	Director Honors Program	Special		12/31/2025	46,678	AY	0.40
09/07	Kight, Jason P	Accounting/Finance/Economics	Assistant Professor	Specific	1/1/2026	8/31/2026	95,000	OTH	1.00
09/07	Kim, Myung Jin	Teacher Education	Assistant Professor	Specific	3/1/2026	8/31/2026	57,000	AY	1.00
			Assistant Professor	Continuous		2/28/2026	57,000	AY	1.00
09/07	Nelson, Rebecca M	Teacher Education	Associate Professor	Continuous		2/28/2026	67,866	AY	1.00
			Associate Professor	Continuous	3/1/2026		67,866	AY	1.00
09/07	Rizk, Ramy A	Industrial Technology	Other Hourly Wkr	Other		12/31/2025	14,711	OTH	1.00
09/26	Swarm, Chelsea M	Human Resources	Director of Human Resources	Special	1/1/2026		135,000	FY	1.00
			Assistant Director HR	Other		12/31/2025	100,786	FY	1.00

09/07 Position Add/Change

09/09 Other Status Change

09/26 Advance W/in Unit Rate Chg- NC

09/56 Promotion W/in Unit-Rt Chg -NC

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Ankerson, Katherine S	Office of the Chancellor	Interim Chancellor	Special	1/12/2026		700,000	FY	1.00
Benes, Keith J	College of Law	Senior Research Associate	Special	2/23/2026	8/23/2026	151,358	FY	0.49
Gernhart, Zane C	Industry Alliances	Executive Director, Industry Relations	Special	3/23/2026		185,000	FY	1.00
Jun, Hee Jin	Nutrition & Health Sciences	Associate Professor	Specific	1/1/2026		95,000	OTH	1.00
Karunakaran, Rakeshkumar	Mechanical & Materials Engineering	Research Assistant Professor	Special	3/23/2026	3/22/2028	90,542	FY	1.00
Kim, You-Jin	School of Computing	Assistant Professor	Specific	1/1/2026		130,000	OTH	1.00
Padilla, Thomas	University Libraries	Associate Dean	Special	1/5/2026		117,000	FY	1.00

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06/10	Alloway, Richard K	Broadcasting	Associate Professor	Continuous	2/1/2026		125,832	FY	1.00
			Associate Professor	Continuous		1/31/2026	126,684	FY	1.00
09/09	Anderson, Ryan K	Industry Alliances	Industry Relations Manager	Special	3/18/2026		146,748	FY	1.00
			Industry Relations Manager	Special		3/17/2026	146,748	FY	1.00
09/07	Armstrong, Cory L	Journalism	Coll Prfsp/Pike	Special	3/1/2026	5/14/2027	10,000	AY	0.00
			Coll Prfsp/Pike	Special		2/28/2026	10,000	AY	0.00
			Professor	Continuous	3/1/2026		54,873	AY	0.40
			Professor	Continuous		2/28/2026	54,873	AY	0.40
		Journalism & Mass Comm	Assoc Dean for Research & Fac Affairs	Special	3/1/2026	12/18/2025	92,309	AY	0.60
			Assoc Dean for Research & Fac Affairs	Special		2/28/2026	92,309	AY	0.60
09/09	Benes, Keith J	College of Law	Senior Research Associate	Special	2/23/2026	8/23/2026	151,358	FY	0.49
06/10	Berkowitz, David B	Chemistry	Professor	Continuous	2/1/2026		227,500	AY	1.00
			Professor	Continuous		1/31/2026	195,000	AY	1.00
			Elmer and Ruby Cordes Professorship	Special	2/1/2026	8/10/2029	15,000	AY	0.00
			Elmer and Ruby Cordes Professorship	Special		1/31/2026	15,000	AY	0.00
09/07	Bloom, Kenneth A	Physics & Astronomy	Chairperson	Special	3/1/2026		87,091	AY	0.60
			Professor	Continuous	3/1/2026		52,783	AY	0.40
			Professor	Continuous		2/28/2026	131,957	AY	1.00
			Willia Cather Professorship	Special	3/1/2026	5/11/2029	5,000	AY	0.00
			Willia Cather Professorship	Special		2/28/2026	5,000	AY	0.00
06/10	Brank, Eve M	Ctr on Children Families & the Law	Douglas Professorship	Special	1/1/2026	5/14/2027	5,000	AY	0.00
			Douglas Professorship	Special		12/31/2025	5,000	AY	0.00
		Psychology	Professor	Continuous	1/1/2026		9,244	AY	0.05
			Professor	Continuous		12/31/2025	8,224	AY	0.05
		College of Arts & Sciences	Assoc Dean for Research & Grad Education	Special	1/1/2026		90,474	AY	0.50
			Assoc Dean for Research & Grad Education	Special		12/31/2025	90,474	AY	0.50
		Ctr on Children Families & the Law	Director	Special	1/1/2026		82,249	AY	0.45
			Director	Special		12/31/2025	82,249	AY	0.45

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06/01	Busboom, Danielle B	Athletics	Head Coach-Volleyball	Special	2/1/2026		725,000	FY	1.00
			Head Coach-Volleyball	Special		1/31/2026	700,000	FY	1.00
09/07	Claes, Daniel R	Physics & Astronomy	Acting Chairperson	Special		2/28/2026	88,661	AY	0.60
			Professor	Continuous	3/1/2026		140,732	AY	1.00
			Professor	Continuous		2/28/2026	56,293	AY	0.40
09/07	Donsig, Allan P	Mathematics	Professor	Continuous	3/1/2026		127,191	AY	1.00
			Professor	Continuous		2/28/2026	64,867	AY	0.51
		Undergraduate Programs	Faculty Coordinator	Special		2/28/2026	67,324	AY	0.49
06/01	Elza, Susan G	Athletics	Assistant AD for Football Administration	Special	2/1/2026		330,000	FY	1.00
			Assistant AD for Football Administration	Special		1/31/2026	320,000	FY	1.00
09/07	Filina, Irina Y	Earth and Atmospheric Sciences	Coll Prfsp/J B Coffman Chair	Special	3/1/2026	8/14/2026	10,000	AY	0.00
			Associate Professor	Continuous	3/1/2026		99,736	AY	1.00
			Associate Professor	Continuous		2/28/2026	99,736	AY	1.00
09/07	Gonzales, Jordan P	Alumni Association	Senior Director of Alumni Engagement	Other		2/1/2026	72,414	FY	1.00
		Office of the Chancellor	Chief of Staff	Special	2/2/2026		195,000	FY	1.00
09/07	Griffin, Jemalyn A	Journalism & Mass Comm	Acting Associate Dean of Academic Programs	Special	3/1/2026	1/3/2027	59,007	AY	0.60
		Advertising & Public Relations	Associate Professor of Practice	Special	3/1/2026	5/12/2028	36,005	AY	0.40
			Associate Professor of Practice	Special		2/28/2026	90,012	AY	1.00
09/07	Hachtmann, Frauke	Advertising & Public Relations	Kearns Chair Professorship	Special		12/31/2025	5,000	AY	0.00
			Professor	Continuous	1/1/2026		125,624	AY	1.00
			Professor	Continuous		12/31/2025	125,624	AY	1.00
		Journalism & Mass Comm	Coll Prfsp/Hitchcock	Special	1/1/2026	5/16/2031	5,000	AY	0.00
09/09	Horst, Cheryl L	NUtech Ventures	Executive Director	Special	3/18/2026		215,000	FY	1.00
			Executive Director	Special		3/17/2026	215,000	FY	1.00
06/10	Huang, Peisi	Physics & Astronomy	Associate Professor	Continuous	1/1/2026		106,277	AY	1.00
			Associate Professor	Continuous		12/31/2025	106,277	AY	1.00
09/07	Ibrahimpasic, Emira	Undergraduate Programs	Acting Faculty Coordinator	Special	3/1/2026	5/15/2026	42,094	AY	0.49
		School of Global Integrative Studies	Associate Professor of Practice	Special	3/1/2026	5/15/2026	41,210	AY	0.51
			Associate Professor of Practice	Special		2/28/2026	80,804	AY	1.00

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09/07	Jones, Valerie K	Advertising & Public Relations	Seaton Distinguished Professorship	Special	3/1/2026	12/31/2026	5,000	AY	0.00
			Seaton Distinguished Professorship	Special		2/28/2026	5,000	AY	0.00
			Associate Professor	Continuous	3/1/2026		38,299	AY	0.40
			Associate Professor	Continuous		2/28/2026	95,747	AY	1.00
		Journalism & Mass Comm	Interim Assoc Dean for Research & Fac Affairs	Special	3/1/2026	1/3/2027	67,448	AY	0.60
09/07	Kellas, Jody L	Communication Studies	Willa Cather Professorship	Special	3/1/2026	8/31/2026	5,000	AY	0.00
			Willa Cather Professorship	Special		2/28/2026	5,000	AY	0.00
			Professor	Continuous	3/1/2026		135,901	AY	1.00
			Professor	Continuous		2/28/2026	54,360	AY	0.40
			Chairperson	Special		2/28/2026	89,695	AY	0.60
09/13	Kilic, Ufuk	Electrical & Computer Engineering	Research Assistant Professor	Special	2/1/2026	1/31/2029	87,000	FY	1.00
			Research Assistant Professor	Special		1/31/2026	87,000	FY	1.00
09/07	Kim, Panya	Center for Plant Science Innovation	Senior Research Associate	Special	1/1/2026	12/31/2026	51,500	FY	1.00
			Senior Research Associate	Special		12/31/2025	51,500	FY	1.00
09/07	Kort-Butler, Lisa A	Sociology	Professor	Continuous	3/1/2026		118,715	AY	1.00
			Professor	Continuous		2/28/2026	47,486	AY	0.40
			Acting Chairperson	Special		2/28/2026	74,790	AY	0.60
09/07	Nelson, Timothy D	Psychology	Univ Prof - Thompson Professorship	Special	3/1/2026	5/10/2030	10,000	AY	0.00
		Rural Drug Addiction Research Center	Associate Director, RDAR	Special	3/1/2026	5/14/2027	30,952	AY	0.10
			Associate Director, RDAR	Special		2/28/2026	46,429	AY	0.10
		Psychology	Professor	Continuous	3/1/2026		92,854	AY	0.60
			Professor	Continuous		2/28/2026	139,281	AY	0.90
		Center for Brain Biology & Behavior	Dir, Ctr for Brain, Biology & Behavior	Special	3/1/2026		77,378	AY	0.30
09/07	Palayyan, Salin Raj	Nutrition & Health Sciences	Senior Research Associate	Special	3/12/2026	8/11/2029	60,000	FY	1.00
09/07	Peng, Dian	Physics & Astronomy	Sr. Research Associate	Special	1/1/2026	7/31/2026	54,726	FY	1.00
09/13	Pierce, Jordan E	Psychology	Senior Research Associate	Special	1/1/2026	6/30/2026	55,000	FY	1.00
			Senior Research Associate	Special		12/31/2025	55,000	FY	1.00
06/01	Rhule, Matthew K	Athletics	Head Coach-Football	Special	1/1/2026		8,500,000	FY	1.00
			Head Coach-Football	Special		12/31/2025	7,500,000	FY	1.00

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09/07	Smith, Wendy M	Center for Transformative Teaching Mathematics	Dir, Center for Transformative Teaching	Special	1/9/2026		110,315	FY	0.70	
			Research Professor	Special	1/9/2026	6/30/2030	13,789	FY	0.10	
			Research Professor	Special		1/8/2026	27,576	FY	0.20	
			Cather Professor	Special	1/9/2026	6/30/2030	5,000	FY	0.00	
		Ctr for Science Math & Computer Ed	Cather Professor	Special		1/8/2026	5,000	FY	0.00	
			Research Professor	Special	1/9/2026	6/30/2030	27,579	FY	0.20	
			Research Professor	Special		1/8/2026	41,369	FY	0.30	
			Director	Special		1/8/2026	75,844	FY	0.50	
		09/09	Center for Transformative Teaching Mathematics	Dir, Center for Transformative Teaching	Special	1/9/2026		110,315	FY	0.70
				Research Professor	Special	1/9/2026	6/30/2030	13,789	FY	0.10
Research Professor	Special				1/8/2026	27,576	FY	0.20		
Cather Professor	Special			1/9/2026	6/30/2030	5,000	FY	0.00		
Cather Professor	Special				1/8/2026	5,000	FY	0.00		
Ctr for Science Math & Computer Ed	Research Professor			Special	1/9/2026	6/30/2030	27,579	FY	0.20	
	Research Professor	Special		1/8/2026	41,369	FY	0.30			
	Director	Special		1/8/2026	75,844	FY	0.50			
	09/07	Smyth, Jolene D	Sociology	Professor	Continuous	3/1/2026		53,096	AY	0.40
Professor				Continuous		2/28/2026	132,740	AY	1.00	
Chairperson				Special	3/1/2026		87,609	AY	0.60	
09/07				Soliz, Jordan E	Communication Studies	Leland & Dorothy Olson Chair Professrshp	Special	3/1/2026	5/10/2030	5,000
	Leland & Dorothy Olson Chair Professrshp	Special				2/28/2026	5,000	AY	0.00	
	Research and Innovation	Interim Institutional Official	Special		3/1/2026	8/16/2026	19,098	AY	0.05	
		Interim Institutional Official	Special			2/28/2026	63,658	AY	0.30	
	Communication Studies	Professor	Continuous		3/1/2026		44,560	AY	0.35	
		Professor	Continuous			2/28/2026	89,121	AY	0.70	
		Chairperson	Special		3/1/2026		84,028	AY	0.60	
		09/07	Sollars, Patricia J		Office of the Exec Vice Chancellor	HLC Liaison	Special		3/17/2026	27,184
Undergraduate Programs	Director of Undergraduate Education			Special		3/18/2026		135,921	FY	1.00
	Director of Undergraduate Education			Special		3/17/2026	135,921	FY	0.90	

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09/07	Stepanek, Sarah R	Ctr on Children Families & the Law	Research Assistant Professor	Special	1/1/2026	9/10/2027	80,000	FY	1.00
			Senior Research Associate	Special		12/31/2025	72,000	FY	1.00
29/01		Ctr on Children Families & the Law	Research Assistant Professor	Special	1/1/2026	9/10/2027	80,000	FY	1.00
			Senior Research Associate	Special		12/31/2025	72,000	FY	1.00
06/01	Stewart, Patrick R	Athletics	General Manager	Special	2/1/2026		850,000	FY	1.00
			General Manager	Special		1/31/2026	800,000	FY	1.00
09/07	Thomas, Amanda L	Teaching, Learning & Teacher Ed	Associate Professor	Continuous	1/1/2026		99,768	AY	1.00
			Associate Professor	Continuous		12/31/2025	99,768	AY	1.00
09/07	Thompson, David	College of Law	Associate Program Director	Special	3/19/2026		105,000	FY	1.00
09/07	Varney, Christopher N	Physics & Astronomy	Research Associate Professor	Special	3/1/2026	5/14/2027	25,200	AY	0.30
			Research Associate Professor	Special		2/28/2026	25,200	AY	0.30
		Ctr for Science Math & Computer Ed	Research Associate Professor	Special	3/1/2026	5/14/2027	42,000	AY	0.50
			Research Associate Professor	Special		2/28/2026	58,800	AY	0.70
			Interim Director	Special	3/1/2026	6/30/2026	18,050	AY	0.20
09/07	Wagner, Peter J	Earth and Atmospheric Sciences	Professor	Continuous		2/28/2026	69,480	AY	0.60
		School of Biological Sciences	Professor	Continuous	3/1/2026		115,800	AY	1.00
			Professor	Continuous		2/28/2026	46,320	AY	0.40
09/07	Wang, Ming	Advertising & Public Relations	Kearns Chair Professorship	Special	1/1/2026	5/16/2031	5,000	AY	0.00
			Associate Professor	Continuous	1/1/2026		97,395	AY	1.00
			Associate Professor	Continuous		12/31/2025	97,395	AY	1.00
09/07	Wheeler, Jordan M	Educational Psychology	Assistant Professor	Specific	1/1/2026	1/4/2026	77,000	AY	1.00
			Assistant Professor	Specific		8/31/2025	77,000	AY	1.00
09/07	Wisnicki, Adrian S	English	Professor	Continuous	1/1/2026		97,599	AY	1.00
			Professor	Continuous		12/31/2025	97,599	AY	1.00
		Executive VP and Provost	Interim Director, NU AI Institute	Special	1/1/2026	8/31/2026	4,000	AY	0.00
06/01	Annual Adjustment								
06/10	Administrative Adjustment								
09/07	Position Add/Change								
09/09	Other Status Change								
09/13	Reappointment								
29/01	Change Employment %								

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Cense, Abraham J	Ophthalmology and Visual Sciences	Professor	Health Prof	1/29/2026	6/30/2030	80,000	FY	1.00
	Ophthalmology and Visual Sciences	Research Scientist	Special	1/29/2026	6/30/2026	40,000	FY	0.00
Chen, Richard	Anesthesiology	Asst Professor	Health Prof	1/1/2026	6/30/2030	110,000	FY	1.00
Cserna, Annette	COD-Growth and Development	Asst Professor	Special	1/15/2026		80,000	FY	0.50
Elder, Brandon A	Emergency Medicine	Asst Professor	Special	1/1/2026		45,000	FY	1.00
Han, Seong-Su	Pediatrics Hematology/Oncology	Asst Professor	Special	2/1/2026		60,000	FY	1.00
	Pediatrics Hematology/Oncology	Research Scientist	Special	2/1/2026	6/30/2026	60,000	FY	0.00
Houck, Elizabeth J	MMI Specialized Behavior Interv	Asst Professor	Special	1/1/2026		93,000	FY	1.00
Kadian, Renu	Int Med Pulmonary	Asst Professor	Health Prof	1/1/2026	6/30/2030	45,000	FY	1.00
Kuhn, Bruce S	COD-Surgical Specialties	Associate Professor	Special	1/21/2026		75,000	FY	0.50
Larsen, Carolyn M	Int Med Cardiovascular Medicine	Asst Professor	Health Prof	1/1/2026	6/30/2030	45,000	FY	1.00
Larsen, Jeremy	Int Med Oncology/Hematology	Assoc Professor	Health Prof	1/1/2026	6/30/2030	50,000	FY	1.00
Lobanov, Oleg	Pediatrics Neurology	Assoc Professor	Health Prof	1/1/2026	6/30/2030	45,500	FY	1.00
Martin, Thomas G	Cellular/Integrative Physiology	Asst Professor	Health Prof	3/2/2026	6/30/2030	60,000	FY	1.00
	Cellular/Integrative Physiology	Research Scientist	Special	3/2/2026	6/30/2026	50,000	FY	0.00
Moore, Kathleen N	Eppley Inst Faculty	Deputy Director	Special	2/1/2026		193,000	FY	0.00
	Int Med FPBCC Clin Trials Office	Director Phase I Clinical Trials	Special	2/1/2026		27,000	FY	0.00
	Obstetrics/Gynecology	Professor	Continuous	2/1/2026		55,000	FY	1.00
Parker, Beth	Int Med GI	Research Scientist	Special	3/23/2026	6/30/2026	80,100	FY	0.00
Rajakumar, Augustine	Ob/Gyn Research Lab	Professor	Special	3/1/2026		80,000	FY	1.00
	Ob/Gyn Research Lab	Research Scientist	Special	3/1/2026	6/30/2027	120,000	FY	0.00
Ringenberg, Kyle J	Anesthesiology	Assoc Professor	Health Prof	3/30/2026	6/30/2030	110,000	FY	1.00
Roy, Hemant K	Int Med Administration	Chairperson	Special	3/23/2026		120,000	FY	0.00
	Int Med GI	Professor	Continuous	3/23/2026		55,000	FY	1.00
Vyas, Yatin	Pediatrics Hematology/Oncology	Professor	Continuous	1/14/2026		57,554	FY	1.00

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Wen, Kuo-Kuang	Pediatrics Hematology/Oncology	Asst Professor	Special	2/1/2026		60,000	FY	1.00
	Pediatrics Hematology/Oncology	Research Scientist	Special	2/1/2026	6/30/2026	60,000	FY	0.00
Wiegman, Adrian	Obstetrics/Gynecology	Asst Professor	Special	2/2/2026		60,000	FY	1.00
	Obstetrics/Gynecology	Research Scientist	Special	2/2/2026	6/30/2026	65,000	FY	0.00
Wieman, Stephanie M	Anesthesiology	Asst Professor	Special	1/1/2026		55,000	FY	0.50

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09/07	Abdulmalik, Sama	COD-Growth and Development	Asst Professor	Health Prof	2/16/2026	6/30/2028	105,000	FY	1.00
			Asst Professor	Health Prof		2/15/2026	105,000	FY	1.00
29/01	Aguirre, Trina M	CON-West Nebraska Division	Assoc Professor	Special	3/1/2026		50,046	AY	0.50
			Assoc Professor	Special		2/28/2026	90,083	AY	0.90
09/07	Armitage, James O	Int Med Oncology/Hematology	Professor	Special	2/1/2026		171,892	FY	0.60
			Professor	Special		1/31/2026	142,925	FY	0.50
			UNMC Dist Cancer Research Professorship	Special		1/31/2026	28,967	FY	0.10
29/01	Bacon, Elizabeth R	Radiation Oncology	Asst Professor	Special	1/26/2026		600	FY	0.01
			Asst Professor	Special		1/25/2026	60,000	FY	1.00
			Research Scientist	Special		1/25/2026	120,000	FY	0.00
09/10	Bhattacharyya, Suvendra N	Pharmacology/Exp Neuroscience	Professor	Continuous	1/1/2026		80,000	FY	1.00
			Professor	Continuous	3/1/2026		80,000	FY	1.00
			Professor	Continuous		12/31/2025	80,000	FY	1.00
			Professor	Continuous		2/28/2026	80,000	FY	1.00
			Research Scientist	Special	1/1/2026	2/28/2026	70,100	FY	0.00
			Research Scientist	Special	3/1/2026	6/30/2026	70,100	FY	0.00
			Research Scientist	Special		12/31/2025	70,100	FY	0.00
			Research Scientist	Special		2/28/2026	70,100	FY	0.00
09/07	Bilunas, Alexandra L	COD-Dental Administration	Norman C Carlson Professorship	Special	1/1/2026	12/31/2030	8,800	FY	0.00
		COD-Growth and Development	Director MMI Caring for Champions Clinic	Special	1/1/2026		3,000	FY	0.00
			Director MMI Caring for Champions Clinic	Special		12/31/2025	3,000	FY	0.00
			Asst Professor	Health Prof	1/1/2026	6/30/2027	130,000	FY	1.00
			Asst Professor	Health Prof		12/31/2025	130,000	FY	1.00
			Pediatric Postgrad Program Director	Special	1/1/2026		10,000	FY	0.00
			Pediatric Postgrad Program Director	Special		12/31/2025	10,000	FY	0.00
29/01	Black, Joyce M	CON-Omaha Division	Professor	Special	3/1/2026		11,420	AY	0.10
			Professor	Special		2/28/2026	22,840	AY	0.20

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09/07	Borgstahl, Gloria E	Eppley Inst Faculty	Research Scientist	Special	3/1/2026		25,178	FY	0.00
			Research Scientist	Special		2/28/2026	25,178	FY	0.00
			Professor	Continuous	3/1/2026		146,840	FY	1.00
			Professor	Continuous		2/28/2026	146,840	FY	1.00
			Co-Leader Cancer Biology Program	Special	3/1/2026		20,000	FY	0.00
29/01	Borstelmann, Lynn D	CON-Omaha Division	Asst Professor	Special	3/1/2026		18,732	AY	0.22
			Asst Professor	Special		2/28/2026	12,772	AY	0.15
29/01	Campbell, James R	Int Med General Medicine	Professor	Special	1/1/2026		15,015	FY	0.08
			Professor	Special		12/31/2025	1,877	FY	0.01
29/01	Chan, Ka Heng	Radiation Oncology	Research Scientist	Special		1/25/2026	202,100	FY	0.00
			Assoc Professor	Special	1/26/2026		700	FY	0.01
			Assoc Professor	Special		1/25/2026	70,000	FY	1.00
09/07	Coffey, Emily C	CON-Omaha Division	Nurse Specialist/Instructor	Other		2/28/2026	75,640	AY	1.00
			Asst Professor	Special	3/1/2026		90,000	AY	1.00
06/03	Conda Sheridan, Martin	COP Pharmaceutical Science	Assoc Professor	Continuous	3/1/2026		149,042	FY	1.00
			Assoc Professor	Continuous		2/28/2026	139,042	FY	1.00
06/03	Cratsenberg, Drew M	MMI Genetic Medicine	Asst Professor	Health Prof	2/1/2026		100,607	FY	1.00
			Asst Professor	Health Prof		1/31/2026	89,607	FY	1.00
09/07		MMI Genetic Medicine	Asst Professor	Health Prof	3/1/2026	6/30/2029	50,000	FY	1.00
			Asst Professor	Health Prof		2/28/2026	100,607	FY	1.00
			Clinical Provider	Special	3/1/2026		50,607	FY	0.00
09/07	Dong, Yuxiang	COP Pharmaceutical Science	Research Assoc Professor	Special	1/5/2026		69,633	FY	0.91
			Research Assoc Professor	Special		1/4/2026	69,633	FY	0.91
29/01		COP Pharmaceutical Science	Research Assoc Professor	Special	2/11/2026		56,910	FY	0.81
			Research Assoc Professor	Special		2/10/2026	69,633	FY	0.91
29/01	Esterach, Rocky P	Psychiatry	Asst Professor	Special	1/1/2026		36,160	FY	0.80
			Asst Professor	Special		12/31/2025	45,200	FY	1.00

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29/01	Gallagher, Kyle J	Radiation Oncology	Asst Professor	Special	1/26/2026		2,091	FY	0.01
			Asst Professor	Special		1/25/2026	194,065	FY	1.00
06/10	Gangishetti, Prasanna Kumar	Pediatrics Neurology	Asst Professor	Health Prof	2/1/2026	6/30/2028	75,000	FY	1.00
			Asst Professor	Health Prof		1/31/2026	57,100	FY	1.00
09/07	Golightly, Yvonne M	CAHP Physical Therapy	Professor	Health Prof	2/1/2026	6/30/2027	148,865	FY	1.00
			Professor	Health Prof		1/31/2026	148,865	FY	1.00
		CAHP Research Administration	Assoc Dean for Research	Special	2/1/2026		22,715	FY	0.00
			Assoc Dean for Research	Special		1/31/2026	22,715	FY	0.00
09/07	Haier, Katelyn R	Int Med Geriatrics/Palliative Med	Fellow	Other		12/31/2025	74,942	FY	1.00
06/03	Hattervig, Robin L	COD-Adult Restorative	Asst Professor	Health Prof	1/1/2026	6/30/2028	150,000	FY	1.00
			Asst Professor	Health Prof		12/31/2025	127,946	FY	1.00
			Clinical Model Group Leader	Special	1/1/2026		5,000	FY	0.00
			Clinical Model Group Leader	Special		12/31/2025	5,000	FY	0.00
09/04	Havens, Joshua P	Int Med Infectious Diseases	Clinical Pharmacist, HIV Program	Other		1/4/2026	149,665	FY	1.00
		COP Pharmacy Practice and Science	Associate Professor	Health Prof	1/5/2026	6/30/2027	140,000	FY	1.00
09/07	Hollingsworth, Michael A	Eppley Inst Faculty	Research Scientist	Special	1/26/2026		98,392	FY	0.00
			Research Scientist	Special		1/25/2026	98,392	FY	0.00
			Professor	Continuous	1/26/2026		252,977	FY	1.00
			Professor	Continuous		1/25/2026	252,977	FY	1.00
09/09	Jones, Dwight T	Otol-Head and Neck Surgery	Chairperson Stipend	Special	1/1/2026		10,000	FY	0.00
			Chairperson Stipend	Special		6/30/2025	10,000	FY	0.00
			Professor	Continuous	1/1/2026		206,455	FY	0.80
			Professor	Continuous		6/30/2025	206,455	FY	0.80
			Chairperson	Special	1/1/2026		50,604	FY	0.20
			Chairperson	Special		6/30/2025	50,604	FY	0.20
06/10	Kaipa, Santosh	Pediatrics Critical Care	Asst Professor	Health Prof	3/1/2026	6/30/2030	75,000	FY	1.00
			Asst Professor	Health Prof		2/28/2026	57,400	FY	1.00

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09/04	Kaipust, Nicole M	Int Med Hospital Medicine	Asst Professor	Health Prof	1/1/2026	6/30/2029	45,000	FY	1.00
		Int Med General Medicine	Asst Professor	Health Prof		12/31/2025	45,000	FY	1.00
09/07	Kaldahl, Wayne B	COD-Surgical Specialties	Professor	Special	1/7/2026	1/31/2026	32,201	FY	0.20
			Professor	Special		1/6/2026	32,201	FY	0.20
09/07	Khan, Ali S	COPH Office of the Dean	Dean	Special	1/1/2026		120,000	FY	0.00
			Dean	Special		12/31/2025	120,000	FY	0.00
		COPH Epidemiology	Professor	Continuous	1/1/2026		320,000	FY	1.00
			Professor	Continuous		12/31/2025	320,000	FY	1.00
09/07	King, Keyonna M	COPH Health Promotion	Assoc Professor	Health Prof	3/1/2026	6/30/2028	123,600	FY	1.00
			Assoc Professor	Health Prof		2/28/2026	123,600	FY	1.00
			Asst Director Comm-Engaged Resrch Prom	Special		2/28/2026	36,000	FY	0.00
29/05	Kinzie, Spencer D	Int Med General Medicine	Asst Professor	Special	1/1/2026	8/31/2029	33,750	FY	0.75
			Asst Professor	Special		12/31/2025	45,000	FY	1.00
09/07	Kumbar, Sangamesh G	COD-Oral Biology	Weeth Professorship Dental Research	Special	2/16/2026	6/30/2030	10,000	FY	0.00
			Weeth Professorship Dental Research	Special		2/15/2026	10,000	FY	0.00
		COD-Growth and Development	Professor	Continuous	2/16/2026		260,000	FY	1.00
			Professor	Continuous		2/15/2026	260,000	FY	1.00
		COD-Dental Administration	Assoc Dean	Special	2/16/2026		10,000	FY	0.00
			Assoc Dean	Special		2/15/2026	10,000	FY	0.00
29/01	Lei, Yu	Radiation Oncology	Research Scientist	Special		1/25/2026	178,473	FY	0.00
			Assoc Professor	Special	1/26/2026		700	FY	0.01
			Assoc Professor	Special		1/25/2026	70,000	FY	1.00
29/01	Liu, Ruirui	Radiation Oncology	Research Scientist	Special		1/25/2026	153,400	FY	0.00
			Asst Professor	Special	1/26/2026		601	FY	0.01
			Asst Professor	Special		1/25/2026	60,100	FY	1.00
09/07	Malone, Kristen PF	MMI Genetic Medicine	Assoc Professor	Health Prof	2/1/2026	6/30/2029	55,000	FY	1.00
			Assoc Professor	Health Prof		1/31/2026	96,439	FY	1.00
			Research Scientist	Special	2/1/2026		52,439	FY	0.00

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09/07	Markin, Rodney S	Office of the President	Assistant VP for Business Development	Special	1/5/2026		10,000	FY	0.00
		Pathology, Microbiology & Immunolog	Professor	Continuous	1/5/2026		10,743	FY	0.04
			Professor	Continuous		1/4/2026	10,743	FY	0.04
			David Purtilo Distinguished Chair-Path	Special	1/5/2026	10/31/2029	10,000	FY	0.05
			David Purtilo Distinguished Chair-Path	Special		1/4/2026	10,000	FY	0.05
		Business and Finance	Assoc VC for Business Development	Special	1/5/2026	6/30/2026	244,595	FY	0.91
			Assoc VC for Business Development	Special		1/4/2026	244,595	FY	0.91
29/01	Maskin, Lauren J	Pediatrics Hospitalists	Assoc Professor	Special	1/1/2026		34,066	FY	0.80
			Assoc Professor	Special		12/31/2025	42,583	FY	1.00
29/01	Mollard, Elizabeth K	CON-Academic Programs	Coordinator	Special	1/1/2026		750	FY	0.00
			Coordinator	Special		12/31/2025	750	FY	0.00
		CON-Lincoln Division	Assoc Professor	Health Prof	1/1/2026	6/30/2029	130,527	FY	1.00
			Assoc Professor	Health Prof		12/31/2025	124,001	FY	0.95
29/05	Murphy, Peter J	Int Med Pulmonary	Assoc Professor	Special	1/1/2026	6/30/2027	73,454	FY	0.62
			Assoc Professor	Special		12/31/2025	118,857	FY	1.00
29/01	Nunnenkamp, Taylor A	CON-Lincoln Division	Asst Professor	Special	3/1/2026		83,025	AY	1.00
			Asst Professor	Special		2/28/2026	62,269	AY	0.75
29/01	Ochuba, Olivia E	Psychiatry	Asst Professor	Special	1/1/2026		10,000	FY	0.22
			Asst Professor	Special		12/31/2025	6,750	FY	0.15
29/01	Ortmann, Laura A	Pediatrics Critical Care	Assoc Professor	Special	1/1/2026	6/30/2027	36,480	FY	0.80
			Assoc Professor	Special		12/31/2025	45,600	FY	1.00
09/07	Pavuluri, Spriha	Pediatrics Neurology	Asst Professor	Special	1/1/2026	6/30/2027	22,600	FY	0.50
			Asst Professor	Special		12/31/2025	45,200	FY	1.00
29/01		Pediatrics Neurology	Asst Professor	Special	1/1/2026	6/30/2027	22,600	FY	0.50
			Asst Professor	Special		12/31/2025	45,200	FY	1.00

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09/07	Pfeifer, Bradley D	COPH Health Services Res & Admin	Asst Professor	Health Prof	3/1/2026	6/30/2029	120,000	FY	0.60
		COPH Health Promotion	Asst Professor	Health Prof		2/28/2026	120,000	FY	0.60
		COPH Office of the Dean	Asst Dean Operations & Mngmnt	Special	3/1/2026		67,800	FY	0.40
			Asst Dean Operations & Mngmnt	Special		2/28/2026	67,800	FY	0.40
29/01	Pipinos, Iraklis I	Surgery-Vascular Surgery	Professor	Health Prof	2/18/2026	6/30/2030	91,755	FY	1.00
			Professor	Health Prof		2/17/2026	68,816	FY	0.75
09/16	Poblete Jara, Carlos J	Surgery-General Surgery	Research Scientist	Special	3/15/2026	6/30/2026	5,000	FY	0.00
09/07	Ramos, Athena K	COPH Health Promotion	Assoc Professor	Continuous	1/1/2026		150,000	FY	1.00
			Assoc Professor	Continuous		12/31/2025	150,000	FY	1.00
09/07	Rautiainen, Risto	COPH Environ, Agri & Occ Health	Director of the Agri Health Center	Special		1/13/2026	5,000	FY	0.00
			Professor	Continuous	1/14/2026		170,483	FY	1.00
			Professor	Continuous		1/13/2026	170,483	FY	1.00
09/01	Rohlfing, Gail K	COD-Growth and Development	Asst Professor	Health Prof	2/1/2026	6/30/2029	170,000	FY	1.00
			Clinical Instructor	Health Prof		1/31/2026	72,000	FY	0.55
			Chairperson	Special	2/1/2026		30,000	FY	0.00
09/10	Rowley, Michael J	Graduate Studies	Graduate Studies Advisor	Special	1/1/2026	12/31/2026	5,000	FY	0.00
			Graduate Studies Advisor	Special		12/31/2025	5,000	FY	0.00
		Genetics Cell Biology & Anatomy	Assoc Professor	Continuous	1/1/2026		70,000	FY	1.00
			Assoc Professor	Continuous		12/31/2025	70,000	FY	1.00
			Director BISB Doctoral Program	Special	1/1/2026		5,000	FY	0.00
			Director BISB Doctoral Program	Special		12/31/2025	5,000	FY	0.00
		VCR Cores	Scientific Director Genomics Core	Special	1/1/2026	6/30/2028	50,000	FY	0.00
			Scientific Director Genomics Core	Special		12/31/2025	50,000	FY	0.00
		Genetics Cell Biology & Anatomy	Research Scientist	Special	1/1/2026		47,663	FY	0.00
			Research Scientist	Special		12/31/2025	47,663	FY	0.00
09/07	Schiefelbein, Lauren M	CAHP Medical Laboratory Science	MLS Program Education Coordinator	Other		12/31/2025	71,028	FY	1.00
			Assistant Professor	Special	1/1/2026		81,028	FY	1.00

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09/01	Schoettger, Robert A	COD-Growth and Development	Program Director of Orthodontic	Special	1/12/2026		10,000	FY	0.00
			Assistant Professor	Health Prof	1/12/2026	6/30/2029	130,000	FY	1.00
29/01	Schott, Diane M	Radiation Oncology	Asst Professor	Special	1/26/2026		2,018	FY	0.01
			Asst Professor	Special		1/25/2026	186,827	FY	1.00
09/07	Shaffer, Christopher L	COP Pharmacy Practice and Science	Assoc Professor	Continuous	3/1/2026		166,050	FY	1.00
			Assoc Professor	Continuous		2/28/2026	166,050	FY	1.00
		COP Dean's Office	Interim Assoc Dean for Academic Affairs	Special		2/28/2026	20,000	FY	0.00
			Interim Sr Associate Dean	Special	3/1/2026		35,000	FY	0.00
06/07	Shope, Ronald J	CAHP Hlth Prof Teaching & Tech	Assoc Professor	Special	1/1/2026		12,000	FY	0.08
			Assoc Professor	Special		12/31/2025	12,000	FY	0.08
		COPH Health Promotion	Asst Professor	Special	1/1/2026	7/31/2026	12,000	FY	0.12
			Asst Professor	Special		12/31/2025	12,000	FY	0.12
09/09	Simonsen, Kari A	Pediatrics Administration	Chairperson	Special	1/1/2026		10,000	FY	0.00
			Chairperson	Special		6/30/2025	10,000	FY	0.00
		Pediatrics Infectious Disease	Professor	Continuous	1/1/2026		114,418	FY	1.00
			Professor	Continuous		6/30/2025	114,418	FY	1.00
09/07	Stelzer, Matthew S	MMI Business Office	Director, MMI Business Services	Special	2/1/2026		177,900	FY	1.00
			Director, MMI Business Services	Special		1/31/2026	177,900	FY	1.00
29/01	Tassemeyer, Dawn E	CON-Lincoln Division	Clinical Asst Professor	Special	3/1/2026		87,311	AY	1.00
			Clinical Asst Professor	Special		2/28/2026	69,849	AY	0.80
09/10	Tomesch, Alexander J	Emergency Medicine	Asst Professor	Health Prof	1/23/2026	6/30/2028	45,100	FY	1.00
			Asst Professor	Health Prof		1/22/2026	45,100	FY	1.00
29/01	Wang, Qianxia	Radiation Oncology	Research Scientist	Special		1/25/2026	165,000	FY	0.00
			Asst Professor	Special	1/26/2026		600	FY	0.01
			Asst Professor	Special		1/25/2026	60,000	FY	1.00
29/01	Wang, Shuo	Radiation Oncology	Assoc Professor	Special	1/26/2026		2,291	FY	0.01
			Assoc Professor	Special		1/25/2026	224,121	FY	1.00

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09/13	Wardian, Jana L	Int Med Hospital Medicine	Assoc Professor	Special	1/1/2026		120,300	FY	1.00
			Assoc Professor	Special		12/31/2025	120,300	FY	1.00
		Academic Affairs	Assoc Director IAE	Special	1/1/2026	12/31/2026	5,000	FY	0.00
			Assoc Director IAE	Special		12/31/2025	5,000	FY	0.00
29/01	Yaqoub, Mahmoud M	Radiation Oncology	Research Scientist	Special		1/25/2026	116,085	FY	0.00
			Asst Professor	Special	1/26/2026		600	FY	0.01
			Asst Professor	Special		1/25/2026	60,000	FY	1.00
29/01	Zhou, Sumin	Radiation Oncology	Professor	Special	1/26/2026		3,559	FY	0.01
06/03	External (Market) Adjustment								
06/06	Internal (Equity) Adjustment								
06/07	Additional Responsibilities								
06/10	Administrative Adjustment								
06/12	Governmental Mandate								
09/01	Promotion Within								
09/04	Lateral Transfer								
09/07	Position Add/Change								
09/09	Other Status Change								
09/10	Extension of Appointment								
09/13	Reappointment								
09/16	New Faculty								
29/01	Change Employment %								
29/05	Voluntary FTE Reduction								

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Alsaad, Ahmad M	Physics	Visiting Research Associate	Special	3/1/2026	4/8/2026	5,500	OTH	1.00
Bednik, Grigory	Physics	Research Associate	Special	2/1/2026	4/30/2026	12,781	OTH	1.00
Dhillon, Gurpreet S	College of Business Administration	Dean	Special	1/12/2026		350,000	FY	1.00
Gao, Yi	Psychology	Assistant Professor	Specific	1/1/2026	5/15/2026	37,500	OTH	1.00
Hernandez, Jordan B	Biology	Research Associate	Special	1/1/2026	8/31/2026	33,333	OTH	1.00

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09/07	Adidam, Phani T	Marketing & Entrepreneurship	Professor	Continuous	2/1/2026		60,977	AY	0.40
			Professor	Continuous		1/31/2026	60,977	AY	0.40
			Chairperson	Special	2/1/2026		96,464	AY	0.60
			Chairperson	Special		1/31/2026	96,464	AY	0.60
		Economics	Lindley Professorship	Special	2/1/2026		5,000	AY	0.00
			Lindley Professorship	Special		1/31/2026	5,000	AY	0.00
		Marketing & Entrepreneurship	Director for Business	Special	2/1/2026		10,000	AY	0.00
			Director for Business	Special		1/31/2026	10,000	AY	0.00
		Executive MBA Program	Faculty Director Exec MBA	Special	2/1/2026	6/30/2028	10,000	AY	0.00
09/07	Barta, Rebecca L	Innovative & Learning-Centric Instit	Faculty Fellow - ILCI	Special	1/5/2026	5/15/2026	5,000	AY	0.00
09/07	Beadle, Janelle N	Gerontology	Associate Professor	Continuous	2/1/2026		77,076	AY	1.00
			Associate Professor	Continuous		1/31/2026	77,076	AY	1.00
			Missinne Professorship	Special	2/1/2026	8/31/2029	5,000	AY	0.00
			Missinne Professorship	Special		1/31/2026	5,000	AY	0.00
			Undergraduate Program Chair	Special	2/1/2026	8/31/2027	5,000	AY	0.00
			Undergraduate Program Chair	Special		1/31/2026	5,000	AY	0.00
06/09	Bjornsen-Ramig, Abby L	Counseling	Professor	Continuous	1/1/2026		89,563	AY	1.00
			Professor	Continuous		8/31/2025	85,575	AY	1.00
		College of Educ, Health & Human Sci	Atherton Professorship	Special	1/1/2026	8/31/2026	5,000	AY	0.00
			Atherton Professorship	Special		8/31/2025	5,000	AY	0.00
09/07	Coleman, Jason D	College of Educ, Health & Human Sci	Associate Dean	Special	2/16/2026	4/30/2026	40,000	FY	0.20
			Associate Dean	Special		2/15/2026	160,000	FY	1.00
		Innovative & Learning-Centric Instit	Assoc VC Innovative & Learning-Centric I	Special	2/16/2026		160,000	FY	0.80
		Teacher Education	Haddix Community Chair	Special	2/16/2026	4/30/2026	20,000	FY	0.00
			Haddix Community Chair	Special		2/15/2026	20,000	FY	0.00
09/10	Dowling, Donovan	Men's Soccer	Head Coach, Men's Soccer	Special	1/1/2026		100,000	FY	1.00
			Head Coach, Men's Soccer	Special		12/31/2025	95,481	FY	1.00

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09/07	Friend, Michelle E	Teacher Education	Associate Professor	Continuous	1/1/2026		91,180	AY	1.00
			Associate Professor	Continuous		12/31/2025	91,180	AY	1.00
		Office of Research & Creative Actvty	ORCA Faculty Fellows	Special		12/31/2025	1,800	AY	0.00
09/09	Goldsberry, Tammy S	Budget	Assistant Vice Chancellor for Budget &	Special	1/28/2026		154,500	FY	1.00
			Assistant Vice Chancellor for Budget &	Special		1/27/2026	154,500	FY	1.00
09/07	Hale, Matthew L	School of Interdisciplinary Informat	Director	Special	2/1/2026		77,564	AY	0.60
			Director	Special		1/31/2026	77,564	AY	0.60
			Associate Professor	Continuous	2/1/2026		49,308	AY	0.40
			Associate Professor	Continuous		1/31/2026	49,308	AY	0.40
		College of Info Science and Tech	Director of MATRIX Lab	Special	2/1/2026	12/31/2028	25,000	AY	0.00
09/07	Johnson, Jeremy L	Art and Art History	Associate Professor	Continuous	3/1/2026		70,929	AY	1.00
			Associate Professor	Continuous		2/28/2026	70,929	AY	1.00
		College of Arts and Sciences	Assistant Director in Schwalb Center	Special	3/1/2026	5/15/2026	3,750	AY	0.00
			Assistant Director in Schwalb Center	Special		2/28/2026	3,750	AY	0.00
09/07	Lemke, Jennifer L	Educational Leadership	Lozier Presidential Chair in Literacy	Special	1/1/2026	8/31/2026	15,000	AY	0.00
		Teacher Education	Assistant Professor	Specific	1/1/2026		69,606	AY	1.00
			Assistant Professor	Specific		12/31/2025	69,606	AY	1.00
09/07	Loukota, Reiko Take	College of Arts and Sciences	Director of Japanese Studies	Special	2/1/2026	6/30/2026	1,000	AY	0.00
09/10	Lushnikov, Alexander J	Physics	Research Associate	Special	2/1/2026	8/14/2026	62,012	FY	1.00
			Research Associate	Special		1/31/2026	62,012	FY	1.00
09/07	Pleggenkuhle-Miles, Erin G	Management	Professor	Continuous	1/1/2026		151,171	AY	1.00
			Professor	Continuous	2/1/2026		151,171	AY	1.00
			Professor	Continuous		12/31/2025	151,171	AY	1.00
			Professor	Continuous		1/31/2026	151,171	AY	1.00
		College of Business Administration	Assistant Chair, Dept of Mgmt	Special	1/1/2026		5,000	AY	0.00
			Assistant Chair, Dept of Mgmt	Special	2/1/2026		5,000	AY	0.00
			Assistant Chair, Dept of Mgmt	Special		12/31/2025	5,000	AY	0.00
			Assistant Chair, Dept of Mgmt	Special		1/31/2026	5,000	AY	0.00
		Academic Affairs	Administrative Faculty Fellow	Special	2/1/2026	7/31/2026	3,000	AY	0.00

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			Administrative Faculty Fellow	Special		12/31/2025	3,600	AY	0.00
09/07	Proctor, Jaclyn J	College of Educ, Health & Human Sci	Community Service Associate	Special	1/5/2026	6/30/2027	71,229	FY	1.00
			Senior Community Service Associate	Special		1/4/2026	71,229	FY	1.00
09/07	Redd, Shana L	Marketing & Entrepreneurship	Assistant Professor	Specific	1/5/2026		152,201	AY	1.00
			Assistant Professor	Specific		1/4/2026	152,201	AY	1.00
		Innovative & Learning-Centric Instit	Faculty Fellow - ILCI	Special	1/5/2026	5/15/2026	5,000	AY	0.00
09/07	Rhodes, Trisha N	School of Criminology & Crim Justice	Coordinator- Lincoln Undergrad Pgms	Special	1/1/2026	5/15/2026	2,500	AY	0.00
06/00	Richardson, Todd	Goodrich	Schumacher Chair of Ethics	Special	1/1/2026	8/31/2026	7,500	AY	0.00
			Schumacher Chair of Ethics	Special		12/31/2025	7,500	AY	0.00
			Professor	Continuous	1/1/2026		82,431	AY	1.00
			Professor	Continuous		12/31/2025	82,431	AY	1.00
09/07	Rottweiler, Bettina	Center for Collaboration Sciences	Associate Research Professor	Special	1/1/2026		94,410	FY	1.00
			Associate Research Professor	Special		12/31/2025	94,410	FY	1.00
			Lead of International Engagements NCITE	Other	1/1/2026	6/30/2026	5,500	FY	0.00
09/07	Santo, Jonathan	Psychology	Professor	Continuous	1/1/2026		86,555	AY	1.00
			Professor	Continuous		12/31/2025	86,555	AY	1.00
		Office of Research & Creative Actvty	ORCA Faculty Fellows	Special	1/1/2026	12/31/2026	3,600	AY	0.00
			ORCA Faculty Fellows	Special		12/31/2025	3,600	AY	0.00
06/07	Schaffer, Connie Lynn	Center for Faculty Excellence	Sr Director, Ctr for Faculty Excellence	Special	1/1/2026		142,500	FY	1.00
			Director, Center for Faculty Excellence	Special		12/31/2025	135,800	FY	1.00
09/07	Schreurs, Briana	Teacher Education	Graduate Assistant	Other		12/31/2025	7,688	AY	0.33
09/09	Schulz, Steven A	College of Business Administration	Interim Dean	Special		1/11/2026	225,000	FY	1.00
		Management	Lucas Diamond Alumni	Special	1/12/2026	8/31/2027	5,000	FY	0.00
			Lucas Diamond Alumni	Special		1/11/2026	5,000	FY	0.00
			Associate Professor	Continuous	1/12/2026		138,862	FY	1.00
09/10		College of Business Administration	Interim Dean	Special	1/1/2026	1/11/2026	225,000	FY	1.00
			Interim Dean	Special		12/31/2025	225,000	FY	1.00
		Management	Lucas Diamond Alumni	Special	1/1/2026	8/31/2027	5,000	FY	0.00
			Lucas Diamond Alumni	Special		12/31/2025	5,000	FY	0.00

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09/07	Van Vliet, Paul J	ISQA	Associate Professor	Continuous	1/1/2026		130,332	AY	1.00
			Associate Professor	Continuous		12/31/2025	130,332	AY	1.00
		Academic Affairs	Faculty Fellow	Special	1/1/2026	12/31/2026	3,600	AY	0.00
09/07	Wilkinson, Lindsay R	Gerontology	Associate Professor	Continuous	1/1/2026		78,206	AY	1.00
			Associate Professor	Continuous		12/31/2025	78,206	AY	1.00
			Masters Program Chair	Special	1/1/2026	5/21/2027	5,000	AY	0.00
			Masters Program Chair	Special		12/31/2025	5,000	AY	0.00
			Doctoral Program Chair	Special	1/1/2026	5/14/2026	5,000	AY	0.00
			Doctoral Program Chair	Special		12/31/2025	5,000	AY	0.00
			Missinne Professorship	Special		12/31/2025	5,000	AY	0.00
			Dr. Chuck Powell Memorial Professorship	Special	1/1/2026	12/31/2028	10,000	AY	0.00
09/07	Zuniga Ulloa, Jorge M	Biomechanics	Associate Professor	Continuous	1/1/2026		105,054	AY	1.00
			Associate Professor	Continuous		12/31/2025	100,254	AY	1.00

06/00 Error Correction
06/07 Additional Responsibilities
06/09 Change in Payment Schedule
09/01 Promotion Within
09/07 Position Add/Change
09/09 Other Status Change
09/10 Extension of Appointment

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N/A							
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09/07	Blomstedt, Matthew L	Office of the Chancellor	Interim Vice Chancellor for External Relations	Special	1/12/2026		25,000	FY	0.00
		External Relations	Assoc VP, Government Relations	Special	1/12/2026		280,000	FY	1.00
			Assoc VP, Government Relations	Special		1/11/2026	280,000	FY	1.00
09/52	Gonnerman, Laura E	VP and General Counsel	Associate General Counsel	Special		2/1/2026	150,741	FY	1.00
			Deputy General Counsel	Special	2/2/2026		203,000	FY	1.00
09/26	Harper, Kimberly KG	Buffett Early Childhood Institute	Deputy Executive Director	Special	3/1/2026		182,139	FY	1.00
			Associate Executive Director, Operations	Special		2/28/2026	158,382	FY	1.00
09/07	Hoffman, Katie Jo	Corporation Secretary	Corporation Secretary	Special	3/1/2026		175,000	FY	1.00
			Corporation Secretary	Special		2/28/2026	175,000	FY	1.00
		VP and General Counsel	Associate General Counsel	Special	3/1/2026		5,000	FY	0.00
09/07	Jackson, David S	Executive VP and Provost	Executive VP and Provost	Special	3/1/2026		392,514	FY	1.00
			Interim Executive VP and Provost	Special		2/28/2026	392,514	FY	1.00

09/07 Position Add/Change
09/26 Advance W/in Unit Rate Chg- NC
09/52 Promotion W/in Unit-Rate Chg-C



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Report of Bids and Contracts - University of Nebraska

☐ **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 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 June 30, 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
April 1, 2026, to June 30, 2026
UNK, UNL, UNMC, UNO, UNOP
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	UNL	Magnetom Cima.X MRI	Revolving & State Aided	\$3,168,442.00	\$3,168,442.00	Siemens Medical Solutions	Cooperative Piggyback
Purchase Order	UNL	Scanning Transmission Electron Microscopy	State Aided	\$2,043,000.00	\$2,043,000.00	FEI Co.	Noncompetitive
Contract	UNOP	Degree Management Platform	Revolving	\$3,009,466.00	\$3,009,466.00	Stellic	Cooperative Piggyback
Contract	UNL	Student Move-in Services	Revolving	\$2,115,459.50	\$2,115,459.50	University & Student Services	Formal Bid
Contract	UNL	Commercial Printer	Auxiliary	\$2,011,100.32	\$2,011,100.32	Canon U.S.A.	Cooperative Piggyback
Contract	UNK	Airplane Lease	Revolving	\$4,098,221.00	\$4,098,221.00	Wings Leasing, LLC	Formal Bid
Consultant	UNO	Omaha Athletics Training Facility	Foundation	\$4,063,600	\$3,595,000	HDR Architecture, Inc	A/E Selection
Moving & Relocation Costs	UNL	Big Red Rebuild (Memorial Stadium (multiple) Improvements)	UNFC ILP	\$263,528	\$2,639,707	Fan Experience Specialist LLC	Non-Competitive
Construction	UNO	Biomechanics Research Building (U023) Phase 3 Addition	Foundation	\$14,100,000	\$14,050,000	McCarthy Building Companies, Inc	CMR GMP**
Amendment	UNMC	UNMC Project Health Campus Utilities	Donor/UNMC F&A/Nebraska Medicine	\$92,500,000	\$3,925,000	Burns & McDonnell Engineering Co	CMR
Developer Agreement	UNMC	Farnam Parking Garage	Donor/UNMC F&A/Nebraska Medicine	\$47,211,757	\$43,796,280	Burlington Capital Construction Services, LLC	CMR



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance**August 13, 2026**

AGENDA ITEM: Naming of the student lounge in the newly constructed Glenn Korff School of Music building at UNL, the “Holling Hub”

☐ **Review**☐ **Review + Action**☐ **Action**☐ **Discussion**☒ *This is a report required by Regents' Policy.*

PRESENTER: Anne Barnes, Interim Vice Chancellor for Business and Finance

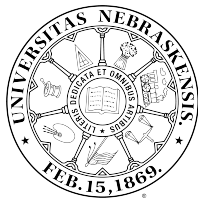
PURPOSE & KEY POINTS

Mike Holling has demonstrated a strong commitment to the University of Nebraska–Lincoln through his generous philanthropic support. Most recently, Mike made a meaningful contribution to the Glenn Korff School of Music, addressing critical needs within the program. His support provided funding to repair the Cornhusker Marching Band tunnel following flood damage and to enhance the newly constructed student lounge with additional amenities that expand student access to resources and improve daily student life. These investments will benefit not only School of Music students, but also the broader campus community by supporting essential spaces for gathering, learning, and access to food and resources.

Naming the student lounge in honor of Mike Holling would be a fitting recognition of his generosity and impactful contributions. This designation would serve as a lasting acknowledgment of his commitment to enriching the student experience and strengthening the School of Music for generations to come.

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

Business and Finance**August 13, 2026**

AGENDA ITEM: Naming of the classroom space located within the Scarlet Hotel at UNL, the “Elinor Kerrey Classroom”

☐**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

Elinor Kerrey served as an educator in the University of Nebraska–Lincoln’s Department of Food and Nutrition from 1966 to 1977, first as an instructor and later as an assistant professor. She taught foundational nutrition courses and contributed to the curriculum, including revising the introductory nutrition laboratory manual in 1976. Her work extended beyond the classroom through student advising, off-campus instruction, and university and professional service, leaving a lasting impact on her students and colleagues.

This naming is made possible through the generosity of Jessie Rasmussen and her late husband, Dean Rasmussen, whose philanthropic support helped bring the Hospitality, Restaurant, and Tourism Management (HRTM) classroom at the Scarlet Hotel to fruition. Jessie Rasmussen selected the name in honor of her mother, Elinor Kerrey, recognizing her contributions as an educator and her influence on future generations, including within the restaurant and hospitality industry.

Naming the classroom in honor of Elinor Kerrey provides a meaningful tribute to her legacy while recognizing the Rasmussens’ commitment to advancing educational opportunities within the College of Education and Human Sciences. This designation reinforces the space’s role in supporting student learning, industry engagement, and the values of service, dedication, and 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

Business and Finance

August 13, 2026

AGENDA ITEM: Proposed Naming of Rooms 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

- Carey and Brian Hamilton Atrium (HSEC II, Atrium)
Donor: Brian and Carey Hamilton
- Bruning Bank Conference Room in honor of Dr. Tom Tonniges & Dr. Walt Reiss
(HSEC II, Interior, 2nd Floor)
Donor: Bruning Bank
- Sump Family Health Promotion Student Lounge (HSEC II, Interior, 2nd Floor)
Donor: Randy and Christina Sump
- Sump Family Student Galley (HSEC II, Interior, 2nd Floor)
Donor: Randy and Christina Sump
- Mark H. Meyer MD & C. Jayne Meyer Classroom (HSEC II, Interior, 2nd Floor)
Donor: Mark H. Meyer MD and C. Jayne Meyer



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Report on Intermediate Design Review #3 (IDR-3) for the Big Red Rebuild Memorial Stadium Project and execution of a standard Guaranteed Maximum Price contract

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Troy Dannen, Director of Athletics
Kortne Gosha, Sr. Associate AD Capital Planning & Facilities

PURPOSE & KEY POINTS

Regents' Policy 6.3.6 addressing Capital Planning and Development outlines the required processes for executing Mega Projects at the University of Nebraska. RP-6.3.6.2.e. stipulates that intermediate design information shall be submitted to the Business and Finance Committee as part of the Project Approval Phase. Board of Regents policy recognizes that projects may be phased and each Stage must be separately approved in the Approval Phase. Pursuant to RP-6.3.6.2.e.1., if a Material Change has not occurred, the project or Stage under review is approved and such approval is to be reported to the Board of Regents at its next regular meeting.

Intermediate Design Review (IDR) 1 allowing an expenditure of funds of up to \$48,500,000 was approved as part of the first Stage under the original program statement and was submitted to the Board of Regents Business & Finance Committee. IDR-1 was reported to the Board on December 5, 2025, consistent with the requirements in RP-6.3.6.2.e. IDR-2 was submitted to and approved by the Board of Regents on April 24, 2026, as part of the second Stage of the project, which allowed the expenditure of an additional \$175,000,000. Approval of IDRs 1 and 2 permitted project enabling work to begin and the procurement of certain long lead items.

Now that design is complete, Nebraska Athletics is submitting IDR-3 as the third and final Stage of the project allowing an expenditure of funds up to \$331,050,000. There are no Material Changes in this IDR-3, so pursuant to RP-6.3.6.2.e.1, this IDR-3 is submitted as a report item to the Board of Regents. The total project budget remains \$600,000,000 that was submitted in the revised program statement approved by the Board of Regents on April 24, 2026.

The Guaranteed Maximum Price (GMP) proposal based on IDR-3 and other documents have been negotiated with Kiewit Construction. The GMP Amendment will be executed as part of this Stage.

BACKGROUND INFORMATION

September 30, 2023 – The Board of Regents approved a waiver of Regents Policy 6.3.6 to engage a program manager and adjust project sequencing for the Memorial Stadium Improvements Project.

October 5, 2023 – The Board of Regents approved a Program Statement for the Memorial Stadium Improvement Project (“Original Program Statement”).

October 5, 2023 – The Board of Regents approved a waiver of Regents Policy 6.3.6 to authorize work to commence on the Infrastructure Phase of the Project prior to intermediate design review.

Feb 7, 2025 – The Board of Regents approved expansion of prior waiver of Regents Policy 6.3.6 which authorized work to commence on ADA compliance and the infrastructure work prior to intermediate design. The waiver now includes utility infrastructure, site work, relocation of occupants, technology upgrades, and security enhancements.

February 7, 2025 – Budget Reallocation Addendum XI-E-10 for the Memorial Stadium Improvement Project was reported to the Board of Regents.

April 11, 2025 – The Board of Regents approved a change order and authorized execution of a standard form construction contract change order for Husker Vision enabling work as part of Memorial Stadium Improvements Project.

October 3, 2025 – The Board of Regents substantively revised RP-6.3.6 addressing Capital Planning and Development policies.

November 7, 2025 – The Project Feasibility Charter was submitted to the Board of Regents Business and Finance Committee.

December 5, 2025 – The Project Intermediate Design-Part 1 (IDR-1) for the first Stage of the Big Red Rebuild project was reported to the Board of Regents.

April 24, 2026 – The Board of Regents approved the revised Project Program Statement with a Total Estimated Project Cost of \$600,000,000; approved Intermediate Design-Part 2 (IDR-2) as part of the second Stage of the project; approved use of qualified University employees for construction, alterations and repairs work by University employees on a project exceeding \$250,000 and for design services by University employees on a project exceeding \$400,000 per RP-6.2.5.

BIG RED REBUILD



PRELIMINARY AND ADVISORY. SUBJECT TO CHANGE (NOT FOR DISTRIBUTION)

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT DESCRIPTION

The improvements to Memorial Stadium include scope on three sides of the Stadium: West, South, and East including ADA & Code compliant upgrades throughout the stadium. The South Stadium will be demolished and rebuilt with a large videoboard, improved student seating and general seating. The West Stadium seating bowl will be demolished and rebuilt with new premium seating and improved general seating and renovation to the 300, 400 and 500 levels. A new loading dock is to be built at the northwest corner of the Memorial Stadium. The center portion of the East Stadium will receive new chair-back seating of East Stadium with increased aisle width to meet egress requirements. The majority of the stadium's code compliance and significant deferred maintenance will also be addressed. The new stadium support spaces, including enhanced vertical transportation, restrooms and food service to enhance, points of sale, Wi-Fi technology, game day operations, and the ability for 365-day use of the facility. The design includes the addition of the south plaza as a new gateway into the stadium from the core of campus and Haymarket, and the ability to support more than half of the stadium's occupants for ingress and egress.

CONFIDENTIAL DRAFT

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT OBJECTIVES

The purpose of this project is to provide essential improvements to the Memorial Stadium for the next century to come.

The objectives of the project are to:

- Address the majority of \$250M+ in critical deferred maintenance.
- Create a facility that enhances the evolving fan experience.
- Improve ADA and code compliance throughout the stadium.
- Maintain and enhance the Athletics Department's self-sustaining financial model, by creating additional revenue to compete in the new landscape of college athletics.
- Modernize the infrastructure to ensure an infrastructure for the next century.
- Provide equitable and affordable access for all fans.

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PROJECT ALIGNMENT

This project aligns with the goals outlined in the University of Nebraska Strategic Planning Framework 2014-2016. Specifically, the following goals are most pertinent:

- 6. *The University of Nebraska will be cost-effective and accountable to the citizens of the state.*
 - c. *Allocate resources in an efficient and effective manner.*
 - i. *Use best practices in procurement of construction and other business engagement.*
 - d. *Maximize and leverage non-state support.*
 - i. *Promote entrepreneurship and revenue-generating opportunities.*
 - i. *Collaborate with the University of Nebraska Foundation to secure private support for university priorities*

The Memorial Stadium project will include a design that accommodates future needs of the facility and allows for a cost effective approach to enhancing the stadium over the years and decades to come.

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT ALIGNMENT

This project also aligns with the N2025 Strategic Plan.

“The goal of the N2025 Strategic Plan is to make Nebraska distinctive by promoting the tenet that ***every person and every interaction matters.***”

The Memorial Stadium project aims to align with and support the principle that every person and every interaction matters. The project will foster this tenet by improving access and mobility surrounding the stadium. This project is committed to “responsible stewardship of resources”. As stated in the Strategic Plan, this is accomplished through a design which implements “sustainability, environmental resilience, and stewardship of natural resources.” There has been a significant commitment by Athletic Director Dannen to ensure we have subject matter expertise in-house to manage athletic capital projects, and alignment with the industry leading advisors and owners representative to implement best practice and industry standards of delivery, on time, alignment with policy, procedure and within the approved budget.

CONFIDENTIAL DRAFT

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PLAN BIG (2013) COMPLIANCE

The project complies with the PLAN BIG – UNL Campus and Landscape Master Plans (November 2013), which has been adopted by campus administration. The project will allow improvements to the surrounding parking lots and allow for future plaza and pedestrian friendly circulation.

- Land and Building Use - Project preserves both the 12th Street Mall and the T Street Mall outlined in the Master Plan. The project design will “accommodate large flows of pedestrians and bikers while providing an attractive, memorable connection between destinations.”
- Campus Landscape System - Project preserves the City Campus landscape approach to outdoor spaces by developing “holistic compositions of hardscape, plant materials, and site elements, such as walls, lighting, and furnishings aimed at creating unified outdoor environments for the greater benefit of the campus community. At UNL these outdoor spaces include mobility types such as campus malls, streets, shared service drives, and paths.”
- Bike Trails and Facilities: Preserves established bike routes surrounding Memorial Stadium and the adjacent campus buildings.

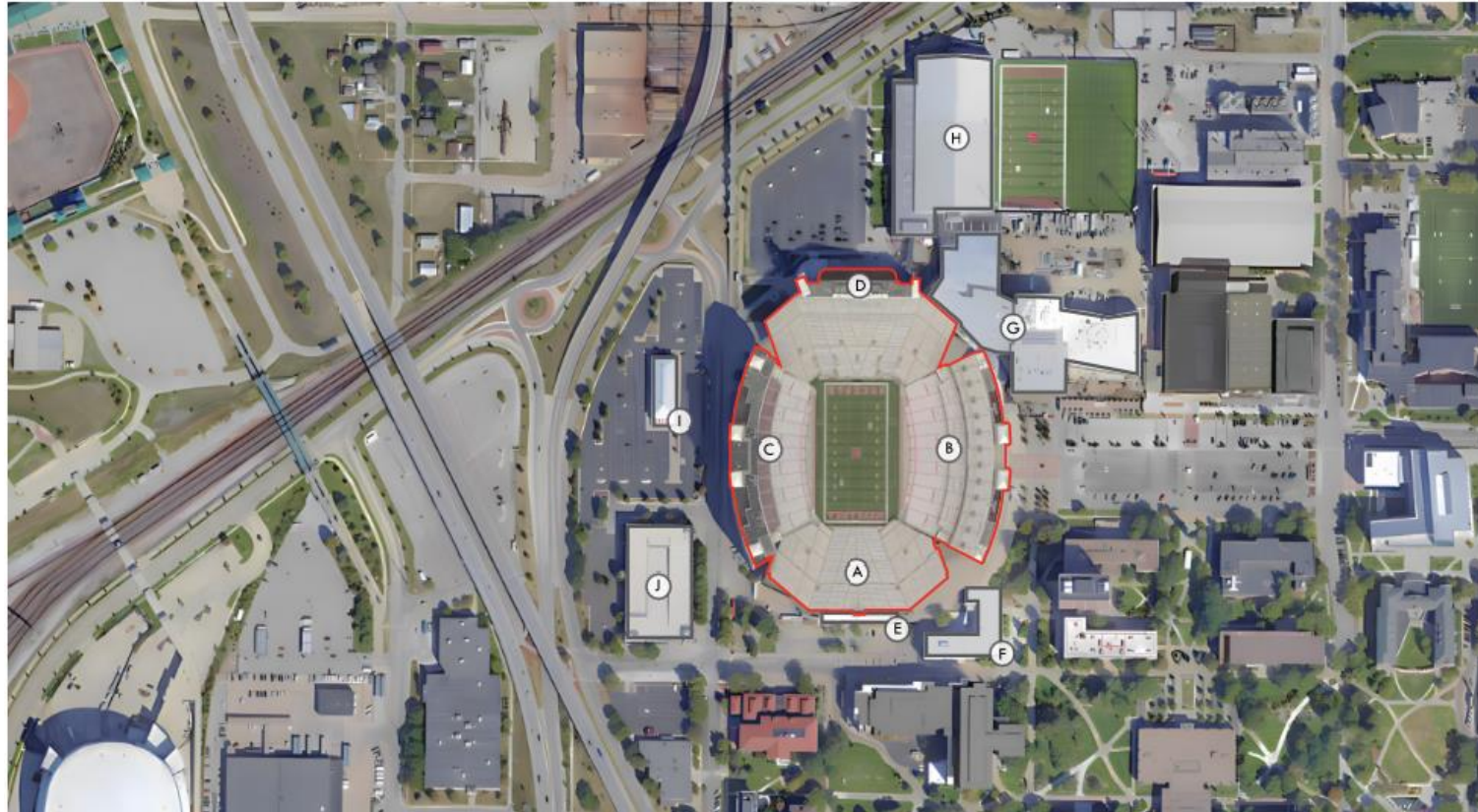
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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT LOCATION



- | | | | |
|------------------------------|--------------------------|---------------------|---------------------------------------|
| (A) South Stadium | (D) North Stadium Infill | (G) Go Big Facility | (I) AKRS Champions Club |
| (B) East Stadium Renovations | (E) Schorr Center | (H) Hawks Center | (J) Stadium Drive parking & ticketing |
| (C) West Stadium Renovations | (F) Avery Hall | | |

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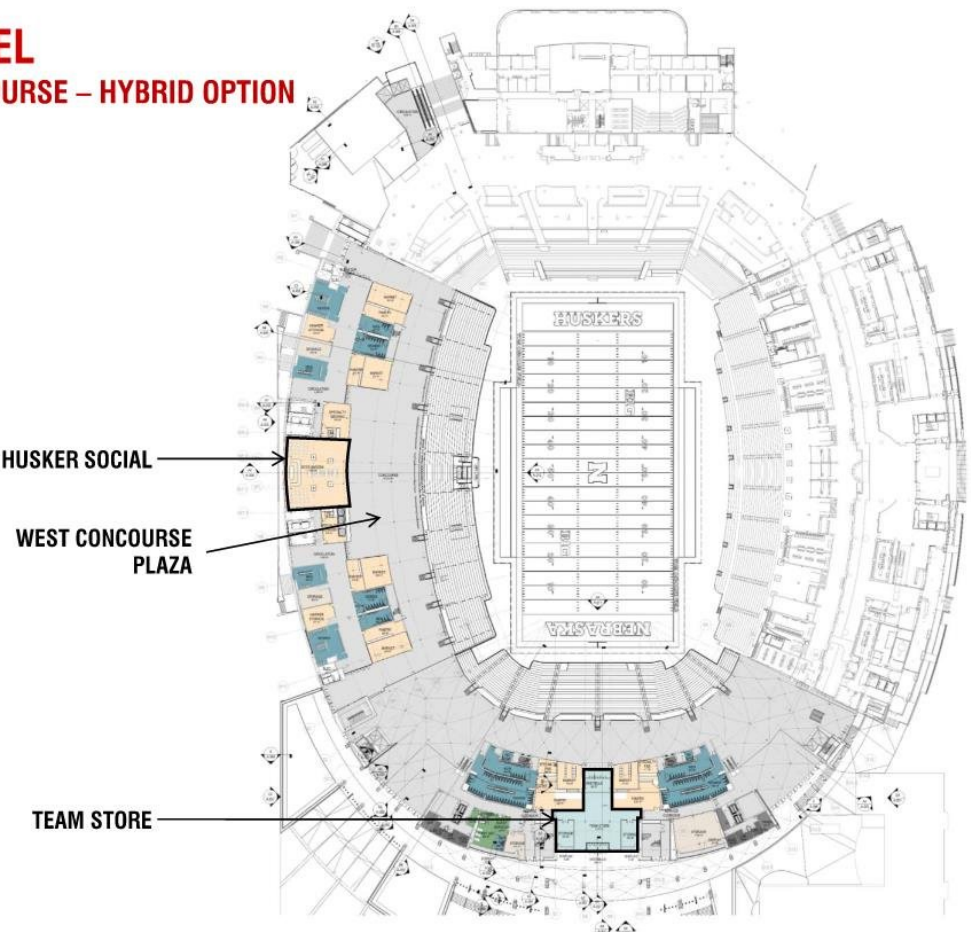
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Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



200 LEVEL
MAIN CONCOURSE – HYBRID OPTION



STATS

- Existing bathroom and wet walls remain
- Wide concourse (26'-6")
- Program avoids expansion joint
- Shared Access to restrooms
- New restrooms built on new side of expansion joint.
- Large Social Zone that extends to covered plaza.



PRELIMINARY AND ADVISORY. SUBJECT TO CHANGE (NOT FOR DISTRIBUTION)



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BIG RED REBUILD

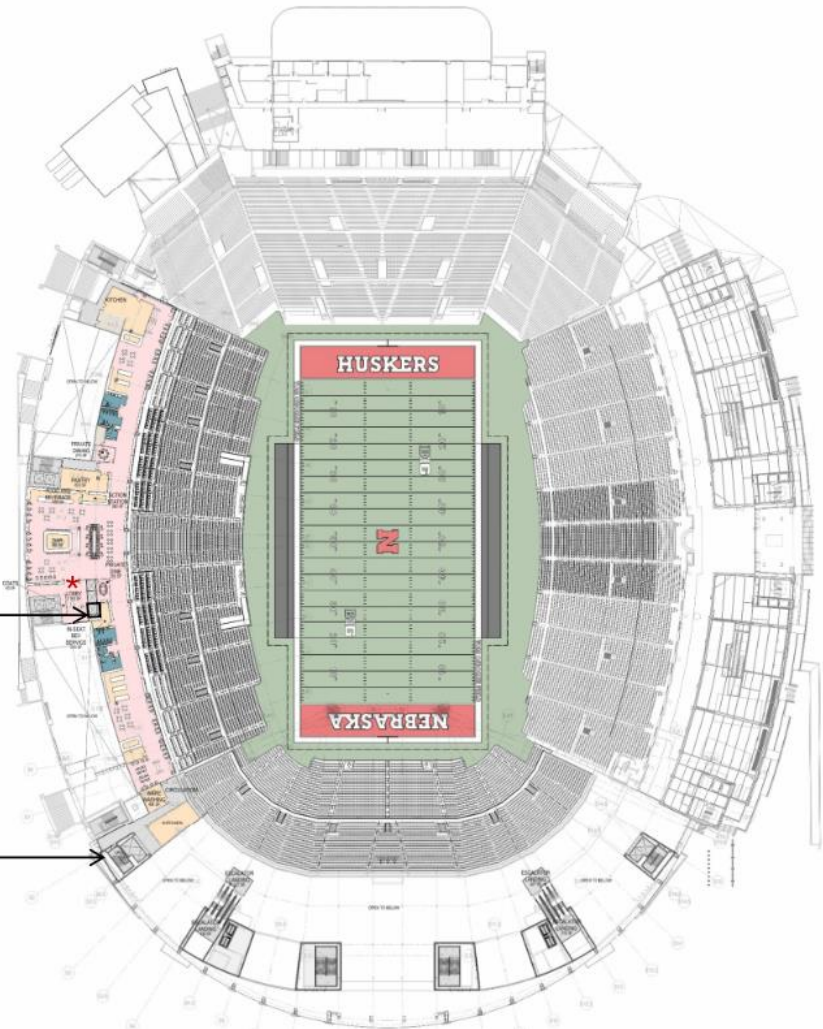
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250 LEVEL

DEDICATED
ELEVATORS

SERVICE ELEVATOR
CONNECTION



N NEBRASKA
MEMORIAL STADIUM

PRELIMINARY AND ADVISORY. SUBJECT TO CHANGE (NOT FOR DISTRIBUTION)

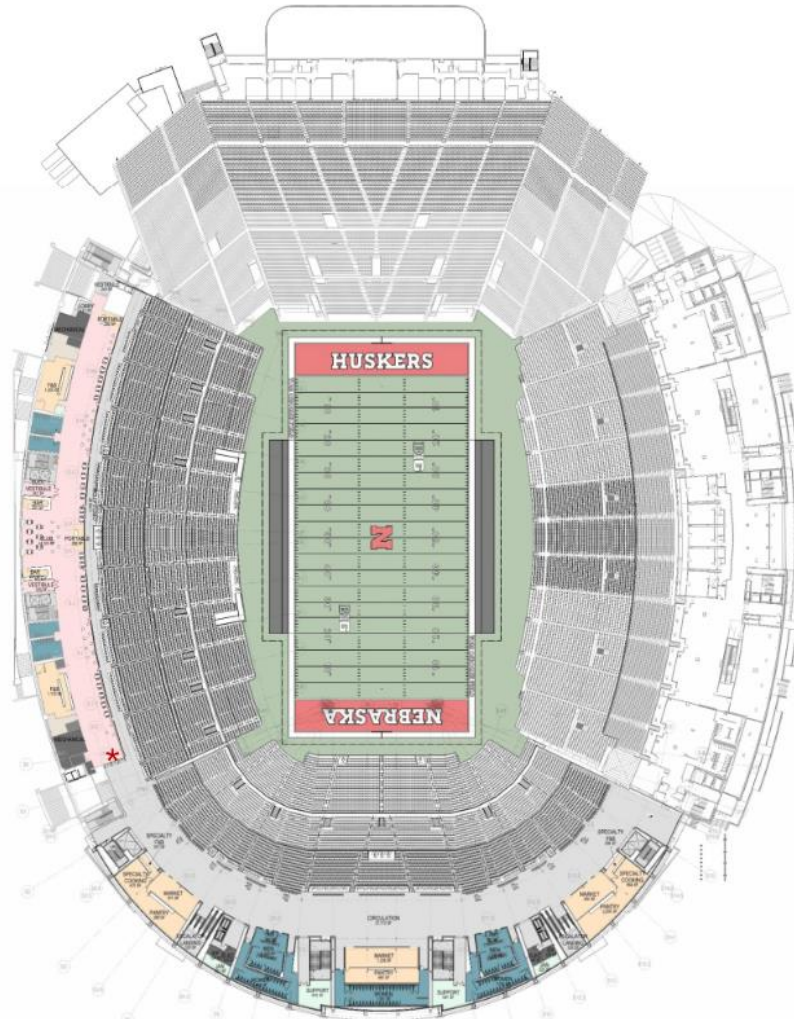
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Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



300 LEVEL
BALCONY & UPPER CONCOURSE



N NEBRASKA
MEMORIAL STADIUM

PRELIMINARY AND ADVISORY. SUBJECT TO CHANGE (NOT FOR DISTRIBUTION)

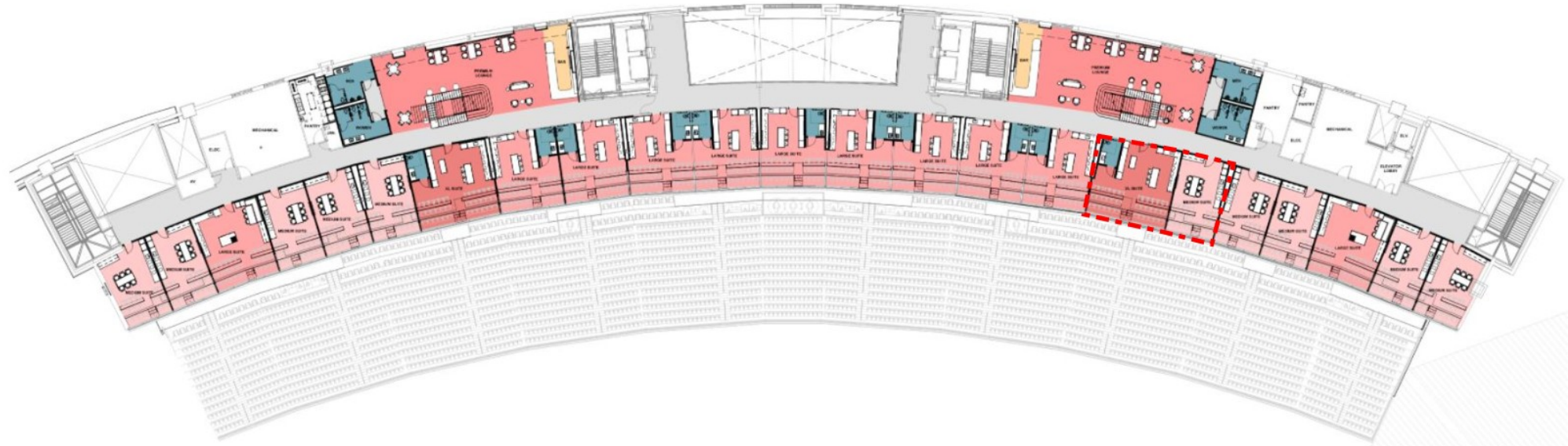
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SUITES – 400 LEVEL



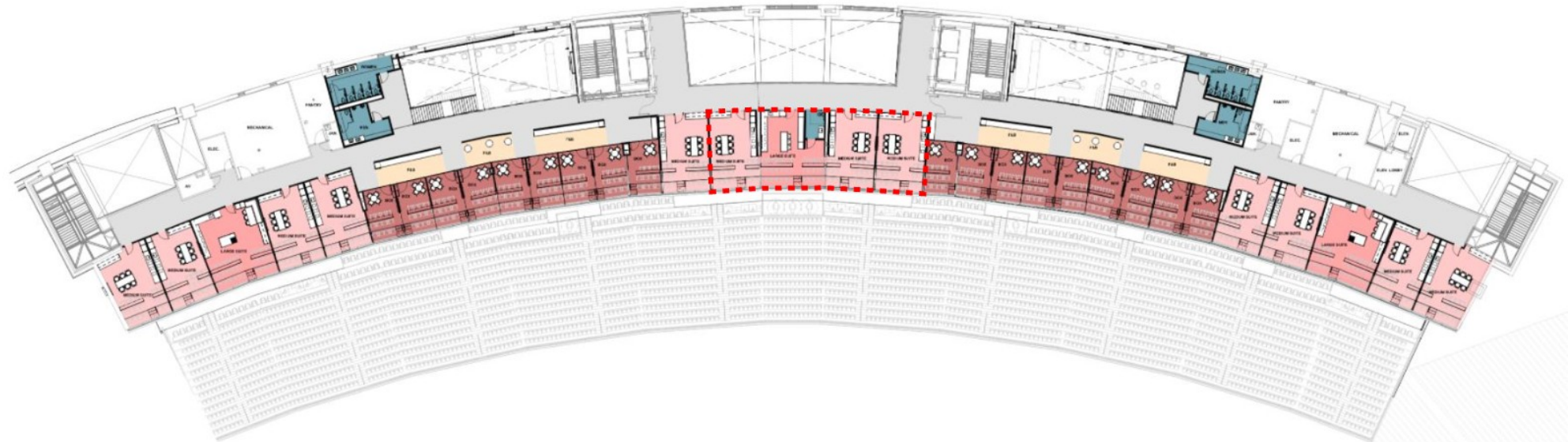
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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



SUITES – 500 LEVEL



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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT PROGRAM SUMMARY

	Category	SD PROPOSED PROGRAM				05-16-2025 SCHEMATIC DESIGN OVERVIEW		
		Ticketed Seats	QTY	Unit Area	NSF	Ticketed Seats	NSF	GSF
WEST STADIUM	BOWL SEATING							
	BOWL SEATING TOTALS	9,417 SEATS			65,715 NSF	9,417 SEATS	62,255 NSF	62,255 GSF
	CONCOURSES							
	CONCOURSE TOTALS	8,757 SEATS			68,445 NSF	1,600 SEATS	75,310 NSF	79,350 GSF
	PREMIUM							
	PREMIUM TOTALS	2,259 SEATS			47,770 NSF	2,259 SEATS	45,970 NSF	49,710 GSF
	PREMIUM SUITES							
	PREMIUM SUITE TOTALS	1,144 SEATS			35,840 NSF	1,144 SEATS	43,600 NSF	45,650 GSF
	FAN AMENITY							
	FAN AMENITY TOTALS				8,060 NSF	0	8,180 NSF	8,910 GSF
	GAMEDAY							
	GAMEDAY TOTALS				12,040 NSF		10,320 NSF	12,570 GSF
	Back of House Space							
	Field Toilet		2	60	120		120	120
	Back of House TOTALS				12,830 NSF		16,380 NSF	17,336 GSF
	NON-PROGRAMMABLE							
	NON-PROGRAMMABLE TOTALS				n/a		25,732 NSF	29,905 GSF
	West Stadium Bowl Subtotals				65,715 NSF		62,255 NSF	62,255 GSF
	West Stadium Building Construction Subtotals				184,985 NSF		199,760 NSF	243,431 GSF
	West Stadium Overall Subtotal				250,700 NSF		262,015 NSF	305,686 GSF

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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT PROGRAM SUMMARY

	Category	SD PROPOSED OUTLINE				05-16-2025 SCHEMATIC DESIGN OVERVIEW		
		Ticketed Seats	QTY	Unit Area	Programmed NSF	Ticketed Seats	Designed NSF	Designed GSF
SOUTH STADIUM	BOWL SEATING							
	BOWL SEATING TOTALS	16,918			86,500 NSF	16,918	85,940 NSF	85,940 GSF
	CONCOURSES							
	CONCOURSE TOTALS	16,918			91,655 NSF	16,918	98,100 NSF	103,740 GSF
	FAN AMENITIES							
	FAN AMENITIES				2,200 NSF	n/a	1,470 NSF	1,810 GSF
	TEAM STORE							
	TEAM STORE				4,500 NSF	n/a	4,940 NSF	5,140 GSF
	Back of House							
	Back of House TOTALS				23,800 NSF	n/a	24,270 NSF	25,270 GSF
	NON-PROGRAMMABLE							
	NON-PROGRAMMABLE TOTALS				n/a	n/a	47,505 NSF	62,410 GSF
	South Stadium Bowl Subtotals				86,500 NSF		85,940 NSF	85,940 GSF
	South Stadium Building Construction Subtotals				122,155 NSF		128,780 NSF	198,370 GSF
	South Stadium Overall Subtotal				208,655 NSF		214,720 NSF	284,310 GSF
EAST STADIUM	SD PROPOSED PROGRAM					05-16-2025 SCHEMATIC DESIGN OVERVIEW		
	Category	Ticketed Seats	QTY	Unit Area	NSF	Ticketed Seats	NSF	GSF
	BOWL SEATING							
	BOWL SEATING TOTALS				52,060 NSF	10,750	52,000 NSF	52,000 GSF
	East Stadium Bowl Subtotals				52,060 NSF		52,000 NSF	52,000 GSF
	East Stadium Building Construction Subtotals				0 NSF		0 NSF	0 GSF
	East Stadium Overall Subtotal				52,060 NSF		52,000 NSF	52,000 GSF

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ALTERNATE SUMMARY

Potential deductive and additive alternates that will be studied to align to project budget:

- Northwest Tower Enhancement- Additional Floor Deck
- Exterior/Interior Finishes
- Extent of 400 and 500 Level Suit Renovation
- Northwest Vertical Circulation
- East Stadium Vomitory Ramp Enhancement
- Northeast Emergency Generator
- South Stadium- Additional Seating Rows
- Natural Turf Field
- Audio/ Visual enhancements

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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT BUDGET

Project Cost	Initial Project Funding Approval	Intermediate Design #1 (December 2025)	Intermediate Design #2 (April 2026)	Intermediate Design #3 (August 2026) <i>Projected</i>	Revised Project Budget
Construction Costs	\$11,000,000	\$31,577,795	\$147,150,000	\$186,193,063	\$475,920,858
Non-Construction Costs	\$34,450,000	\$16,922,205	\$27,850,000	\$44,856,937	\$124,079,142
Total Project Costs	\$ 45,450,000	\$48,500,000	\$ 175,000,000	\$331,050,000	\$600,000,000

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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT BUDGET DETAILS CONSTRUCTION COSTS

Construction Costs	Initial Project Funding Approval	Intermediate Design #1 (December 2025)	Intermediate Design #2 (April 2026)	Intermediate Design #3 (August 2026)	Revised Project Budget
General Construction	\$5,207,900	\$24,831,695	\$130,650,000	\$263,258,772	\$429,331,743
Other Construction Contractors	\$1,590,416	\$3,704,800		\$9,217,633	\$14,512,849
UNL In-House Construction	\$544,008	\$815,600	\$1,500,000	\$13,716,658	\$16,576,266
Construction Contingency	\$3,657,676	\$2,225,700	\$15,000,000	\$0	\$15,500,000
Subtotal	\$ 11,000,000	\$31,577,795	\$ 147,150,000	\$286,193,063	\$ 475,920,858

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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT BUDGET DETAILS Non-Construction Costs

Non-Construction Costs	Initial Project Funding Approval	Intermediate Design #1 (December 2025)	Intermediate Design #2 (April 2026)	Intermediate Design #3 (August 2026)	Revised Project Budget
Project Planning	\$2,330,760	\$-	\$-	\$1,620,000	\$3,950,760
AE Basic Services	\$12,622,102	\$9,000,000	\$7,000,000	\$9,298,934	\$37,921,036
Professional Consultant Fees	\$5,984,900	\$1,654,500	\$10,203,000	\$6,150,763	\$23,993,163
Professional In-House	\$1,000,100	\$671,400	\$1,000,000	\$2,666,700	\$5,338,200
Equipment- Capital	\$6,500,000	\$1,580,205	\$550,000	\$1,562,577	\$10,192,782
Equipment- Non-Capital	\$600,000	\$873,900	\$3,000,000	\$12,237,832	\$16,711,732
Other Non-Construction	\$4,315,355	\$1,200,000	\$4,569,450	\$10,886,664	\$20,971,469
Non-Construction Contingency	\$1,096,783	\$1,942,200	\$1,527,550	\$433,467	\$5,000,000
Subtotal	\$ 34,450,000	\$16,922,205	\$27,850,000	\$44,856,937	\$124,079,142

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT FUNDING PLAN

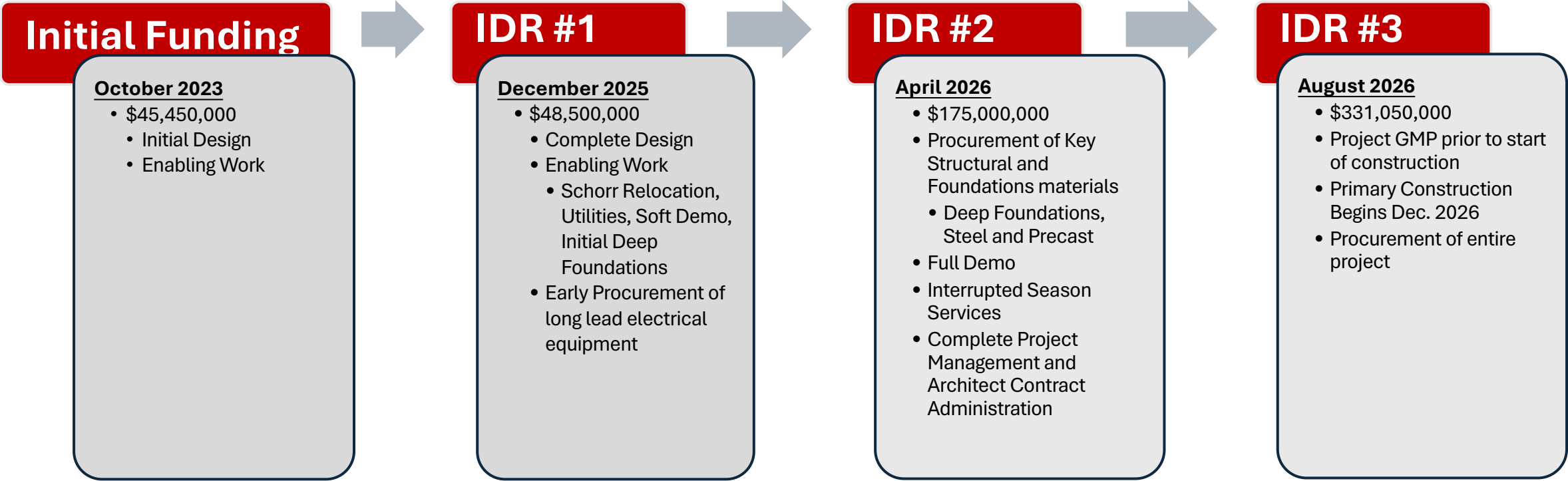
Funding Source	Funding Budget	% of Total
Revenue Bonds	\$350,000,000	58%
Private Donations	\$250,000,000	42%
Total Project Costs	\$ 600,000,000	100%

BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT APPROVAL PLAN



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BIG RED REBUILD

Program Statement/Intermediate Design Review
Board of Regents Business Affairs Committee



PROJECT SCHEDULE

Milestone	Date
Initial Program Statement	October 2023
External Selections – Design team and Construction Management team	November 2023
Intermediate Design Review #1	December 2025
Bid Package- Enabling Execution	December 2025
Start of Enabling Construction	January 2026
Revised Program Statement	April 2026
Intermediate Design Review #2	April 2026
Bid Package- Early Execution/Buy Out	April 2026
Completion of Construction Documents	April 2026
Intermediate Design Review #3-GMP Execution	August 2026
Start of Construction	November 2026
Completion of Construction	July 2028
Occupancy- To be in Phases	August 2028

CONFIDENTIAL DRAFT



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Report intermediate design information for the University of Omaha (UNO) Athletics Baseball and Softball Clubhouse

☐ Review ☐ Review + Action ☐ Action ☐ Discussion

☒ *This is a report required by Regents' policy.*

PRESENTERS: Joanne Li, Chancellor
Adrian Dowell, Vice Chancellor/ Director of Athletics

PURPOSE & KEY POINTS

RP-6.3.6.2.e. stipulates that the intermediate design shall be submitted to the Business and Finance Committee as part of the Project Approval Phase and reserves authority to approve and execute contracts over \$7.5 million to the Board of Regents.

The Program Statement for the UNO Athletics Clubhouse was approved by the Board of Regents on December 5, 2025. There has been no material change to the project scope or budget since program statement approval.

The approved Program Statement included the use of the Construction Manager at Risk (CMR) delivery method. Meyers Carlisle Leapley Construction Company, Inc., dba MCL Construction was selected as CMR through a competitive qualification-based process in accordance with Board of Regents policy and entered into a preconstruction services agreement on April 28, 2026. In accordance with the contract, upon approval of intermediate design documents, the Construction Manager shall propose a Guaranteed Maximum Price (GMP), representing the sum of the estimated cost of the work and the Construction Manager's fee.

The Business and Finance Committee has reviewed the intermediate design documents and recommends approval of the project and authorization to execute a GMP contract with MCL Construction. GMP contracts will be in the standard form and executed only within the scope, schedule and budget approved by the Board of Regents. Upon execution, GMP contracts will be reported through the standard contract reporting process.

Proposed start of construction	August 17, 2026
Proposed completion of construction	July 2027

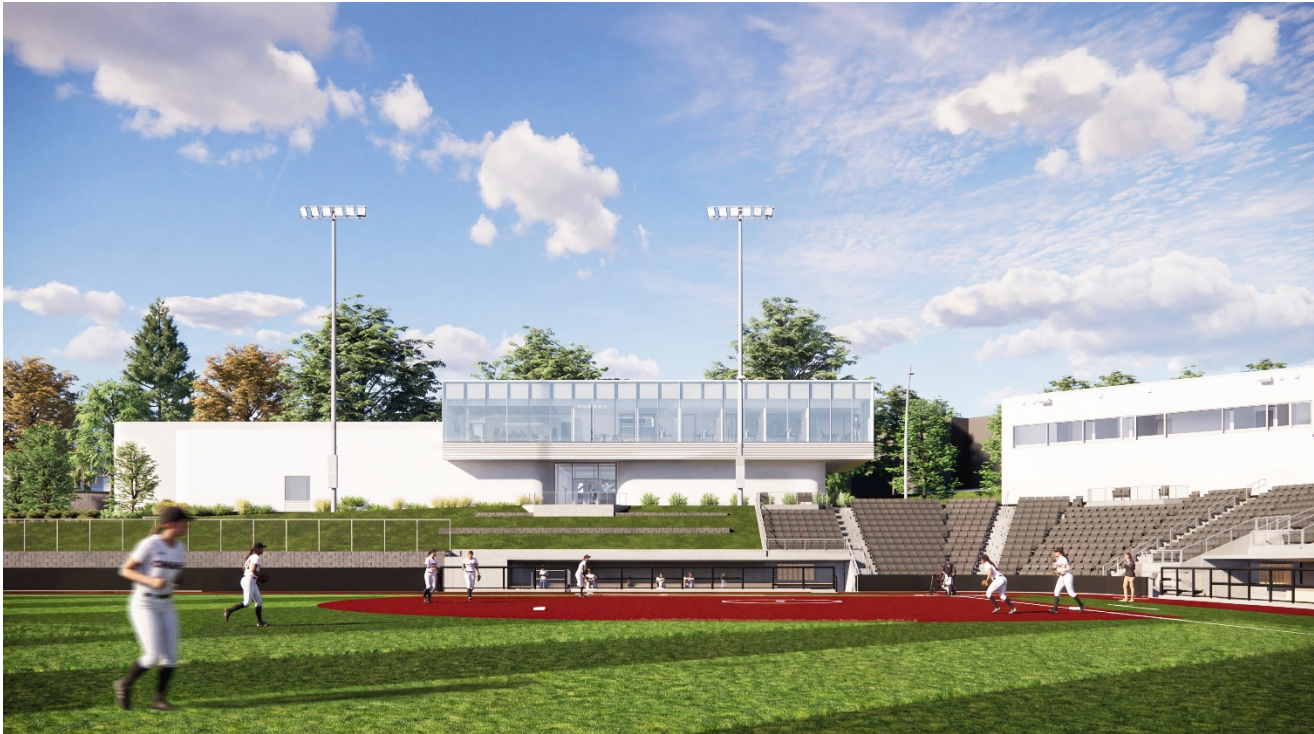
Project Cost:	Program Statement	Intermediate Design
	\$12,500,000	\$12,500,000

BACKGROUND INFORMATION

December 5, 2025, the Board of Regents approved the Program Statement and Budget for the UNO Athletics Baseball and Softball Clubhouse. April 24, 2026, the Board received the report of CMR selection.

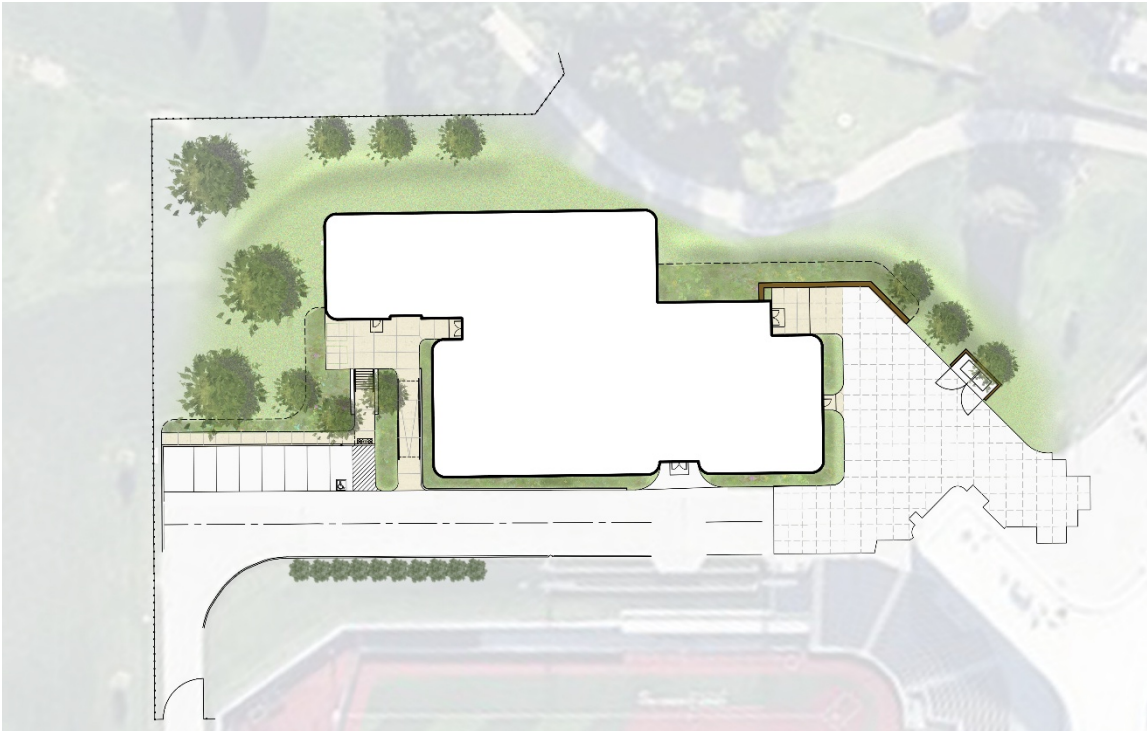
OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE

Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026



OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE

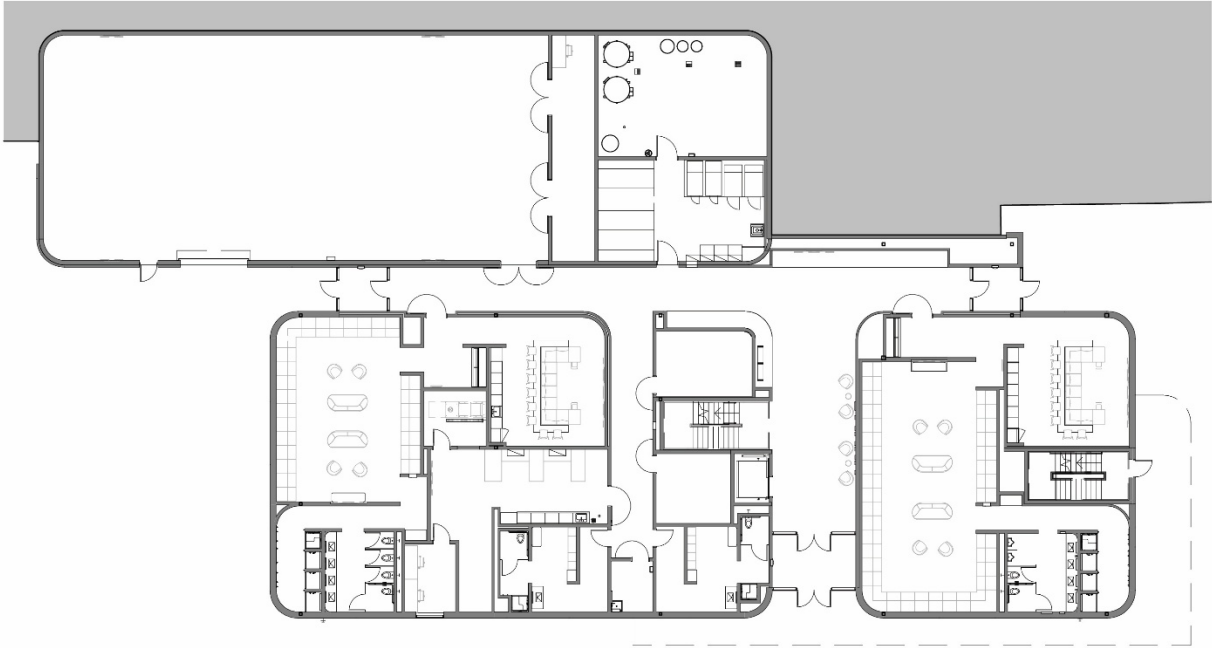
Intermediate Design Review
Board of Regents Business and Finance Committee
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OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026



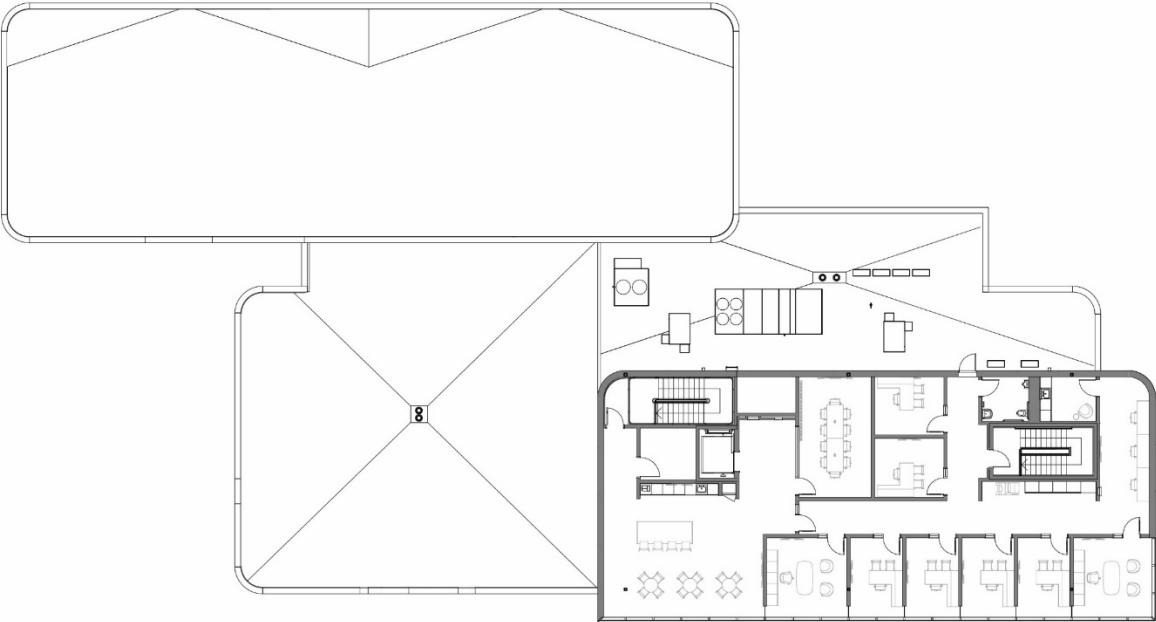
Main Level Floor Plan



OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026



Upper Level Floor Plan



OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review

Board of Regents Business and Finance Committee

July 16, 2026

SPACE PROGRAM COMPARISON SUMMARY

Description		Program Statement	IDR	
Use Code	Space	NSF	NSF	Difference
310	Office	1,620	1,561	-59
350	Conference Room (Office Related)	230	281	51
510	Athletic/Indoor Rec./Physical Education	629	528	-101
523	Athletic/Indoor Rec./Physical Education Service	130	110	-20
530	Audio-Visual, Radio, Television Service	110	93	-17
590	Other	120	81	-39
610	Assembly	566	609	43
650	Lounge	550	1,876	1,326
670	Recreation	3,170	3,647	477
675	Recreation Service	260	0	-260
690	Locker Rooms	3,525	3,582	57
730	Storage	730	851	121
919	Toilet/Bath	70	67	-3
XXX	Custodial	170	68	-102
YYY	Mechanical	1,410	1,024	-386
Net Square Feet		13,290	14,378	1,088
Gross Square Feet		19,260	19,700	440

OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026

PROJECT BUDGET

Project Cost	Program Statement	Intermediate Design
Construction Costs	\$10,829,100	\$10,829,100
Non-Construction Costs	\$1,670,900	\$1,670,900
Total Project Costs	\$ 12,500,000	\$ 12,500,000

OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026

PROJECT BUDGET DETAILS

Construction Costs	Program Statement	Intermediate Design
General Construction	\$10,174,400	\$10,174,400
Fixed Equipment	119,000	119,000
UNL In-House Construction	20,000	20,000
Construction Contingency	515,700	515,700
Subtotal	\$ 10,829,100	\$ 10,829,100

Non-Construction Costs	Program Statement	Intermediate Design
Project Planning	\$15,000	\$15,000
Professional Consultant Fees	1,035,700	1,035,700
Professional In-House	334,500	334,500
Equipment- Capital	32,000	32,000
Equipment- Non-Capital	153,900	153,900
Other Non-Construction	48,400	48,400
Non-Construction Contingency	51,400	51,400
Subtotal	\$ 1,670,900	\$ 1,670,900

OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE



Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026

PROJECT SCHEDULE

Milestone	Program Statement	Intermediate Design
Program Statement	December 2025	December 2025
External Selection Process - Design	January 2026	January 2026
External Selection Process - CMR	February 2026	February 2026
Schematic Design	May 2026	May 2026
Design Development	August 2026	June 2026
Construction Documents - Early Packages (Site Civil, Structural)	August 2026	June 2026
Construction Documents - Final Package	November 2026	September 2026
Intermediate Design Review	October 2026	July 2026
GMP Execution	October 2026	July 2026
Completion of Construction	October 2027	July 2027
Occupancy	October 2027	August 2027

OMAHA ATHLETICS BASEBALL AND SOFTBALL CLUBHOUSE

Intermediate Design Review
Board of Regents Business and Finance Committee
July 16, 2026





BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

August 13, 2026

AGENDA ITEM: Corrected Six-Year Capital Plan Report

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Anne Barnes, Senior Vice President | CFO
 Jennifer Bartholomew, Associate Vice President, Capital Projects

PURPOSE & KEY POINTS

This is a corrected report of projects included in the Six-Year Capital Plan dated May 1, 2026, and required by Board policy governing the Capital Improvement Phase. This report fulfills the requirements of RP-6.3.6.2.b and outlines proposed capital projects for the upcoming fiscal year, identifies projects anticipated to commence during the succeeding two years, and includes additional projects extending through a six-year horizon.

University of Nebraska
Six-Year Capital Plan
As of May 1, 2026 - **Corrected**

University of Nebraska at Kearney		Funding Source	
<u>Next Fiscal Year (FY27)</u>	Project Estimate	State Funding	Non-State Funding
MSAB Demolition	\$ 600,000	\$600,000	
College of Education Roof Replacement	\$ 1,200,000	\$1,200,000	
Total	\$ 1,800,000	\$ 1,800,000	
<u>Succeeding 2 years (FY28-29)</u>			
Cushing Fieldhouse HVAC Upgrade	\$ 3,600,000	TBD	TBD
Bruner Hall of Science Remodel	\$ 40,000,000	TBD	TBD
Total	\$ 43,600,000	\$0	\$0
<u>Beyond 3 years (FY30-32)</u>			
Copeland Hall Infrastructure Upgrades	\$ 17,400,000	TBD	TBD
Fine Arts Infrastructure Upgrades	\$ 29,650,000	TBD	TBD
Thomas Hall Infrastructure Upgrades	\$ 6,000,000	TBD	TBD
West Center Infrastructure Upgrades	\$ 37,650,000	TBD	TBD
Total	\$ 90,700,000	\$0	\$0
UNK 6-Year Total	\$ 136,100,000	\$ 1,800,000	\$ -

University of Nebraska at Omaha		Funding Source	
<u>Next Fiscal Year (FY27)</u>	Estimate	State Funding	Non-State Funding
Athletics Training Facility	\$ 55,000,000		\$ 55,000,000
Athletics Clubhouse	\$ 12,500,000		\$ 12,500,000
Biomechanical Research Building 2nd Addition	\$ 17,000,000		\$ 17,000,000
Total	\$ 84,500,000	\$ -	\$ 84,500,000
<u>Succeeding 2 years (FY28-29)</u>			
Peter Kiewit Institute Renovation and Expansion	TBD	TBD	TBD
Student Housing	\$ 60,000,000		\$ 60,000,000
Bak Museum	\$ 35,000,000		\$ 35,000,000
Alwine Hall Renovation/Replacement	TBD		\$ -
Total	\$100-115 M	\$ -	\$ 95,000,000
<u>Beyond 3 years (FY30-32)</u>			
Child Care	TBD		
ECO	TBD		
Eppley Administration Building Renovation (MEP)	TBD		
Renovation and Addition to CPACS	TBD		
Weber Fine Arts Renovation & Addition	TBD		
Total	\$ -	\$ -	\$ -
UNO 6-Year Total	\$117-132M	\$ -	\$ 179,500,000

Nebraska College of Technical Agriculture			Funding Source	
<u>Beyond 3 years</u>	Estimate		State Funding	Non-State Funding
NCTA Student Union & Success Center	\$ 8,264,000			\$ 8,264,000
East Dormitory and Cafeteria Renovation/Replacement	TBD		TBD	TBD
NCTA 6-Year Total	\$ 8,264,000	\$	-	\$ 8,264,000

University of Nebraska-Lincoln			Funding Source	
<u>Next Fiscal Year (FY27)</u>	Estimate		State Funding	Non-State Funding
CCUP Emergency Generation Facility	\$ 15,000,000			TBD
Museums - Elephant Hall Renovation	\$ 15,800,000			\$ 15,800,000
Student Life Housing - Selleck Replacement Phase I	\$ 215,000,000	\$	-	\$ 215,000,000
2100 Vine Street Development ²	TBD			
Total	\$ 245,800,000			\$ 230,800,000
<u>Succeeding 2 years (FY28-29)</u>				
Stadium Renovations (continue through this period)	\$ 268,950,000			\$ 268,950,000
Student Life Housing - Selleck Replacement Phase II	\$ 153,000,000	\$	-	\$ 153,000,000
CTES - Chiller Plant Expansion (Phase 1)	\$ 25,000,000		TBD	TBD
CCUP 4160v Substation Transformers, Emergency (3)	TBD		TBD	TBD
Parking Garage	\$ 36,000,000		TBD	\$ 36,000,000
Engineering - School of Computing	TBD		TBD	TBD
Total	\$ 482,950,000	\$	-	\$ 457,950,000
<u>Beyond 3 years (FY30-32)</u>				
Ag Tech Facility at NIC	\$ 50,000,000	\$	25,000,000	\$ 25,000,000
Beadle II/Life Sciences	\$ 150,000,000		TBD	TBD
Campus Hot Water Loop, Phase I	\$ 15,000,000		TBD	TBD
ECUP Chiller 3 Replacement (ETES)	\$ 8,500,000		TBD	TBD
CTES - Chiller Plant Expansion (Phase 2)	\$ 30,000,000		TBD	TBD
Life Sciences Annex Mechanical Improvements	\$ 8,000,000		TBD	TBD
USDA Facility Phase II at NIC ²	\$ 120,000,000	\$	-	\$ 120,000,000
Dairy Barn of the Future	\$ 19,000,000		TBD	TBD
Bessey Hall	\$ 9,500,000			
Parking Garage	\$ 39,000,000			\$ 39,000,000
Museums - Nebraska Hall Specimen Collection Relocation	TBD			
Kauffman Expansion	TBD			
Neihardt Renovations	TBD			
Love Library Expansion	TBD			
Whittier Auditorium Renovation	TBD			
East Campus Greenhouses & Plant Growth Facilities	TBD			
University Operations Relocation	TBD			
Engineering Phase 3 - PKI Renovation and Expansion ¹	TBD			
Total	\$ 449,000,000	\$	-	\$ 184,000,000
UNL 6-Year Total	\$ 1,177,750,000	\$	-	\$ 872,750,000

¹ Physical Location on Other Campus

² Private Development on Leased University Property

University of Nebraska Medical Center		Funding Source	
Next Fiscal Year (FY27)	Estimate	State Funding	Non-State Funding
N/A			
Total	\$ -	\$ -	\$ -
<u>Succeeding 2 years (FY28-29)</u>			
Eppley Science Hall Modernization	\$ 75,000,000	TBD	TBD
Parking Lot 50 Expansion	\$ 15,000,000	\$ 15,000,000	
Comparative Medicine Center	TBD	TBD	
SSP Demolition	TBD	TBD	
EDGE District Parking Garage Wrap	TBD	TBD	
UNK Residence Hall	TBD	TBD	
Central Utility Plant Steam Boiler Rehabilitation	\$ 10,000,000	\$ 10,000,000	
UT1 Elevator Replacement	\$ 10,000,000	\$ 10,000,000	
LTC Envelope Repairs (50/50 NM)	\$ 10,000,000	\$ 5,000,000	\$ 5,000,000
Envelope repairs (BTH, CON, MSB, PYH)	\$ 5,300,000	\$ 5,300,000	
UNMC Residence Hall II ¹	TBD	TBD	
Total	\$ 125,300,000	\$ 45,300,000	\$ 5,000,000
<u>Beyond 3 years</u>			
EDGE District CORE II	TBD		
Residence Hall II	TBD		
Fire Alarm Replacements (Various Buildings)	\$ 3,000,000	\$ 3,000,000	
Utility Tunnel Structural Repairs	\$ 4,000,000	\$ 4,000,000	
Envelope repairs (BTH, CON, MSB, PYH)	\$ 5,300,000	\$ 5,300,000	
Total	\$ 12,300,000	\$ 12,300,000	\$ -
UNMC 6-Year Total	\$ 137,600,000	\$ 57,600,000	\$ 5,000,000

¹ Physical Location on Other Campus



BOARD OF REGENTS AGENDA ITEM SUMMARY

August 13, 2026

AGENDA ITEM: Report on revisions to UNMC College of Medicine Bylaws of the Faculty.

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

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

PRESENTERS: Katie Hoffman, Corporation Secretary

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:

- June 2026 Amendments to the *University of Nebraska Medical Center, College of Medicine, Bylaws of the Faculty*.

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:

- (1) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof;
- (2) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws, and regulations; and
- (3) filed with the Corporation Secretary for report to the Board. The President and cognizant Chancellor are to be timely provided with a courtesy copy of any public hearing notice.

UNIVERSITY OF NEBRASKA
MEDICAL CENTER

COLLEGE OF MEDICINE

BYLAWS
OF THE FACULTY

~~JUNE 23, 2023~~

June 22, 2026

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**BYLAWS OF THE FACULTY
UNIVERSITY OF NEBRASKA COLLEGE OF MEDICINE**

I. MISSION, VISION, and VALUES OF THE COLLEGE OF MEDICINE

1) Mission – College of Medicine

1. Lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research, and extraordinary patient care.

2) Vision – College of Medicine

1. Be a world-renowned health sciences center that:
 - Delivers state-of-the-art health care;
 - Prepares the best-educated health professionals and scientists;
 - Ranks among the leading research centers;
 - Advances our historic commitment to community health;
 - Embraces the richness of diversity varied perspectives to build unity;
 - Creates economic growth in Nebraska.

3) Values – College of Medicine

1. Innovation. Seek and implement ideas and approaches that can change the way the world discovers, teaches, and heals. Drive transformational change.
2. Teamwork. Respect diversity varied perspectives and one another. Communicate effectively and listen. Be approachable and courteous.
3. Excellence. Strive for the highest standards of safety and quality in all that you do. Work to achieve exceptional results.
4. Accountability. Commit. Take ownership. Be resilient, transparent, and honest. Always do the right thing and continuously learn.
5. Courage. Make the tough decisions. Have no fear of failure in the pursuit of excellence. Admit mistakes and learn from them.
6. Healing. Show the empathy you feel. Be selfless in caring for patients, one another, and the community.

II. GOVERNANCE AND ADMINISTRATION

A. Dean of the College

The Dean of the College of Medicine shall:

1. Provide leadership and direction for, and serve as Chief Academic Officer, for the College of Medicine.
2. Report to the Faculty the accomplishments, and progress, of the College in achieving its purpose and goals.
3. Assist the Faculty in arriving at a consensus on issues of governance.
4. Support and promote the actions of the Faculty to the Chancellor of the Medical Center or their designee, the President of the University of Nebraska, and the University of Nebraska Board of Regents.
5. Be responsible to the Chancellor or their designee, President, and Board of Regents for proper management of the College in order that it may fulfill its purpose and goals.
6. Establish and manage a relationship between the Faculty and Nebraska Medicine (NM), Children's ~~Hospital and Medical Center (CHMCNebraska (CN), VA--Nebraska-Western Iowa Health Care System (VAMC HCS(VA-NWI)~~, Madonna Rehabilitation Hospital (MRH), and their associated care facilities.
7. Lead partnerships with NM, ~~CHMC, VAMC HCSCN, VA-NWI~~, and MRH.
8. Help develop partnerships with other clinical entities as needed to support the missions of the College of Medicine.

UNMC CODE OF CONDUCT

[UNMC Policy 8006](#) guides UNMC faculty, staff and students in carrying out daily ___ activities within appropriate ethical and legal standards. Professional and ethical conduct emphasizing respect and dignity must be shown in all relationships. Reporting of potential misconduct is encouraged and there is no retaliation permitted for filing complaints.

NON-DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, POLICY

[UNMC Policy 1099](#) and the Sexual Misconduct Policy, [UNMC Policy 1107](#), which state that discrimination, harassment and sexual misconduct are not allowed in the workplace and that UNMC has reporting and investigation procedures for reported discrimination, harassment, and sexual misconduct.

DRUG FREE WORKPLACE

[UNMC Policy 1003](#) prohibits the unlawful manufacture, distribution, dispensation, possession, or use of alcohol and/or a controlled substance on UNMC property. The term "substance" refers to drug or chemical compounds that are controlled by local, state, or federal law. UNMC complies with the Drug-Free Workplace Act of 1988, as amended.

CONFLICT OF INTEREST

[UNMC Policy 8010](#) applies to potential conflict of interest arising in any UNMC activity, including but not limited to research, teaching, patient care, outreach to underserved populations and the associated business activities in support of them. Covered Persons shall disclose all financial interests related to their University of Nebraska responsibilities so that an analysis of potential conflict of interest may be conducted. Covered Persons shall receive an e-mail notification from the Compliance Department to complete the UNMC Annual Disclosure of Financial Interest Questionnaire annually and should update this form within thirty (30) days of discovering or acquiring a Significant Financial Interest.

B. The General Faculty

The General Faculty shall be the major body charged with governance responsibilities for the College of Medicine.

1. *Members.* The members of the General Faculty shall be Professors, Associate Professors, Assistant Professors, and Instructors, either full or part-time, whose primary academic appointments are in the College of Medicine and have been appointed using existing policies. Other individuals who may have another title of faculty (e.g., Volunteer Faculty, Adjunct Faculty, Emeritus Faculty) are not considered members of the General Faculty.
 - a. Regional campus faculty. General Faculty whose primary academic role serve the regional campus will be appointed through the same procedures and meet the same qualifications as faculty at the main Omaha campus. They will undergo regular evaluations and have access to development opportunities consistent with College of Medicine policies. Faculty at the regional campus are eligible for committee membership, leadership roles, and participation in faculty governance as appropriate to their appointment. Regional campus faculty and administrative leaders shall actively participate in College of Medicine governance structures, including the curriculum and student evaluation committee, the Faculty Council, and relevant standing or special committees.
2. *Oversight.* ~~Immediate~~Direct oversight of a member of the General Faculty is the responsibility of the Department Chair or designee, such as the division chief, or director, as appropriate, and ultimately the Dean.
3. *Meetings.* Meetings of the General Faculty ~~shall be~~ will occur annually or more frequently if necessary to conduct the business of the College of Medicine throughout the year. Meetings may be conducted electronically, virtually, or in person. Meetings may be called by the Dean or a simple majority of the members of the Faculty Council.
4. *Voting Privileges.* The voting membership of the General Faculty for issues requiring General Faculty approval shall consist of all members. The majority vote of the faculty who cast ballots shall determine the result of the vote.
5. *Duties and Responsibilities of the General Faculty.*
 - a. Establish and maintain sound policies for the College of Medicine.
 - b. Propose and promote programs and activities of the College of Medicine.

c. Engage in faculty governance through attendance, voting, and committee service.
d. Contribute to educational, clinical, scholarly, or service activities consistent with the mission of the College of Medicine.

~~e.e.~~ Study and/or refer to the Faculty Council issues and problems affecting academic and professional policies.

~~d.f.~~ Consider and act upon academic and professional policies as presented by the Dean and the Faculty Council.

~~e.g.~~ Recommend the Faculty Council to study and resolve specific problems of the General or Volunteer Faculty that are not the prerogative of a Standing or Special Committee.

~~f.h.~~ Receive reports from the Standing Committees, Special Committees, and the Faculty Council.

~~g.i.~~ Promote good relationships with other state agencies, with the health professionals of the state, and with the citizens of the State of Nebraska.

~~h.j.~~ Complete required activities, training, and duties related to compliance with policy and other regulations.

k. Contribute to ensuring the quality and consistency of medical educational experiences across campuses and clinical sites.

6. Office of the Dean. The Office of the Dean shall provide the General Faculty with the necessary administrative assistance to accomplish their governance functions.

C. Volunteer Faculty

1. *Members.* The members of the Volunteer Faculty consist of uncompensated physicians or others who have substantial teaching or research responsibilities in support of the College of ~~Medicine~~Medicine's mission and have been formally appointed as Volunteer Faculty using existing policies. Volunteer Faculty are not ~~eligible to be a member~~considered members of the General Faculty.

2. *Oversight.* ~~Immediate~~Direct oversight of a Volunteer Faculty member is the responsibility of the Department Chair or designee, such as the division chief, or director, as appropriate, and ultimately the Dean.

3. Meetings. Volunteer Faculty can be invited to -Departmental meetings to which they have an appointment and can contribute to items of business as appropriate to their role.

~~3.4.~~ *Voting Privileges.* Volunteer Faculty are not eligible to vote on issues requiring General Faculty approval.

~~4.5.~~ *Duties and Responsibilities of the Volunteer Faculty.*

a. Propose and promote programs and activities of the College of Medicine.

b. Promote good relationships with other state agencies, with the health professionals of the state and with the citizens of the State of Nebraska.

c. Serve as members of Standing Committees as determined by the Charters of each

Standing Committee.

~~d.~~—Complete required activities, training, and duties related to compliance with policy and other regulations.

d.

~~e.~~

Deliver high-quality teaching and clinical supervision, model professional ~~conduct~~, and conduct, and submit timely learner evaluations.

D. Other Faculty

1. *Members.* The College of Medicine may appoint faculty other than General Faculty or Volunteer Faculty (e.g., Adjunct Faculty, Emeritus Faculty, Courtesy Faculty) based upon existing policies or those outlined in the University of Nebraska Bylaws.

2. *Oversight.* ~~Immediate~~Direct oversight of all other Faculty is the responsibility of the Department Chair or designee, such as the division chief, or director, as appropriate, and ultimately the Dean.

3. *Meetings.* These faculty can be invited to Departmental meetings in which they have an appointment and can contribute to items of business as appropriate to their role.

~~3.4.~~ *Voting Privileges.* These other faculty are not eligible to vote on issues requiring General Faculty approval.

~~4.5.~~ *Duties and Responsibilities of other faculty.*

a. Propose and promote programs and activities of the College of Medicine.

b. Promote good relationships with other state agencies, with the health professionals of the state, and with the citizens of the State of Nebraska.

c. Complete required activities, training, and duties related to compliance with policy and other regulations.

E. Faculty Council

1. *Membership.* The voting membership shall consist of the Dean, the Chair from eleven (11) departments in the College of Medicine, and ~~twelve (12)~~fourteen (14) elected representatives of the General Faculty as outlined below. Administrative leadership, including those department chairs who are not voting members, may be invited to participate as non-voting members at the discretion of the Dean.

2. *General Faculty Representatives of the Faculty Council.*

~~a.~~—Three (3) full-time General Faculty members from the basic sciences departments, one at the rank of assistant professor, one at the rank of associate professor, and one at the rank of professor (at the time of election).

a.

~~b.~~—Nine (9) full-time General Faculty members from the clinical departments, three at the rank of assistant professor, three at the rank of associate professor, and three at the rank of professor (at the time of election).

~~b.~~

c. Two (2) full-time or part-time General Faculty regional campus representative members whose primary faculty responsibilities are not based at the Omaha Campus. Campus designation will be at the approval of the Dean.

3. *Chair Representatives of the Faculty Council.*

- a. Two (2) department chairs from identified basic science departments.
- b. Nine (9) department chairs from identified clinical departments.

4. *Terms of Membership.* Each elected member shall serve for a term of three years. An elected member shall be eligible for no more than two consecutive terms. Thereafter, a period of at least one year must elapse before that member may again be eligible. Department chairs shall serve a term of one year and can serve consecutive terms.

5. *Elections.* In the Spring of each year, the Dean will open nominations to the General Faculty to determine the General Faculty membership on the Faculty Council in accordance with the requisite designated composition of the Faculty Council for that term. All General Faculty nominated for membership will be submitted to a the Nominations Subcommittee of the Faculty Council who, after deliberation, will recommend a slate of nominees to fill open positions to the Faculty Council. After consideration, the Faculty Council will present a final slate of nominees to the General Faculty for a vote. Only department chairs may vote for the chair representatives of the Faculty Council.

6. *Faculty Council Vacancies.* -Vacancies on the Faculty Council will be filled by appointment of the Dean, with an individual who can fulfill the requirements of the vacant position, to complete the original term of election. Time spent filling a vacancy will not count towards a full term of membership.

7. *Officers.* The Chair of the Faculty Council shall be the Dean of the College of Medicine. The Vice-chair shall be elected annually by the Faculty Council from the General Faculty membership of the Faculty Council. The Vice-chair can ~~temporarily~~ serve as Chair if that individual is temporarily unable to lead.

8. *Meetings.* Meetings shall be scheduled a minimum of quarterly and may be conducted electronically, virtually, or in person. Meetings may be called by the Dean or by a majority of voting members of the Faculty Council. A quorum consists of 60% of the voting membership. The Faculty Council may establish internal operating procedures/policies and develop subcommittees/~~taskforces~~task forces consisting of members of the committee, or ~~involve~~ other members of the campus community, to achieve its stated charge.

9. *Duties and Responsibilities of the Faculty Council.*

- a. Consider any matters pertaining to governance or administration brought before it by the General Faculty, Volunteer Faculty, the Dean, a Standing or Special

- Committee, or by any member of the Faculty Council.
- b. Guide administrative policies and procedures of the College of Medicine and support their implementation.
- c. Advise the Dean on strategies and tactics for the College of Medicine as it relates to organization, programs, facilities, and administration.
- d. Bring forth issues of administration, governance, or other ~~import to~~importance to the General Faculty for consideration as needed.
- e. Report activities of the Faculty Council to the General Faculty on a regular basis.
- f. Develop agenda for Faculty meetings in conference with the Dean.
- g. Recommend membership of Standing Committees and Faculty Council to the General Faculty
- h. Appoint and charge Special Committees as needed.
- i. Approve changes to Charters for Standing Committees.
- j. Provide feedback to the leadership of the Standing and Special Committees as requested.

F. Committees of Governance

There shall be two types of Committees: Standing Committees and Special Committees.

Standing Committees. There shall be ten (10) Standing Committees:

Faculty Grievance
 Faculty Promotion and Tenure
 Medical Student Admissions
 Medical Student Curriculum
 Medical Student Evaluation
 Graduate Medical Education
 Continuing Medical Education
 Research and Development
 Finance

~~Diversity, Equity, and Inclusion~~

Collaborative Environment and Engagement Committee

1. Membership. Details of committee membership will be provided within each committee's respective Charter. Each Standing Committee must have at least six (6) members and adhere to the following minimum criteria:
 - a. Membership in the Faculty Promotion and Tenure, Medical Student Admissions, Medical Student Curriculum, Medical Student Evaluation, Continuing Medical Education, Research and Development, and ~~Diversity, Equity, Collaborative Environment~~ and ~~Inclusion~~Engagement Committees will be elected by the General Faculty.
 - b. Membership in the Graduate Medical Education Committee is afforded by administrative or leadership position and are not elected by the General Faculty. This committee must have at least one peer-elected resident or fellow member.
 - c. Membership in the Finance Committee will consist of select Department Chairs, the Vice-chair of the Faculty Council, and college leadership at the discretion of the Dean and are not elected by the General Faculty.
 - d. Membership in the Faculty Grievance Committee consists only of General Faculty

and are appointed by the Dean.

e. General Faculty with primary appointments at the regional campus shall have opportunities for participation in standing committees, subcommittees, and task forces involved in oversight of the educational program and the learning environment.

e.f. Committee membership will demonstrate the College of Medicine's commitment to broad representation and fostering an inclusive environment. Member selection and appointment will strive to achieve a balance with respect to faculty primary department, gender and those underrepresented in medicine. environment that values varied perspectives.

2. *Terms of Membership.* Membership shall be for a term of three years. An elected or appointed member shall be eligible for no more than two consecutive terms except for committee leadership as outlined below. A period of at least one year must elapse before that member may again be eligible. Members of a committee whose role is based upon their administrative position/role will retain their membership in the committee until replaced in that position/role.
3. *Committee Vacancies.* Vacancies of the elected or appointed members will be filled by appointment of the Dean to complete the original term of election. Time spent filling a vacancy will not count towards a full term of membership.
4. *Elections.* For those Standing Committees requiring election by the General Faculty, an open call for applications will be presented by the Dean to the General Faculty in the spring of each year. Applications of all eligible faculty will be reviewed by the chair of the committee in conjunction with its respective administrative leader (e.g., Associate Dean) with the goal of recommending applicants for membership that help to provide balance to the committee while also taking into consideration the anticipated committee workload. The names of all applicants, as well as the recommended candidates provided by the committee chair, will be submitted to the Faculty Council for consideration with the goal of approving a final slate of nominees for election to each committee. The Dean will then submit a Faculty Council-approved slate of nominees to the General Faculty for review and ultimate approval for election via vote.
5. *Leadership.* Each committee that requires election by the General Faculty must have a committee Chair and Vice-chair, who should be elected to those positions by the committee membership. The Chair and Vice-chair should come from the committee members that who were elected by the General Faculty. Chairs and Vice-chairs may serve in each role for up to three years. Chairs and Vice-chairs are eligible to extend their membership beyond two terms on the committee to fulfill these leadership roles. Committees that are appointed by the Dean will have a Chair that is appointed by the Dean who can serve in that role for up to the three years and may extend for two terms. Committees that are based upon administrative roles will have a Chair that is appointed by the Dean and will not have a limit to the length of time that can be served in this role. All committee leadership will work closely with college administrative leadership to achieve the committees' stated charge.
6. *Leadership Vacancies.* If the position of Chair becomes vacant, the Vice-chair will assume the position for the remainder of the scheduled term, and a new Vice-chair is appointed. If there is not a Vice-chair, a new Chair is appointed. If the position of Vice-chair becomes vacant, a new Vice-chair is appointed. All appointments will be made by the Dean.

Fulfilling vacancies via appointment does not count towards the maximum amount of time one can serve in a leadership role.

7. *Meetings.* Meetings will be scheduled as necessary to accomplish the charge to the committee and may be held electronically, virtually, or in person. Meetings may be called by the Chair or by a majority of elected/appointed voting members of the committee. Each committee must define what constitutes a quorum within its Charter.

8. *Duties and Responsibilities of the Standing Committees.*

- a. Faculty Grievance Committee.

The Committee's charge is to:

- i. Recommend policies and procedures pertaining to the reporting, investigation, and resolution of faculty grievances to the Faculty Council for approval.
 - ii. Investigate and conduct hearings on specific grievances of a faculty member or members per the Dean's request and provide recommendations to the Dean.

- b. Faculty Promotion and Tenure Committee.

The Committee's charge is to:

- i. Recommend rules and guidelines pertaining to promotion and/or tenure to the General Faculty for approval.
 - ~~ii.~~ Establish policies related to the process of promotion and/or tenure and maintain consistent promotion and tenure standards for all campuses.
 - ~~iii.~~ ii. Receive department chair recommendations for promotion and/or tenure of respective faculty members.
 - ~~iv.~~ iii. Submit recommendations on the promotion and/or tenure of specific faculty members to the Dean.

- c. Medical Student Admissions Committee.

The Committee's charge is to:

- i. Develop policies regarding the prerequisites, admissions standards, and admissions procedures for student application and acceptance into the College of Medicine.
 - ii. Selecting students for matriculation into the College of Medicine.
 - iii. Consider applicants and select students for advanced standing from other centers of medical education.
 - iv. Notify and seek feedback from the Faculty Council regarding significant changes to policies and procedures.

- d. Medical Student Curriculum Committee.

The Committee's charge is to:

- i. Oversee and have ultimate authority on policies and procedures related to medical student education, assessment, placement, and requirements for

graduation.

- ii. Oversee and have the ultimate authority on ~~the~~ design, content, implementation, and evaluation of the medical school curriculum.
- iii. Ensure comparability of medical student education regardless of primary campus assignment.
- ~~iii.~~ iv. Notify and seek feedback from the Faculty Council regarding significant changes to policies and procedures.

e. Medical Student Evaluation Committee.

The Committee's charge is to:

- i. Determine policies and procedures regarding the evaluation of medical student academic progress within the medical school curriculum.
- ii. Review student performance, professionalism, and academic progress and make decisions regarding student advancement, ~~remediation, termination of enrollment~~ dismissal, graduation, and bestowing of honors.

f. Graduate Medical Education Committee.

The Committee's charge is to:

- i. Ensure institutional and residency/fellowship program compliance with policies and requirements put forth by the Accreditation Council for Graduate Medical Education with the goal of achieving full accreditation.
- ii. Oversee, study, evaluate, and recommend changes of the graduate medical education programs; (e.g., size, scope, distribution of specialty training) to the Faculty Council.
- iii. Develop and monitor adherence to policies that will enable program directors to meet accreditation standards in all specialties.
- iv. Monitor and ensure the adequacy of internal and external resources necessary to support graduate medical education.
- v. Act as a liaison between the institutional graduate medical education programs and the House Officer organization.
- vi. Facilitate the well-being of residents/fellows by assessment of the clinical learning environment and recommend allocation of resources to the Faculty Council to improve well-being.
- vii. Promote an ideal clinical learning environment that is conducive ~~for to~~ training resident and fellow physicians.

g. Continuing Medical Education Committee.

The Committee's charge is to:

- i. Develop policies, procedures, and initiatives relating to the oversight of Continuing Medical Education programs of the College of Medicine, including those designed for interprofessional audiences.
- ii. Participate in the identification of Continuing Medical Education and interprofessional needs of College of Medicine stakeholders and support efforts to meet those needs.
- iii. Provide oversight and guidance to the Center for Continuing Education and the Associate Dean for Continuing Medical Education as it relates to educational programming, finances, accreditation, and strategic planning.

- iv. Notify and seek feedback from the Faculty Council regarding significant changes to policies and procedures.

h. Research and Development Committee.

The Committee's charge is to:

- i. Monitor and ensure the success of the MD/PhD Scholars Program.
- ii. Solicit ideas, problems, and solutions from the faculty, staff, and trainees regarding research.
- iii. Recommend to the Faculty Council policies and procedures for preparation of applications for and receipt of grants by the General Faculty of the College of Medicine.
- iv. Advise the Dean on the allocation of intramural funds for research.
- v. Receive and review applications and recommend to the Dean research awards to be funded by the College of Medicine.
- vi. Receive and review thesis research proposals and advise the Medical Student Evaluation Committee on the acceptability of MD thesis for Honors designation.
- vii. Advise the Dean on strategies for continuous improvement of the research environment, including procedures to enhance the success of research performed by faculty, staff, and trainees in the College of Medicine.

i. Finance Committee

The Committee's charge is to:

- i. Advise the Dean and Senior Associate Dean for Business and Finance regarding financial policies, procedures, and strategies of the College of Medicine.
- ii. Advise the Dean regarding College of Medicine compensation policies in partnership with clinical partners.
- iii. Advise the Dean regarding all College of Medicine funding sources and their uses including, but not limited to, the allocation and distribution of state funding.

j. Diversity, Equity, Collaborative Environment and Inclusion Engagement Committee

The Committee's charge is to:

- i. Develop and implement strategies, policies, and procedures for the College of Medicine that are designed to foster an environment conducive to achieving inclusive excellence.
- ~~ii. Contribute to the development, implementation, and monitoring of a strategic plan designed to enhance the principles of diversity, equity, and inclusion, throughout the College of Medicine.~~
- ~~iii. ii.~~ Assess, monitor, and provide recommendations to the Faculty Council to improve the climate of diversity, equity, and inclusion inclusive excellence within the College of Medicine and the greater campus community.
- ~~iv. iii.~~ Notify and seek feedback from the Faculty Council regarding significant changes to policies and procedures.

Special Committees. These ad hoc committees shall be established by the Faculty Council acting to achieve specific objectives that are not otherwise the purview of a Standing Committee. The duration of a Special Committee can last no longer than one year from its ~~being established~~establishment but can be renewed at the discretion of the Faculty Council.

1. **Membership and Leadership.** Membership of Special Committees will be directly appointed by the Dean after approval by the Faculty Council. The Dean will appoint the Chair of a Special Committee.
2. **Duties and Responsibilities of the Special Committees.** Study and resolve specific problems, issues, or proposals as assigned by the Faculty Council.

G. Departments

1. The primary administrative units of the College of Medicine will be Departments, as recommended by the Dean and approved by the Board of Regents. The Dean will seek Faculty Council guidance when considering the creation or elimination of a department. Key factors that determine whether a department should be created or eliminated include, but are not limited to, the following:
 - The endeavor of the department's discipline encompasses a unique technology, and/or identified sphere of biomedical knowledge.
 - There are General Faculty of sufficient number and diversity of skills to support a program of academic excellence.
 - The General Faculty can conduct programs of education, research, and/or service that are of demonstrable need to the people of Nebraska, the university, and/or its health system partners.

The Departments shall be organized to improve the health of the people of Nebraska and our greater community, or those we serve, by conducting education, research, and/or service as related to their discipline and as supportive of the purpose and goals of the College of Medicine.

Unless approved by the Dean, all clinical faculty will receive primary appointment to the department which best matches the discipline, or area of research focus, in which their specialty and/or sub-specialty training occurred.

2. **Department Chair.** Appointment shall be in accordance with the Bylaws of the Board of Regents.

Duties and Responsibilities of the Department Chair.

- a. Provide leadership and direction for the academic activities of their faculty.
- b. Develop an organizational structure.
- c. Recommend to the Dean candidates for academic appointment.

- d. Recommend faculty members of their department for promotion and/or tenure to the Dean and the Faculty Promotion and Tenure Committee.
- e. Conduct faculty member evaluations.
- f. Be responsible to the Dean for the establishment of a budget when appropriate in conjunction with appropriate clinical partners.
- g. Negotiate contracts of employment with each General Faculty member where appropriate or required. All such contracts require approval by the Dean.
- h. Manage disciplinary issues with the faculty.
- i. Plan and oversee the conduct of health care programs, research programs, and undergraduate, graduate, and continuing medical education programs, as appropriate.
- j. Work with health systems leadership to optimize clinical care delivery by the faculty in support of the health system (clinical departments only) and/or work in collaboration with the Dean of the UNMC Graduate College to develop, implement, and sustain graduate programs as applicable.
- k. Be responsible to the Dean for the functions of the Department.

3. *Divisions.* A Division may be designated by the Chair with Dean's approval of the involved Department when:

- The discipline involved is a component of the Department endeavor.
- The number of personnel and intensity or magnitude of activity are appropriate.
- The designation as a departmental administrative unit facilitates the management effort of the Department.

Duties and Responsibilities of Division Chief.

- a. Provide leadership and direction for academic activities of the faculty.
- b. Develop an organizational structure for the unit.
- c. Recommend to the Department Chair candidates for academic appointment.
- d. Recommend to the Department Chair faculty members of their division for promotion and/or tenure.
- e. Conduct faculty member evaluations and communicate those to the Department Chair.
- f. Be responsible to the Department Chair for the establishment of a budget when appropriate in conjunction with appropriate clinical partner.
- g. At the direction of the Chair, negotiate a contract with each General Faculty member where appropriate or required. All such contracts require approval by the Department Chair and the Dean.
- h. Plan and conduct health care programs, research programs, and undergraduate, graduate, and continuing medical education programs, as appropriate.
- i. Manage disciplinary issues regarding faculty as necessary, while keeping the chair aware of such actions and engaging them in disciplinary action as necessary.
- j. Be responsible to the Department Chair for the functions of the Division.

H. **Other Units of Administration**

Other units of administration are those formed to facilitate the management of the

College of Medicine and its faculty.

1. *The Medical Staff of NM, CNHMC, VA Nebraska-Western Iowa Health Care System (VA-NWIHCS), Madonna Rehabilitation Hospital (MRH) and their associate care facilities.* The Clinical Faculty of the College of Medicine, through the Office of the Dean, shall establish a formal relationship with the administration of NM, CNHMC, VA-NWIHCS, and MRH and their associated care facilities. The medical staff shall develop its own organization and adopt such rules and regulations as are necessary for its operation and to ensure appropriate qualification of staff members.
2. *Medical Service Plan.* An active patient care program of high quality is an integral part of the role and mission of the University of Nebraska Medical Center (UNMC) and the College of Medicine. As an integral part of their education, medical students, house officers, and other health professions students must observe and participate in the delivery of quality health care. By and large, faculty members in clinical departments should continue to practice their profession if they are to remain in the forefront of their respective disciplines. Patient care delivered by physicians and faculty of UNMC is critical to the general health of Nebraska, the ability of referring physicians to provide high quality care to their patients and provide the base for clinical studies designed to improve the prevention, diagnosis, and treatment of disease. Finally, the delivery of high quality, cost effective medical care is complex and requires support systems unique to the health care system.

III. AMENDMENTS

Upon recommendation of the Faculty or the Faculty Council, the Bylaws of the Faculty of the College of Medicine may be amended at any regular or special ~~meetings~~meeting of the General Faculty—and require a majority vote of the voting faculty who cast ballots.

Any proposed amendment must be provided to the General Faculty at least thirty days in advance of the meeting. Such communications shall constitute due notice of an impending vote on the Amendment(s).

Amendments approved by the General Faculty shall become effective when reviewed by the Chancellor of UNMC, the President of the University of Nebraska, and the University of Nebraska Board of Regents per policy.

APPROVALS

Approved by the Executive Faculty	September 10, 1979
Approved as amended by the General Faculty	October 17, 1979
Approved by the Board of Regents	January 12, 1980
Approved as amended by the Faculty Council for Governance	November 3, 1986
Approved as amended by the General Faculty	January 21, 1987
Approved by the Board of Regents	March 14, 1987
Approved as amended by the Faculty Council	December 5, 1996
Approved as amended by the General Faculty	April 23, 1997
Approved as amended by the General Faculty	August 6, 1997
Approved by the Board of Regents	September 5, 1997
Approved as amended by the Faculty Council	October 16, 2008
Approved as amended by the General Faculty	December 16, 2008
BOR Approval not needed	
Approved by Chancellor Maurer	March 2009
Approved as amended by the Faculty Council	April 8, 2013
Approved as amended by the General Faculty	April 19, 2013
BOR Approval not needed	
Approved by Chancellor Maurer	April 30, 2013
Approved as amended by the Faculty Council	October 10, 2019
Approved as amended by the General Faculty	November 8, 2019
BOR Approval not needed	
Approved by Chancellor Gold	April 7, 2020
Approved as amended by the Faculty Council	April 14, 2023
Approved as amended by the General Faculty	June 23, 2023
Notification of Chancellor, President, BOR	July 7, 2023
<u>Approved as amended by the Faculty Council</u>	<u>March 13, 2026</u>
<u>Approved as amended by the General Faculty</u>	<u>June 22, 2026</u>
<u>Notification of Chancellor, President, BOR</u>	<u>XXXX, 2026</u>



BOARD OF REGENTS AGENDA ITEM SUMMARY

August 13, 2026

AGENDA ITEM: Report on revisions to Bylaws of the University of Nebraska at Omaha (UNO) Student Government Association.

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

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

PRESENTERS: Katie Hoffman, Corporation Secretary

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:

- April 2026 Amendments to the *Bylaws of the University of Nebraska at Omaha Student Government Association*.

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:

- (1) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof;
- (2) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws, and regulations; and
- (3) filed with the Corporation Secretary for report to the Board. The President and cognizant Chancellor are to be timely provided with a courtesy copy of any public hearing notice.

Bylaws of the University of Nebraska at Omaha Student Government Association

Approved by the Student Senate on: ~~August 28, 2024~~ April 9, 2026

Approved by General Counsel on: May 19, 2026

Approved by the cognizant Chancellor on: June 5, 2026

Submitted to the Board of Regents Corporation Secretary on: June 22, 2026

Preamble

We, the students of the University of Nebraska at Omaha (UNO), wishing to have one (1) sole student governing body and to be represented in dealings involving university faculty, staff, and administration, as well as the community and governmental authorities, do hereby establish and ordain these bylaws for the University of Nebraska at Omaha Student Government Association.

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Part 1: General Provisions

Chapter 1: Deference

1. All provisions in these bylaws or lower documents are subject to federal, state, and local laws and regulations. In the case of contradiction with federal, state, and local laws and regulations, the latter will supersede, but not invalidate the entire document(s).
2. All provisions in these bylaws or lower documents are subject to the rules and policies of the University of Nebraska Board of Regents. In the case of contradiction with the rules and policies of the Board of Regents, the latter will supersede, but not invalidate the entire document(s).
3. All provisions in these bylaws or lower documents are subject to the rules and policies of the University of Nebraska at Omaha. In the case of contradiction with the rules and policies of the University of Nebraska at Omaha, the latter will supersede, but not invalidate the entire document(s).

Chapter 2: Quorum

1. Unless otherwise specified, the quorum of any organization of SGA shall be a simple majority of its current voting members.

Chapter 3: Enabling Provisions

1. These bylaws shall become effective upon a two-thirds (2/3) majority vote of the Student Senate, approval by the cognizant UNO Chancellor, and filing with the University of Nebraska Corporation Secretary. If any part of these bylaws is found to be invalid, such a finding shall not invalidate the entire document.

Chapter 4: Nonfeasance Clemency

1. If a member serving in SGA, be found in violation of any of the rules of SGA or other clear nonfeasance due to an emergency situation a request for clemency may be submitted to the Student Court within one (1) week of the violation. Such clemency is at the discretion of the Student Court in the best interest of the SGA.
2. If a member serving in SGA, be found in violation of any of the rules of SGA or other clear nonfeasance during the summer months extended absence from the Omaha area due to, but not limited to, summer internships or jobs, a request for clemency may be submitted to the Student Court within one (1) week of the violation. Such clemency is at the discretion of the Student Court in the best interest of the SGA.
3. Violations not given clemency are subject to disciplinary action including removal.

Chapter 5: Vote of the Student Senate

1. Unless otherwise specified, the phrase "Vote of the Student Senate" shall be defined as the vote of those Student Senators present and casting a vote ~~at~~ during a Student Senate business meeting.

Chapter 6: Executive Memoranda

1. In the interest of preventing abuse of executive power, the President/Regent may only exercise certain powers through an executive memorandum. Executive memoranda may be overturned by a simple majority vote of the Student Senate.

Chapter 7: Common Terms

1. Common terms used throughout these bylaws are defined in the glossary at the end of the document. SGA retains the right to interpret these terms within its discretion.

Chapter 8: Policy Index

1. Supplemental to these bylaws, SGA has established itself in a Policy Index, which is a body of lower rules relating to the operational and procedural aspects of SGA. Rules in the Policy Index are subject to these bylaws.

Part 2: Name, Mission, Vision, and Values

Chapter 1: Organization Name

1. The name of this governing body shall be the "University of Nebraska at Omaha Student Government Association" and henceforth referred to by its acronym "SGA."

Chapter 2: Organization Mission

1. SGA exists to advance the student experience. As the official voice of the Student Body we represent, empower, and serve students. To this end, we advocate for student interests to administration, faculty, staff, the University of Nebraska Board of Regents, and the Omaha community. SGA continually strives to create a welcoming environment and provide impactful contributions for the Student Body.

Chapter 3: Organization Vision

1. It is the vision for SGA for the student experience at UNO to be defined by meaningful resources, connections, and opportunities that will propel each student to achieve success.

Chapter 4: Organization Values

1. Adaptability: Learning from mistakes, adjusting with new information, and fostering a culture of innovation.
2. Community: A space where we can thrive authentically together as part of something larger than ourselves.
3. Continuity: An ongoing resolve to serve the Student Body and our mission.
4. Growth: Endeavoring forward with a dedication to lifelong learning.
5. Justice: The fair and equitable opportunity for success and fulfillment on campus for everyone.
6. Leadership: The commitment to providing responsible influence and service to the Student Body.
7. Passion: Working with devotion and determination to advocate for those we serve.
8. Transparency: Working with openness, integrity, and accessibility to all.

Part 3: Membership of the Association

Chapter 1: Membership

1. All currently enrolled students ~~at~~ of the University of Nebraska at Omaha and University of Nebraska students shall be members of SGA.
2. Any member of SGA elected or appointed to a named position within SGA or who has been granted explicit permission to act on behalf of SGA shall also be referred to as agents of SGA.

Chapter 2: Non-Discrimination Statement

1. The University of Nebraska does not discriminate 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. UNO is an AA/EEO/ADA institution. For Title IX concerns, please contact the Title IX Coordinator (phone: 402.554.2120). For ADA/504 accommodations or assistance, please call/contact the ADA/504 Coordinator (phone 402.554.2463) or the Accessibility Services Center (phone: 402.554.2872). The views and opinions expressed in this posting do not necessarily reflect the views of UNO.

Part 4: The Student Senate (The Senate)

Chapter 1: Purpose of the Student Senate

1. The Student Senate shall act as the primary legislative body of SGA and ~~shall be is~~-charged with speaking for the entire membership.

Chapter 2: Composition of the Student Senate

Article 1: Senators

1. The Senate shall include twenty-eight ~~six~~ (26~~8~~) Senators.
2. Senators shall represent undergraduate UNO students in the various colleges, graduate UNO students as a whole, and non-degree UNO students.
3. Prior to each election, the seats allocated to senators shall be apportioned by the Election Commission using the Huntington-Hill method using the most recent and publicly available enrollment data.
4. To represent non-degree students, a student must not be seeking a degree upon entering the office. However, to prevent discouraging a student from advancing their academic pursuits, once in office, should the senator pursue a degree, they are permitted to maintain their office.

Section 1: Eligibility Requirements

1. To be elected or appointed to serve as a Student Senator an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. ~~Should a transfer or graduate student not have an established grade point average, the lack of a grade point average will be considered satisfactory until a grade point average is established~~
 - d. Not be on academic or disciplinary probation with UNO
 - e. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
 - f. Be, at the time the office is assumed, a student within the College which seat is being filled or be enrolled

Section 2: Election

1. Senators shall be elected from the membership pursuant to the election rules established by the Election Commission.

Section 3: Appointment

1. Vacant Senate seats may be filled at any time by appointment.
2. The appointment of new Senators shall be the responsibility of the Vice President and Director of Recruitment.
3. All Senator appointments shall be confirmed by a two-thirds (2/3) majority vote of the Student Senate.

Section 3: Term of Office

1. Terms of Student Senators shall not exceed one (1) year beginning and ending at the installation

of the new Student Senate

or until their death, resignation, removal from office, or their successor's installation. No individual shall serve more than three (3) terms as an undergraduate senator and no more than three (3) terms as a graduate or non-degree-seeking senator.

Section 4: General Duties

1. General duties of each Student Senator shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Student Senate business meetings
 - ii. Student Senate circuit meetings
 - iii. Meetings of any committee of which they are members
 - iv. Any other meetings as deemed appropriate by the Senate
 - b. Represent the membership in all dealings directly related to SGA business or in which representation is requested
 - c. To make necessary proposals in the form of Student Senate Resolutions in the best interest of the membership
 - d. To research and study all issues pertaining to SGA and the membership
 - e. To vote or to abstain on every motion called in meetings where they have voting rights
 - f. Act as the students' final approving authority for the redistribution of the portion of the University Program and Facilities Fees which has been delegated to SGA in accordance with the policies of the University of Nebraska Board of Regents
 - g. Initiate removal proceedings as prescribed in these bylaws
 - h. To know and follow all rules and guidelines created by SGA
 - i. To complete all accepted tasks given by the Student Senate
 - j. Fulfill such other duties vested to them by these bylaws or other governing documents

Section 5: Attendance

1. Senators shall be subject to the following attendance policy:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Student Senate business meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate circuit meeting is equivalent to one (1) attendance point.
 - d. Each missed day of a retreat is equivalent to one (1) attendance point.
 - e. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
 - i. Emergency situations shall be defined at the discretion of the Student Court.
 - ii. ~~Ambassadors~~ **Senators** are expected to, to the best of their ability, notify ~~Student Government leadership~~ **the Vice President and Committee Chair (for Circuit meetings)** of their absence.

Section 6: Removal

1. Removal of Senators shall be governed by the removal policies contained in these bylaws.

Article 2: Executive Officers (Executives)

1. The Student Senate shall include the Executive Officers of SGA specified herein.
2. Executives shall exist to facilitate the operations of SGA and carry out the will of the Senate.
3. Each executive role will have its own eligibility requirements, selection procedures, terms of office, duties, attendance policy, and removal procedures specified herein.
4. Executives shall have the power to temporarily transfer their duties to another executive for any reason through an executive memorandum.

Section 1: Student Body President/Student Regent

1. To be elected and to serve as the President/Regent an individual must:
 - a. Be a member of SGA
 - b. Have completed at least three (3) consecutive Fall or Spring semesters.
 - c. Maintain a 2.0 cumulative grade point average.
 - d. Not be on academic or disciplinary probation with UNO.
 - e. Be continuously enrolled in a minimum of six (6) credit hours during the fall and spring semesters, with the option of a credit hour requirement, appeal to the Student Court.
 - f. Have completed 24 semester hours of credit on that campus during two years prior to the academic term in which the office is sought or held.
 - g. Be elected by a simple majority vote of the students voting in the election or be elected by a margin over the next higher candidate of at least ten percent of the total votes cast for eligible candidates.
 - h. Not have been convicted of a felony, unless all civil rights have been restored by the date set for filing for candidacy in Student Government elections.
 - i. Fulfill any additional requirements set by the University of Nebraska Board of Regents.
2. Election of the President/Regent shall take place during the UNO-SGA annual elections. If the President/Regent-elect is deemed ineligible prior to installation of office, the Vice President-elect shall become President/Regent-elect.
3. Term of office for the President/Regent shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's installation. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of President/Regent due to death, resignation, or removal, the position shall be filled by the Vice President. The new President/Regent shall appoint a new Vice President with a two-thirds (2/3) majority vote of the Student Senate. In the case of the vacancy of both President/Regent and Vice President, a special election shall be held.
5. Duties of the President/Regent shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. University of Nebraska Board of Regents meetings.
 - ii. Executive Committee meetings.
 - iii. Student Senate business meetings.
 - iv. Student Senate circuit meetings.

- v. Any other meetings as deemed appropriate by the Senate.
- b. To represent the Student Body on the University of Nebraska Board of Regents
 - c. To advocate for the interests of the Student Body before the staff, faculty, and administration of the University of Nebraska at Omaha.
 - d. To be in regular communication with the UNO Chancellor and other administrators.
 - e. To appoint members of the Executive Committee.
 - f. To fill vacant executive offices.
 - g. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - h. To deliver a State of SGA Address once per semester.
 - i. To propose the annual budget to the Student Activities Budget Commission.
 - j. To sign or veto all Student Senate Resolutions passed by the Student Senate.
 - k. To respond, in consultation with the Executive Committee, to any student-authored petition containing at least twenty (20) student signatures with corresponding NUID numbers, and to communicate any such responses with the Senate.
 - l. To appoint individuals to university committees as needed through an executive memorandum.
 - m. To establish any office hours requirements for executives through an executive memorandum.
 - n. To actively prepare their office for transition to their successor.
 - o. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents
6. The President/Regent shall be subject to the following attendance policy:
- a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed University of Nebraska Board of Regents meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point, unless the meeting conflicts with a University of Nebraska Board of Regents function.
 - d. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point, unless the meeting conflicts with a University of Nebraska Board of Regents function.
 - e. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point, unless the meeting conflicts with a University of Nebraska Board of Regents function.
 - f. Each missed day of a retreat is equivalent to one (1) attendance point, unless the retreat conflicts with a University of Nebraska Board of Regents function.
 - g. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - h. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
7. Removal of the President/Regent shall be governed by the removal policies contained in these bylaws.

Section 2: Student Body Vice President

1. Requirements to be Vice President shall be identical to those set for the President/Regent, as set forth above.
2. The Vice President shall be elected on the same ticket as the President/Regent.
3. Term of office for the Vice President shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's installation. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Vice President due to death, resignation, or removal, the position shall be filled by the appointment of a new Vice President by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent shall fill the vacancy within 30 calendar days. Until the position is filled, the Chief of Staff shall fulfill all of the Vice President's duties.
5. Duties of the Vice President shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Any other meetings as deemed appropriate by the President/Regent.
 - b. To chair the Meetings of the Senate.
 - c. To be knowledgeable on Roberts Rules of Order and the rules of SGA.
 - d. To assist the President/Regent in carrying out duties.
 - e. To facilitate the appointment process to fill vacant Senator positions.
 - f. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - g. To actively prepare their office for transition to their successor.
 - h. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Vice President shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.

7. Removal of the Vice President shall be governed by the removal policies contained in these bylaws.

Section 3: Chief of Staff

1. To be elected or appointed to serve as the Chief of Staff an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court.
2. The Chief of Staff shall be elected on the same ticket as the President/Regent.
3. Term of office for the Chief of Staff shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's installation. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Chief of Staff due to death, resignation, or removal, the position shall be filled by the appointment of a new Chief of Staff by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent shall fill the vacancy within 30 calendar days. Until the position is filled, the President/Regent shall fulfill all of the Chief of Staff's duties.
5. Duties of the Chief of Staff shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Any other meetings as deemed appropriate by the President/Regent.
 - b. To chair Executive Committee Meetings.
 - c. To supervise and manage the Executives other than the President/Regent and Vice President.
 - d. To take on the duties of the Executives other than the President/Regent and Vice President in the case of vacancies of those positions.
 - e. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - f. To actively prepare their office for transition to their successor.
 - g. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The ~~Vice President~~ **Chief of Staff** shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.

- g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
- 7. Removal of the Chief of Staff shall be governed by the removal policies contained in these bylaws.

Section 4: Director of Integrity

1. To be appointed and to serve as the Director of Integrity an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Integrity shall be appointed by the President/Regent and confirmed by a two-thirds (2/3) majority of the Senate.
3. Term of office for the Director of Integrity shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Integrity due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Integrity by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all the Director of Integrity's duties.
5. Duties of the Director of Integrity shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Rules Committee meetings.
 - iii. Student Senate business meetings.
 - iv. Student Senate circuit meetings.
 - v. MavPro Grant Committee meetings.
 - vi. Any other meetings as deemed appropriate by the President/Regent.
 - b. To be familiar with Robert's Rules of Order and the policies of UNO and SGA.
 - c. To advise members on and hold members accountable to the rules of UNO and SGA.
 - d. To ensure that risks associated with SGA and its activities are being managed effectively.
 - e. To act as parliamentarian for the Student Senate business meetings.
 - f. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - g. To actively prepare their office for transition to their successor.
 - h. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Integrity shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.

- f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
- 7. Removal of the Director of Integrity shall be governed by the removal policies contained in these bylaws.

Section 5: Director of Recruitment

1. To be appointed and to serve as the Director of Recruitment an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Recruitment shall be appointed by the President/Regent and confirmed by a two-thirds (2/3) majority of the Senate.
3. Term of office for the Director of Recruitment shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Recruitment due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Recruitment by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all the Director of Recruitment's duties.
5. Duties of the Director of Recruitment shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Any other meetings as deemed appropriate by the President/Regent.
 - b. To facilitate the active recruitment efforts of SGA.
 - c. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - d. To manage the appointment processes for positions within SGA except for those assigned to others.
 - e. To actively prepare their office for transition to their successor.
 - f. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Recruitment shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.

- g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
- 7. Removal of the Director of Recruitment shall be governed by the removal policies contained in these bylaws.

Section 6: Director of Administration

1. To be appointed and to serve as the Director of Administration an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Administration shall be appointed by the President/Regent and confirmed by a two-thirds (2/3) majority of the Senate.
3. Term of office for the Director of Administration shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Administration due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Administration by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all the Director of Administration's duties.
5. Duties of the Director of Administration shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Any other meetings as deemed appropriate by the President/Regent.
 - b. To coordinate the events, logistics, and clerical affairs SGA.
 - c. To act as secretary for the Student Senate business meetings.
 - d. To ensure that the minutes of all Student Senate business meetings are recorded.
 - e. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - f. To actively prepare their office for transition to their successor.
 - g. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Administration shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.

- g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
- 7. Removal of the Director of Administration shall be governed by the removal policies contained in these bylaws.

Section 7: Director of Diversity, Equity, Inclusion, and Accessibility

1. To be appointed and to serve as the Director of Diversity, Equity, Inclusion, and Accessibility an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Diversity, Equity, Inclusion, and Accessibility shall be appointed by the President/Regent and confirmed by a two-thirds (2/3) majority of the Senate.
3. Term of office for the Director of Diversity, Equity, Inclusion, and Accessibility shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Diversity, Equity, Inclusion, and Accessibility due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Diversity, Equity, Inclusion, and Accessibility by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all of the Director of Diversity, Equity, Inclusion, and Accessibility's duties.
5. Duties of the Director of Diversity, Equity, Inclusion, and Accessibility shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. DEIA Committee meetings.
 - iii. Student Senate business meetings.
 - iv. Student Senate circuit meetings.
 - v. Any other meetings as deemed appropriate by the President/Regent.
 - b. To maintain communication with the Directors of the Agencies of the Student Government Association.
 - i. In the event of the absence of an Agency Director(s) to maintain communication with any members of agency council leadership until such a time that the Senate confirms a new director.
 - c. To provide consultation and support to the Directors of the Agencies of the Student Government Association and to members of the agency leadership as needed.
 - i. In the absence of an appointed Agency Director, the Director of Diversity, Equity, Inclusion, and Accessibility should facilitate the ongoing operations of an agency or agencies with the support of the SGA Executive Committee and any agency leadership as Interim Agency Director.
 - d. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - e. To actively prepare their office for transition to their successor.
 - f. To be responsible for approving SGA Funded Student Worker hours on a weekly basis.
 - g. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.

6. The Director of Diversity, Equity, Inclusion, and Accessibility shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.

- d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
7. Removal of the Director of Diversity, Equity, Inclusion, and Accessibility shall be governed by the removal policies contained in these bylaws.

Section 8: Director of Marketing

1. To be appointed and to serve as the Director of Marketing an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Marketing shall be appointed by the President/Regent and confirmed by a two-thirds (2/3) majority of the Senate.
3. Term of office for the Director of Marketing shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Marketing due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Marketing by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all of the Director of Marketing's duties.
5. Duties of the Director of Marketing shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Outreach Committee meetings.
 - iii. Student Senate business meetings.
 - iv. Student Senate circuit meetings.
 - v. Any other meetings as deemed appropriate by the President/Regent.
 - b. To coordinate the marketing and advertising efforts of SGA.
 - c. To actively cultivate awareness of SGA.
 - d. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - e. To actively prepare their office for transition to their successor.
 - f. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Marketing shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.

- g. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
- 7. Removal of the Director of Marketing shall be governed by the removal policies contained in these bylaws.

Section 9: Director of Finance

1. To be appointed and to serve as the Director of Finance an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Finance shall be appointed by the President/Regent and confirmed by a two-thirds majority (2/3) of the Senate.
3. Term of office for the Director of Finance shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of Director of Finance due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Finance by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all of the Director of Finance's duties.
5. Duties of the Director of Finance shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Budget Committee meetings.
 - iii. Student Senate business meetings.
 - iv. Student Senate circuit meetings.
 - v. Student Activities Budget Commission meetings.
 - vi. Any other meetings as deemed appropriate by the President/Regent.
 - b. To monitor all accounts and expenses and ensure the payment of all debts incurred by SGA.
 - c. To accurately account for the funds and transactions of SGA.
 - d. To submit and present the final budget of the Student Activities Budget Commission to the Student Senate for approval.
 - e. To organize and chair meetings of the Student Activities Budget Commission
 - f. To select three (3) senators and three (3) students-at-large for appointment to the Student Activities Budget Commission by the Senate
 - g. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - h. To deliver a State of the Budget presentation during State of SGA addresses.
 - i. To actively prepare their office for transition to their successor.
 - j. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Finance shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.

- c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. One (1) missed Student Activities Budget Commission meeting is equivalent to one (1) attendance point.
 - f. Each missed day of a retreat is equivalent to one (1) attendance point.
 - g. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - h. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
7. Removal of the Director of Finance shall be governed by the removal policies contained in these bylaws.

Section 10: Director of Leadership Development

1. To be appointed and to serve as the Director of Leadership Development an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Director of Leadership Development shall be appointed by the President/Regent and confirmed by a two-thirds majority (2/3) of the Senate.
3. Term of office for the Director of Leadership Development shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment. No individual shall serve more than three (3) terms in this position.
4. In the case of a vacancy in the position of the Director of Leadership Development due to death, resignation, or removal, the position shall be filled by the appointment of a new Director of Leadership Development by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. Until the position is filled, the Chief of Staff shall fulfill all the Director of Leadership Development's duties.
5. Duties of the Director of Leadership Development shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Executive Committee meetings.
 - ii. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. First Year Leadership Commission meetings.
 - v. Any other meetings as deemed appropriate by the President/Regent.
 - b. To coordinate the activities of the First Year Leadership Commission.
 - c. To promote the elevation of student leadership and active participation in SGA.
 - d. To develop internal programming for retention, education, and networking for all office-holding members of SGA.
 - e. To deliver regular reports to the Student Senate on all relevant activities of their office.
 - f. To actively prepare their office for transition to their successor.
 - g. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. The Director of Leadership Development shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.

- e. One (1) missed First Year Leadership Commission meeting is equivalent to one (1) attendance point.
 - f. Each missed day of a retreat is equivalent to one (1) attendance point.
 - g. Failure to serve their weekly office hours during the fall and spring semesters or their monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the violation occurs.
 - h. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
7. Removal of the Director of Leadership Development shall be governed by the removal policies contained in these bylaws.

Section 11: Coordinators or Managers

1. To be appointed and to serve as a Coordinator or Manager an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
2. The Coordinator or Manager position shall be created and filled by the President/Regent through an executive memorandum and shall be supervised by the President/Regent or another executive of the President/Regent's choosing.
3. The Coordinator or Manager position is temporary and shall be dissolved at the discretion of the President/Regent, or at upon the installation of the new Student Senate.
4. Term of office for Coordinators or Managers shall not exceed one (1) year beginning at their appointment and ending at the installation of the new Student Senate or until their death, resignation, removal from office.
5. In the case of a vacancy of a Coordinator or Manager position due to death, resignation, or removal, the position may be filled by the selection coordinator by the President/Regent if they so desire.
6. Duties of a Coordinator or Manager shall include, but not be limited to, the following:
 - a. To carry out delegated or specific duties as prescribed by the President/Regent.
 - b. To attend meetings as deemed appropriate by their supervising executive.
 - c. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
7. A Coordinator or Manager shall act on behalf of the President/Regent and not on behalf of SGA.
8. Coordinators or Managers shall be subject to the following attendance policy:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Executive Committee meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate Business meeting is equivalent to one (1) attendance point.
 - d. One (1) missed Student Senate Circuit meeting is equivalent to one (1) attendance point.
 - e. Each missed day of a retreat is equivalent to one (1) attendance point.
 - f. One (1) missed meeting as deemed appropriate by their supervising executive is equivalent to one (1) attendance point.
 - g. Should an attendance point accrue, due to an emergency situation or academic reason, an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
9. ~~Removal of a Coordinator shall be the prerogative of the President/Regent and shall take the form of an executive memorandum dissolving the position.~~ The President/Regent retains the prerogative to remove a Coordinator or Manager. Such removal may occur through an executive memorandum dissolving the position and remains subject to any other means of removal established in the SGA Governing Documents.

Article 3: Ambassadors

1. The Senate shall include a number of Ambassadors.
2. Ambassadors shall represent special sections of the membership as selected by SGA.
3. Ambassadors shall not vote or count towards quorum during Senate business meetings.

Section 1: Eligibility Requirements

1. To be appointed and to serve as an Ambassador an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average, with the exception of students in their first semester whose lack of grade point average will be considered satisfactory until a grade point average is established
 - c. Not be on academic or disciplinary probation with UNO
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the Fall and Spring semesters, with the option of a credit hour requirement appeal to the Student Court
 - e. Fulfill the requirements set by these bylaws and other governing documents of SGA

Section 2: Selection

1. Ambassadors shall be selected from the campus organizations chosen to represent the special sections of the membership pursuant to that organization's chosen process.

Section 3: Term of Office

1. Terms of Ambassadors shall not exceed one (1) year beginning at their selection and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's installation.

Section 4: General Duties

1. General duties of each Ambassador shall be identical to Senators with the exceptions of the ability to vote in Student Senate business meetings and attend Executive Session. FYLC Ambassadors are permitted to be present during Executive Sessions of the Senate because these meetings involve more confidential and internal SGA decision-making. Ambassadors representing other campus organizations are not granted that access.

Section 5: Attendance

1. Ambassadors shall be subject to the following attendance policy:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Student Senate business meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Student Senate circuit meeting is equivalent to one (1) attendance point.
 - d. Each missed day of a retreat is equivalent to one (1) attendance point.
 - e. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
 - i. Emergency situations shall be defined at the discretion of the Student Court.
 - ii. Ambassadors are expected to, to the best of their ability, notify ~~Student Government leadership~~ the Vice President and Committee Chair (for Circuit meetings) of their absence.

Section 6: Removal

1. Removal of Ambassadors shall be governed by the removal policies contained in these bylaws.

Article 4: Affiliates

1. The Senate ~~shall~~ **can** include a number of Affiliates.
2. Affiliates shall be students who desire to advance the student experience and elect to affiliate with the Senate and participate in its activities.

Section 1: Eligibility Requirements

1. To be appointed and to serve as an Affiliate an individual must:
 - a. Be a member of SGA
 - b. Maintain a 2.0 cumulative grade point average
 - c. Not be on academic or disciplinary probation with UNO
 - d. Fulfill the requirements set by these bylaws and other governing documents of SGA

Section 2: Selection

1. Any member of SGA may be an Affiliate.
2. Any member who desires to be an Affiliate will be subject to an application.

Section 3: Term of Office

1. There shall be no terms for Affiliates. Individuals may serve as an Affiliate for as long as they are eligible or until their death, resignation, or removal from office.

Section 4: General Duties

1. General duties of Affiliates shall include, but not be limited to, the following:
 - a. To attend the following meetings:
 - i. Student Senate circuit meetings
 - ii. Any other meetings as deemed appropriate by the Senate, **except for Executive Session**
 - b. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.

Section 5: Attendance

1. Affiliates shall be subject to the following attendance policy:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Student Senate Circuit Meeting is equivalent to one (1) attendance point.
 - c. Each missed day of a retreat is equivalent to one (1) attendance point.
 - d. Should an attendance point accrue, ~~due to an emergency situation or academic reason~~, an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.

Section 6: Removal

1. Removal of Affiliates shall be governed by the removal policies contained in these bylaws.

Chapter 3: Meetings of the Senate

Article 1: Types of Meetings

1. There shall be two types of Student Senate meetings:
 - a. Business meetings, which shall be used to process official motions, resolutions, and acts of the Senate. Decisions in Business meetings shall be considered official decisions of SGA.
 - b. Circuit meetings, which shall be used for personal and professional development of the members of the Senate and provide the opportunity for committees to meet and report on current projects and initiatives.

Article 2: Meeting Schedule and Location

1. The Student Senate is to meet at least once (1) each month during the fall and spring semesters disregarding university breaks, closures, holidays, and finals week.
2. Dates, times, type, and places for the regular meetings of the Student Senate shall be prescribed by the Vice President or by a simple majority vote during a Senate Business meeting.

Article 3: Special Meetings

1. In the event of an urgent need the Vice President may call a special meeting of the Senate, provided that 48 hours advance notice outlining the urgent circumstances is given by university email to the body and the affirmative consent of a simple majority of senators is obtained.
 - a. Senators must reply to the notification email within 24 hours with either their consent or dissent.
 - b. Members who do not attend special meetings will not accrue absence points.

Article 4: Critical Procedures and Parliamentary Authority for Business Meetings

1. The most recent edition of Robert's Rules of Order shall be used as the Parliamentary Authority, and rules therein shall be subject to the other rules of SGA.
2. Quorum shall be a simple majority of sitting Student Senators.
3. The Vice President shall disseminate meeting agendas and any minutes to be approved to all members of the Student Senate forty-eight (48) hours prior to the next Student Senate meeting.
4. During emergencies and temporary losses of a quorum, the Chair shall have the right to call a recess not exceeding fifteen (15) minutes.
5. Members of the public shall maintain the right to attend all business meetings of SGA.
6. Removal of any person disrupting the conduct of business shall be the right of the Chair.
7. If the executives who normally operate in the functionary roles (i.e., Chair, Parliamentarian, or Secretary) are absent the President/Regent, the Vice President, and the Chief of Staff and shall distribute those responsibilities among themselves.
8. If the Vice President is absent, the Chief of Staff shall be the Chair.
9. If both the Vice President and Chief of Staff are absent, the President/Regent shall be the Chair.

Article 5: Rights of the Members during Business Meetings

1. The right to vote shall be restricted to only Senators unless otherwise restricted by the rules of SGA.
 - a. **Tie-Breaking Authority of the Presiding Officer of the Senate:** The Presiding Officer of the Senate, typically the SGA Vice President, shall not vote on motions before the Senate except in the event of a tie vote among voting Senators. In the case of a tie, the Presiding Officer shall cast the deciding vote. The Presiding Officer's vote in this

circumstance shall be recorded in the official minutes as a tie-breaking vote.

2. The right to make motions shall be restricted to only Senators and Ambassadors unless otherwise restricted by the rules of SGA.

3. The right to speak shall be restricted only to Senators, Executives, and Ambassadors and individuals recognized by the chair unless otherwise restricted by the rules of SGA. The SGA Advisor(s) may speak to provide procedural guidance, institutional knowledge, or information relevant to the business before the Senate.

Chapter 4: Committees of the Senate

1. To facilitate the important work of SGA and prevent the risks of consolidated power, the Student Senate shall contain a number of committees.

Article 1: Types of Committees

1. The Student Senate will contain the following types of committees:
 - a. Standing committees shall be the officially recognized committees under these bylaws that exist across time.
 - b. Ad hoc committees shall be committees that have been formed for a specific purpose, objective, or task. Ad hoc committees shall be established at any point during the year and shall dissolve at the end of each Senate cycle. Ad hoc committees may only be established by a simple majority vote during a Student Senate Business meeting or by an executive memorandum.

Article 2: Executive Committee

1. There shall exist a standing Executive Committee that exists to carry out the executive functions of SGA.
2. This committee shall meet regularly throughout the year.
3. This committee shall be made up of the following:
 - a. All Executives of SGA ~~with the exception of Coordinators.~~
4. The Advisor may attend meetings but may not vote and is not counted towards quorum.
5. The Chief of Staff shall act as chair.
6. The Executive Committee is charged with:
 - a. Meeting regularly throughout the year to inform and advise one another on the progress of the various tasks that each member is currently overseeing.
 - b. Coordinating the executive functions of SGA.
 - c. **Constructing a proposed SGA internal budget for the next fiscal year to be presented to the Student Activities Budget Commission.**
 - d. Make appropriate interim decisions when the Senate is not in session.
 - e. Fulfilling such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
7. Actions of the committee shall stand unless overturned by a simple majority vote of the Senate.

Article 3: Rules Committee

1. There shall exist a standing Rules Committee to review and recommend changes to the rules of SGA.
2. This committee shall meet regularly throughout the year.
3. This committee shall be made up of the following:
 - a. No less than four (4) and no more than six (6) Senators or Ambassadors, who shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - b. Any number of Affiliates, who shall not vote and are not counted towards quorum and shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. The Director of Integrity who shall not vote and is not counted towards quorum.
 - d. The President/Regent who shall not vote and is not counted towards quorum.
4. The Advisor may attend meetings but may not vote and is not counted towards quorum.
5. The committee shall select a Chair at the first Rules Committee meeting where a quorum is established and the position is vacant. This Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they shall remain a member of the Rules Committee.
6. Additional duties of the Rules Committee Chair shall include, but not be limited to, the following:
 - a. Coordinating all meetings and operations of the Rules Committee.
 - b. Presenting a report on the activities of the Rules Committee in every business meeting of the Student Senate.
7. The Rules Committee is charged with:
 - a. Reviewing the rules of SGA
 - b. Recommending changes to the rules to the Senate in order to improve the internal structure and operations.
 - c. Reviewing all resolutions of the Senate resolving to amend or otherwise change any governing documents of SGA or its associated organizations.
 - d. All other work charged to the Committee by the Student Senate.
8. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a simple majority vote of the Senate.

Article 4: Budget Committee

1. There shall exist a standing Budget Committee to manage the financial decisions of SGA.
2. This committee shall meet regularly throughout the course of the year.
3. This committee shall be made up of the following:
 - a. No less than two (2) and no more than four (4) Senators or Ambassadors, who shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - b. Any number of Affiliates, who shall not vote and are not counted towards quorum and shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. The Director of Finance, who shall not vote and is not counted towards quorum.
 - d. The President/Regent who shall not vote and is not counted towards quorum.
4. The Advisor may attend but may not vote and is not counted towards quorum.
5. The committee shall select a Chair at the first Budget Committee meeting where a quorum is established and the position is vacant. This Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they shall remain a member of the Budget Committee.
6. Additional duties of the Budget Committee Chair shall include, but not be limited to, the following:
 - a. Coordinating all meetings and operations of the Budget Committee.
 - b. Presenting a report on the activities of the Budget Committee in every business meeting of the Student Senate.
7. The Budget Committee is charged with:
 - a. ~~Constructing a proposed SGA budget for the next fiscal year to be presented to the Student Activities Budget Commission.~~
 - b. Reviewing and suggesting amendments to long-term initiatives of SGA which incur recurring expenses ~~over \$200.~~
 - c. Reviewing all resolutions ~~purchase requests made by~~ of the Senate ~~SGA that requireing~~ the use of SGA funds totaling ~~\$0.01 or more~~ over \$500 and ~~may recommending~~ any necessary changes to ensure proper procedure is followed.
 - d. All other work charged to the Committee by the Student Senate.
8. ~~Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a majority vote of the Senate.~~

Article 5: Outreach Committee

1. There shall exist a standing Outreach Committee to coordinate the outreach efforts of SGA.
2. This committee shall meet regularly throughout the course of the year.
3. This committee shall be made up of the following:
 - a. No less than two (2) Senators or Ambassadors, who shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - b. Any number of Affiliates, who shall not vote and are not counted towards quorum and shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. The Director of Marketing, who shall not vote and is not counted towards quorum.
 - d. The President/Regent who shall not vote and is not counted towards quorum.
4. The Advisor may attend but may not vote and is not counted towards quorum.
5. The committee shall select a Chair at the first Outreach Committee meeting where a quorum is established and the position is vacant. This Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they shall remain a member of the Rules Committee.
6. Additional duties of the Outreach Committee Chair shall include, but not be limited to, the following:
 - a. Coordinating all meetings and operations of the Outreach Committee.
 - b. Presenting a report on the activities of the Outreach Committee in every business meeting of the Student Senate.
7. The Outreach Committee is charged with:
 - a. Constructing an outreach plan
 - b. Coordinating the outreach efforts of SGA
 - c. Leading in developing awareness of SGA among the UNO Community
 - d. All other work charged to the Committee by the Student Senate.
8. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a simple majority vote of the Senate.

Article 6: Civic Engagement Committee

1. There shall exist a standing Civic Engagement Committee to encourage civic engagement at UNO.
2. This committee shall meet regularly throughout the course of the year.
3. This committee shall be made up of the following:
 - a. No less than two (2) Senators or Ambassadors, who shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - b. Any number of Affiliates, who shall not vote and are not counted towards quorum and shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. The President/Regent who shall not vote and is not counted towards quorum.
4. The Advisor may attend but may not vote and is not counted towards quorum.
5. The committee shall select a Chair at the first Civic Engagement Committee meeting where a quorum is established and the position is vacant. This Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they shall remain a member of the Civic Engagement Committee.
6. Additional duties of Civic Engagement Committee Chair shall include, but not be limited to, the following:
 - a. Coordinating all meetings and operations of the Civic Engagement Committee.
 - b. Presenting a report on the activities of the Civic Engagement Committee in every business meeting of the Student Senate.
7. The Civic Engagement Committee is charged with:
 - a. Coordinating the civic engagement efforts of SGA
 - b. Leading in cultivating awareness of national, state, and local elections among the UNO Community
 - c. All other work charged to the Committee by the Student Senate.
8. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a simple majority vote of the Senate.

Article 7: Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee

1. There shall exist a standing Diversity, Equity, Inclusion, & Accessibility (DEIA) Committee to promote the belonging of students on campus and within SGA.
2. This committee shall meet regularly throughout the course of the year.
3. This committee shall be made up of the following:
 - a. No less than two (2) Senators or Ambassadors, who shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - b. Any number of Affiliates, who shall not vote and are not counted towards quorum and shall be appointed to the committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. The Director of Diversity, Equity, Inclusion, and Accessibility, who shall not vote and is not counted towards quorum.
 - d. The President/Regent who shall not vote and is not counted towards quorum.
4. The Advisor may attend but may not vote and is not counted towards quorum.
5. The committee shall select a Chair at the first Diversity, Equity, Inclusion, and Accessibility Committee meeting where a quorum is established and the position is vacant. This Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they shall remain a member of the Diversity, Equity, Inclusion, and Accessibility Committee.
6. Additional duties of the Diversity, Equity, Inclusion, and Accessibility Committee Chair shall include, but not be limited to, the following:
 - a. Coordinating all meetings and operations of the Diversity, Equity, Inclusion, and Accessibility Committee.
 - b. Presenting a report on the activities of the Diversity, Equity, Inclusion, and Accessibility Committee in every business meeting of the Student Senate.
7. The Diversity, Equity, Inclusion, and Accessibility Committee is charged with:
 - a. Conducting a DEIA audits as deemed necessary by the committee.
 - b. Coordinating DEIA efforts of SGA.
 - c. Promoting a sense of belonging for students on campus.
 - d. All other work charged to the Committee by the Student Senate.
8. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a simple majority vote of the Senate.

Chapter 6: Resolutions of the Student Senate

1. Resolutions shall be written resolutions of the Student Senate which:
 - a. ~~Require~~ Advocate or request action from any part of UNO or any part of the University of Nebraska system.
 - b. Allocate or re-allocate SGA funds.
 - c. Initiate removal procedures of members of SGA.
 - d. State the official position of SGA on any issue.
 - e. Thank or congratulate an individual or group for exceptional accomplishments at UNO.
 - f. Contain amendments to these bylaws or any other lower document containing procedures relating to the function of SGA or any group under the supervision of SGA.
2. All Student Senate Resolutions must be sponsored by at least one (1) Student Senator or Ambassador.
3. Passage of a Student Senate Resolution shall go through the following steps:
 - a. Resolutions must be authored by a member of SGA.
 - b. Drafted resolutions must be sponsored by a Senator or Ambassador.
 - c. Once sponsored a resolution then must be reviewed by a Senator or Ambassador, other than the sponsor, to provide feedback related to clarity, grammar, spelling, credibility of sources, and formatting.
 - d. After being reviewed, it is recommended that the sponsor submits the draft resolution to the advisor to provide feedback related to clarity, grammar, spelling, credibility of sources, and formatting. This step shall not block the resolution from being passed.
 - e. After the review the final resolution must be sent to the Vice President at least forty-eight (48) hours prior to an upcoming Senate Business meeting to be assigned a resolution number and for inclusion to on the agenda.
 - f. After appropriate debate and vote on the floor of the Senate Business meeting, should the resolution pass, the Vice President shall sign the approved resolution. **If the Vice President declines or is unable to sign, the Chief of Staff or the Director of Integrity is authorized to sign the approved resolution in their stead.**
 - g. After receiving the ~~Vice President's~~ signature **as described above**, the resolution is forwarded to **the** President/Regent under the following guidelines:
 - i. If signed within five (5) business days of Student Senate passage, the proposed Student Senate Resolution becomes official.
 - ii. If a resolution which passes with less than a two-thirds (2/3) majority is not signed within five (5) business days of Student Senate passage, the President/Regent's act of not signing is considered an official veto and the resolution does not become official. In such a case, the following steps must be taken:
 1. The resolution is put on the agenda again for the next Student Senate meeting.
 2. The Student Senate shall again take up the resolution and with a two-thirds (2/3) majority vote needed to override the Presidential Veto. If this threshold is not met, the resolution fails.
 - iii. If a resolution which passes with at least a two-thirds (2/3) majority is not signed within five (5) business days of Student Senate passage, the President/Regent's act of not signing is considered an official veto but the resolution becomes official without the signature of the President/Regent. In

such a case, the Vice President should indicate so on the resolution.

Part 5: Commissions

1. In recognition that some work is best done with a degree of insulation from the Student Senate, there shall exist a number of Commissions. Those commissions are specified by these bylaws.

Chapter 1: First Year Leadership Commission (FYLC)

1. In recognition that the first year of an individual's undergraduate career is a unique time filled with intense development and experience, there shall exist a First Year Leadership Commission to provide developmental experiences and a pipeline into SGA for first year students.
2. To be appointed and to serve as a First Year Leadership Commissioner an individual must:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative grade point average.
 - c. Should ~~the~~ a first year student not have an established grade point average the lack of grade point average will be considered satisfactory until a grade point average is established.
 - d. Not be on academic or disciplinary probation with UNO
 - e. Be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court.
 - f. Have no more than 20 accumulated credit hours at time of appointment, excluding those earned while in high school.
3. ~~The S~~selection of commissioners shall be the duty of the Director of Leadership Development and subject to an executive memorandum.
4. Term of office for First Year Leadership Commissioners shall not exceed one (1) year beginning and ending at the installation of the new Student Senate.
5. The Director of Leadership Development shall be the chair of the First Year Leadership Commission, whose duties shall include, but not be limited to:
 - a. Planning and chairing commission meetings.
 - b. Instructing the commissioners about SGA and its rules.
 - c. All other duties required for the efficient operation of the First Year Leadership Commission.
6. The First Year Leadership Commission is charged with:
 - a. Selecting two (2) commissioners to serve as First Year Ambassadors to the Senate.
 - i. These Ambassadors shall retain their positions on the commission.
 - ii. Terms of First Year Ambassadors shall not exceed one (1) year starting at their selection and ending at the installation of the new Student Senate.
 - iii. In the case of a vacancy of a First Year Ambassador due to death, resignation, or removal, the commission shall select from the commission a new First Year Ambassador.
 - b. Fulfilling such other duties vested to them by these bylaws, the Student Senate, other governing documents, or the Director of Leadership Development.

7. Removal of a First Year Leadership Commissioner shall be governed by the removal policies contained in these bylaws.

Chapter 2: Student Activities Budget Commission (SABC)

1. Pursuant to the University of Nebraska Board of Regents Policy 5.9.1 and UNO policies, the Student Activities Budget Commission is a body made up of students, faculty, and staff to recommend to the Student Senate a budget for the Fund A portion of the University Program and Facilities Fee (UPFF).
2. The Student Activities Budget Commission shall be created each November and be dissolved when the Cognizant Chancellor of UNO approves the UPFF Fund A allocation for the following fiscal year.
3. The Student Activities Budget Commission shall be comprised of:
 - a. Three (3) Senators appointed by the Director of Finance and confirmed by a two-thirds (2/3) majority vote of the Student Senate.
 - b. Three (3) students-at-large appointed by the Director of Recruitment and confirmed by a two-thirds (2/3) majority vote of the Student Senate.
 - c. Three (3) students-at-large and (3) faculty or staff appointed by the SGA Advisor in accordance with the rules of SGA and the policies of the University of Nebraska Board of Regents and UNO.
 - d. The Director of Finance, who shall act as Chair, and shall not vote.
4. To be appointed and to serve as a Student Activities Budget Commissioner a student must:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative Grade Point Average.
 - c. Not be on academic or disciplinary probation with UNO.
 - d. Be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court.
5. No person responsible for the UPFF Fund A proposal of any organization outside of SGA may vote on resolutions related to the Student Activities Budget Commission.
6. Until the Student Activities Budget Commission has dissolved, Senators who have been appointed to the Student Activities Budget Commission shall retain the following rights:
 - a. To vote on the question of proposing an SGA budget to the Student Activities Budget Commission.
 - b. To make motions and to vote on amendments to the SGA budget request during meetings of the Student Activities Budget Commission.
7. Until the Student Activities Budget Commission has dissolved, Senators who have been appointed to the Student Activities Budget Commission shall not vote on the following questions:
 - a. The final approval of the SGA budget request during meetings of the Student Activities Budget Commission.
 - b. Resolutions of the Student Senate directly concerning the operations and activities of the Student Activities Budget Commission
8. Any section or amendments of sections of the Policy Index pertaining to the Student Activities Budget Commission must comply with Regents Policy 5.9.1.
9. Final budget proposals from the Student Activities Budget Commission shall be subject to a simple majority vote of the Student Senate. Should such proposals not receive a simple majority vote, the proposal shall return to the Student Activities Budget Commission to be re-evaluated.

10. Removal of a Student Activities Budget Commissioner shall be governed by the removal policies contained in these bylaws.

Chapter 3: ~~Traffic~~ **Parking** Appeals Commission (**TPAC**)

1. In recognition of the role that SGA has in the appeals of parking ~~and traffic~~ citations there shall exist a ~~Traffic~~ **Parking** Appeals Commission to hear and process appeals of student parking ~~and traffic~~ violations.
2. The ~~Traffic~~ **Parking** Appeals Commission shall be made up of a total of five (5) Commissioners who shall be appointed by the Director of Recruitment and confirmed by two-thirds (2/3) majority of the Senate.
3. To be appointed and to serve as a ~~Traffic~~ **Parking** Appeals Commissioner an individual must:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative Grade Point Average.
 - c. **Not be on academic or disciplinary probation with UNO.**
 - d. Be continuously enrolled in a minimum of six (6) credit hours, **with the option of a credit hour requirement appeal to the Student Court.**
4. Term of office for ~~Traffic~~ **Parking** Appeals Commissioners shall not exceed one (1) year ending at the installation of the new Student Senate or until their death, resignation, or removal from office. No individual shall serve more than three (3) terms in this position.
5. In the case of a vacancy of a position on the ~~Traffic~~ **Parking** Appeals Commission due to death, resignation, or removal, the Director of Recruitment shall appoint a new ~~Traffic~~ **Parking** Appeals Commissioner with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
6. Duties of ~~Traffic~~ **Parking** Appeals Commissioners shall include, but not be limited to, the following:
 - a. To exercise jurisdiction over and vote on all parking ticket contentions ~~and traffic~~ appeals by students who contest the validity of tickets issued by UNO Parking Services.
 - b. To be in communication with UNO Parking Services **and the Student Court Chief Justice** on a regular basis.
 - c. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
7. One ~~Traffic~~ **Parking** Appeals Commissioner will be selected as Chief Commissioner. This position shall be selected by the Commissioners at the first Commission meeting where a quorum is established and the position is vacant.
8. Additional duties of the Chief ~~Traffic~~ **Parking** Appeals Commissioner shall include, but not be limited to, the following:
 - a. To serve as the chairperson for ~~Traffic~~ **Parking** Appeals Commission meetings.
 - b. To plan a meeting schedule and meeting agendas for the Commission.
 - c. **To prepare meeting minutes or to designate another Parking Appeals Commissioner to take minutes.**
 - d. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
9. ~~Traffic~~ **Parking** Appeals Commissioners shall be subject to the following attendance policy:

- a. The accrual of three (3) attendance points is cause for automatic removal.
- b. One (1) missed Commission meeting is equivalent to one (1) attendance point.
- c. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.

10. Rulings from the Traffic **Parking** Appeals Commission may be appealed to the Student Court.
11. Removal of a Traffic **Parking** Appeals Commissioner shall be governed by the removal policies contained in these bylaws.

Chapter 4: Election Commission

1. In recognition of the importance of independent and objective elections, there shall exist an Election Commission to administer the elections of SGA.
2. The Election Commission shall be made up of at least five (5) but no more than nine (9) Commissioners who shall be appointed by the Director of Recruitment and confirmed by two-thirds (2/3) majority of the Senate.
3. To be appointed and to serve as an Election Commissioner an individual must:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative Grade Point Average.
 - c. **Not be on academic or disciplinary probation with UNO.**
 - d. Be continuously enrolled in a minimum of six (6) credit hours, **with the option of a credit hour requirement appeal to the Student Court.**
4. Term of office for Election Commissioners shall not exceed one (1) year ending at the installation of the new Student Senate or until their death, resignation, or removal from office. No individual shall serve more than three (3) terms in this position.
5. In the case of a vacancy of a position on the Election Commission due to death, resignation, or removal, the Director of Recruitment shall appoint a new Election Commissioner with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
6. The duties of the Election Commissioners shall include, but not be limited to, the following:
 - a. To work with the UNO administration in overseeing elections and candidates.
 - b. To establish the time, place, and ~~the manner(s)~~ of voting in accordance with **the SGA governing documents**~~these bylaws and the rules of SGA.~~
 - c. To hear and rule on grievances submitted by members of SGA when student candidates have been accused of violating election rules.
 - d. To review the election rules annually and propose changes to the Student Senate.
 - e. To distribute information on relevant election rules prior to opening applications for candidacy.
 - f. To review all candidate applications for violations of election rules.
 - g. To plan and execute an organized debate between all legitimate executive tickets appearing on the ballot at least two (2) weeks prior to the polls opening.
 - h. To work with the Director of Marketing to advertise the elections and the results.
 - i. Communicating all information via email, text, or other traceable communication channels.
 - j. To fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
7. One Election Commissioner will be selected as Chief Commissioner. This position shall be selected by the Commissioners at the first Commission meeting where a quorum is established and the position is vacant.
8. Additional duties of the Chief Election Commissioner shall include, but not be limited to, the

following:

- a. To serve as the chairperson for Election Commission meetings.
 - b. To plan a meeting schedule and meeting agendas for the Commission.
 - c. Ensure all grievance forms are accessible on the SGA website.
 - d. Ensure all hearings are advertised to the public at least 24 hours before they begin.
 - e. To record and make publicly available all proceedings, rulings, and minutes from each Commission meeting and grievance hearing.
9. Election Commissioners shall be subject to the following attendance policy:
 - a. The accrual of three (3) attendance points is cause for automatic removal.
 - b. One (1) missed Commission meeting is equivalent to one (1) attendance point.
 - c. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
10. Rulings from the Election Commission may be appealed to the Student Court.
11. The SGA ~~a~~Advisor must be included in all communications and present at all hearings.
12. Removal of an Election Commissioner shall be governed by the removal policies contained in these bylaws.

Part 6: Judicial Branch

Chapter 1: The Student Court

1. In recognition of the necessity for an impartial judicial body to promote accountability, fairness, and trust, there shall exist a Student Court to provide judicial oversight for the rest of SGA.
2. Requirements to be a Student Court Justice shall be the following:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative Grade Point Average.
 - c. **Not be on academic or disciplinary probation with UNO.**
 - d. Be continuously enrolled in a minimum of six (6) credit hours, **with the option of a credit hour requirement appeal to the Student Court.**
3. The Student Court shall be made up of a total of five (5) Justices who shall be appointed by the Director of Integrity and confirmed by two-thirds (2/3) majority of the Senate.
4. Term of office for Student Court Justices shall not exceed two (2) years ending at the installation of the new Student Senate following their second year or until their death, resignation, or removal from office. No individual shall serve more than three (3) terms in this position.
5. In the case of a vacancy of a position on the Student Court due to death, resignation, or removal, the Director of Appointments shall appoint a new Justice with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
6. The duties of a Student Court Justice shall include, but not be limited to, the following:
 - a. To provide a means of jurisprudence for the members SGA by:
 - i. Acting as the sole interpreter of these bylaws and any other document containing policies, rules, and/or procedures relating to the function of SGA or any group under the supervision of SGA.
 - ii. Reviewing of the activities of SGA or any group under the supervision of SGA for validity under these bylaws and any other document containing policies, rules, and/or procedures relating to the function of SGA or any group under the supervision of SGA.
 - iii. Hearing appeals of attendance points.
 - iv. Hearing appeals of the decisions of the Election Commission.
 - v. Hearing appeals of the decisions of the **Traffic Parking** Appeals Commission.
 - vi. Solving conflicts arising from the rules of SGA or groups under the control of SGA.
 - vii. Making decisions on any other matter brought to the court by SGA or UNO.
 - b. To meet at least once per month during the Fall and Spring semesters.
 - c. To rule on all items brought before the Student Court, without infringing on due process.
 - d. To recommend changes to the rules of SGA to the Student Senate.
 - e. Communicating all information via email, text, or other traceable communication channels.
 - f. To fulfill such other duties vested to them by these bylaws, the Student Senate, or other

governing documents.

7. A Chief Justice shall be selected by the Justices from among the Court's membership at the first Student Court meeting where a quorum is established and the position is vacant.
8. Additional duties of the Chief Justice shall include, but not be limited to, the following:
 - a. To serve as the chairperson for Student Court meetings.
 - b. To plan a meeting schedule and meeting agendas for the Court.
 - c. Ensure all reports of rulings from the court are sent to the Director of Integrity.
9. Student Court Justices shall be subject to the following attendance policy:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Student Court meeting is equivalent to one (1) attendance point.
 - c. Should an attendance point accrue, ~~due to an emergency situation or academic reason,~~ an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
 - i. The appealing Justice shall recuse themselves from the hearing on their own appeal.
10. All rulings from the Student Court are final and not subject to appeal.
11. The SGA Judicial Advisor must be included in all communication and present at all hearings.
12. Removal of a Student Court Justice shall be governed by the removal policies contained in these bylaws.

Chapter 2: Basic Principles of the Court

Article 1: Jurisprudence

1. Jurisprudence is a general statement that means a collected body of theory, philosophy, and reasoning as it pertains to the law.
2. Student Government Association has charged the Student Court to maintain its jurisprudence.

Article 2: Stare Decisis and Precedent

1. Stare Decisis (stair-ee de-sigh-sis) is Latin for “to stand by things decided” the legal principle that establishes the rule of precedent.
2. In the interest of fairness, **the** Student Court will observe the principle of Stare Decisis in its rulings as best as it is able.
3. ~~As such, Student Court, when it feels it can, will give precedent to previously decided rulings have when deciding subsequent cases.~~ **Accordingly, when appropriate, the Student Court will follow precedent established in previously decided cases when resolving subsequent matters. However, if a prior ruling is later determined to have been decided in error, the Court will acknowledge that error and is not obligated to continue applying that precedent.**

Article 3: Opinion of the Court

1. The Opinion of the Court is the official stance of the Student Court on an issue brought to it.
2. The opinion is based on the evidence, deliberation, and vote of the justices.

Article 4: All Rulings are Final

1. Pursuant to the Student Government Association Bylaws, similarly to the Supreme Court of the United States, Student Court is the highest court in Student Government Association.
2. As such, all decisions made are final.
3. Changes and clarification to Student Government Association policy can be made after the ruling to clarify rules and intent.
4. Decisions by the Court are final and not subject to appeal by any part of Student Government Association.

Article 5: The Court Speaks as One

1. Similar to the way that the Student Senate makes decisions as a unit, the Student Court also speaks as one body.
2. Any decision that is made by the group, is the single, official opinion of the court.
3. The Court recognizes that it is normal for there to be disagreement within the group, and that dissent can be noted in the report documenting the ruling and it is okay for individual justices to have their own opinions.
4. If a Justice is asked for an opinion, the Justice must specify that their opinion is that Justice’s own individual opinion and not the opinion of the Court.

Article 6: ~~Policy not Right and Wrong~~ **Review of Policy Merit**

1. As the interpreters of policy, it is the job of Student Court to determine if policy is violated.
2. **It is not within the purview of the Student Court to determine whether a policy is right or wrong.** ~~It is not the job of the Student Court to determine if a policy is right or wrong.~~
3. **Personal disagreement of a policy does not absolve a Justice of the obligation to uphold its enforcement.** ~~A Justice may not agree with a policy, but they must uphold it.~~

Article 7: Expert Reference

1. Student Court recognizes that sometimes the Justices may feel they may be missing some information to make a decision.

- b. Inform the Chief Justice and Advisor of the conflict

Part 7: Agencies

1. In recognition that some work is best done with more autonomy from SGA, there shall exist organizations which shall enjoy a greater level of autonomy from the Student Senate.
2. Furthermore, SGA recognizes that the student experience at the University of Nebraska at Omaha benefits from the student-led provision of advocacy, services, and resources, especially for students from underserved communities and historically marginalized identities.
3. These organizations shall be referred to as Agencies of SGA.
4. These agencies are still subject to the rules of SGA.
5. Agencies shall operate with the sanction of and on behalf of SGA to serve the diverse needs and interests of the UNO student body.
6. All resources, services, and programs provided by the agencies shall be available to every member of the UNO student body.

Chapter 1: Operations

1. Agencies ~~operate under the direct care and control of the SGA, while shall operate~~ing semi-autonomously from SGA, and ~~independently to~~ determine their programming goals and activities while accepting appropriate ~~with~~ oversight from the Student Senate and SGA Executive Committee.
2. Agencies shall submit a requested budget to the Student Senate annually as a part of the Student Activities Budget Commission process. The contents of and procedure for Agency budget requests shall be governed in the Policy Index of SGA.
3. Agencies shall hold the right to request additional funds from particular line items of the SGA budget via a resolution of the Student Senate. These line items shall be defined in the Policy Index of SGA.
4. Agencies shall hold the right to request additional funds from the Reserves of SGA via a resolution of the Student Senate. Such requests shall be governed by the Financial Policy of the Policy Index of SGA.
5. Agencies shall work with the Director of Diversity, Equity, Inclusion, and Accessibility in carrying out their duties specified by the SGA governing documents, the duties specified in their governing documents, and their determined goals.
6. Agencies shall be led by a ~~SGA~~Senate-appointed and HR/Student Employment Office confirmed Director or Co-Directors, who shall appoint a ~~Board~~ Council each year to assist them in their work. The title of Director or Co-Director may only be conferred by action of the Student Senate to ensure clarity of authority and organizational structure. No Agency Councilmember shall be referred to as Assistant Director, Vice Director, President, Vice President, or any other title that implies authority equal to or above the level of Director. Agency Councilmembers shall be referred to as Coordinators, for example, Programming Coordinator, or directly by their functional position title, for example, Secretary or Treasurer. Directors, Co-Directors, and ~~Board~~ Councilmembers may be subject to the Limitation Article of these Bylaws.
 - a. To be appointed by an Agency Director to serve as an Agency Councilmember an individual must:
 - i. Be a member of SGA.
 - ii. Maintain a 2.0 cumulative grade point average, with the option of a credit hour requirement appeal to the Student Court.
 - iii. Not be on academic or disciplinary probation with UNO.
 - iv. Be continuously enrolled in a minimum of six (6) credit hours during the fall and spring semesters, with the option of a credit hour requirement appeal to the Student Court.

7. Agency Councilmembers shall be subject to the following attendance policy:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Agency Council meeting is equivalent to one (1) attendance point.
 - c. One (1) missed Agency event is equivalent to one (1) attendance point without prior notification to the Agency Director(s).
 - d. Should an attendance point accrue, an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.
8. Terms of Agency Councilmembers shall not exceed one (1) year. Each term shall begin in August and conclude June 30th, or upon the member's death, resignation, removal from office, or the installation of their successor, whichever occurs first. Individuals can re-apply but serve no more than three (3) terms as an undergraduate Councilmember and no more than three (3) terms as a graduate Councilmember.
9. Upon appointment and confirmation of a new Agency Director, the Director or Co-Directors shall conduct interviews for all Agency Councilmember positions and shall select Councilmembers to serve during the Director's term. Prior service on the Council does not guarantee reappointment.
10. Agency Directors and Co-Directors shall serve as ex-officio members of the Agency Council by virtue of their position. If a Director or Co-Director is not re-hired or is removed from their position, they shall not retain membership on the Agency Council by default. Any former Director or Co-Director may be considered for Council membership only through the standard interview and selection process conducted by the confirmed Agency Director.

Chapter 2: Establishment and Dissolution

1. Establishment and dissolution of agencies shall be done by Student Senate resolution which shall require a two-thirds (2/3) majority vote of the Student Senate.

Chapter 3: Agency Directors

- a. Agencies shall be led by a Director or ~~a number of two~~ Co-Directors, who facilitate the day-to-day operations of their respective agencies, including hosting office hours, creating programming open to all students, preparing an annual budget proposal for the SGA Senate, and ensuring an agency's compliance with SGA, Agency, and University procedures and guidelines.
2. To be appointed and to serve as an Agency Director an individual must:
 - a. Be a member of SGA.
 - b. Maintain a 2.0 cumulative grade point average.
 - c. Not be on academic or disciplinary probation with UNO.
 - d. Be continuously enrolled in a minimum of six (6) credit hours during the fall and spring semesters, with the option of a credit hour requirement appeal to the Student Court.
 - e. Be approved by the Human Resources, Student Employment, and Student Leadership and Involvement Offices to start work in any paid capacity.

3. ~~Agency Directors are chosen via an annual competitive interview process with a Search Committee chaired by the SGA Advisor and its student members selected by the SGA Executive Committee. Agencies shall, with the option of consulting with their Advisor, select a Director or Co-Directors to lead the Agency. The Director of Recruitment shall assist the Agencies with filling vacancies, but should defer to the preferred candidate chosen by each Agency. In the event that there is no preferred candidate, the Director of Recruitment shall appoint an individual to fill the vacancy.~~
4. Directors or Co-Directors of an Agency shall be confirmed by two-thirds (2/3) majority of the Senate. ~~Directors may be appointed interim by executive memorandum, but appointments must be confirmed by the Student Senate at the soonest opportunity.~~
5. Term of office for a Director of an Agency shall not exceed one (1) year beginning and ending at the installation of the new Student Senate or until their death, resignation, removal from office, or their successor's appointment.
6. Duties of Agency Directors shall include, but not be limited to, the following:
 - a. To serve a ~~maximum~~ ~~minimum~~ of ten (10) ~~work~~ office hours per week during the Fall and Spring semesters and ~~up to~~ six (6) ~~work~~ office hours per week during the summer sessions.
 - i. ~~This~~ ~~These hours~~ may be split should an Agency be led by Co-Directors.
 - ii. ~~However, at least some of the hours spent working each week must be office hours, where students can meet with Agency Directors. If students are not present, Agency Directors are expected to work on other agency related items during that time.~~
 - b. To provide resources and programs to be utilized by ~~the broad-based student population of UNO in alignment with the agency's mission~~ ~~UNO students~~.
 - c. To regularly communicate ~~and meet~~ with the Director of Diversity, Equity ~~and~~, Inclusion, and Accessibility and the SGA Advisor in ~~scheduled meetings~~.
 - d. To form ~~an agency leadership council board~~, comprised of members of SGA.
 - e. ~~Chair monthly Agency Council meetings and upload minutes and all other operational documents to the designated SharePoint.~~
 - f. ~~Submit monthly reports summarizing updates, successes, and challenges to the SGA Vice President.~~
 - g. To ~~prepare~~ ~~present~~ an update on the priorities, needs, and state of their Agency ~~for during t~~ he State of SGA address. ~~The specific format of how the update is presented is up to the Student Regent's directive.~~
 - h. To ~~draft, and propose, and submit~~ an annual ~~agency~~ budget to the Student Senate as part of the Student Activities Budget Commission process on behalf of their Agency. ~~Agency Director(s) are required to be present during Senate reviews of these budget requests to answer questions.~~
 - i. ~~If the Agency Director(s) cannot attend, they are required to send an alternate from their Agency Council.~~
 - i. Utilize the approved student engagement platform (e.g. MavSYNC), to maintain accurate agency rosters, submit events, and upload purchase requests.
 - j. Maintain an active Agency presence on social media that reflects the values of SGA.
 - i. ~~Messaging must represent the agency as a part of SGA and not reflect personal beliefs.~~
 - k. ~~Respond to all SGA communications within two business days, unless there is an extenuating circumstance excused by the Director of DEIA and SGA Advisor.~~

- l. To recommend changes to the rules of SGA as they relate to Agencies.
 - m. Oversee agency data tracking and assessment, including event attendance, program impact, and Councilmember retention trends.
 - n. Regularly submit their student worker timecard and SGA Agency Worklog and complete semesterly performance reviews.
 - o. Support leadership transition by providing necessary documents, reports, and guidance to ensure agency continuity.
 - p. To fulfill such other duties vested to them by these bylaws, the Student Senate, the SGA Advisor, or other governing documents.
7. Agency Directors are expected to attend or host: (1) at least monthly Agency Council meetings, (2) weekly office hours, (3) at least two programming activities during the Fall and Spring semester, and (4) any trainings/meetings required by SGA and/or Student Leadership and Involvement. shall be subject to the following attendance policy:
- a. ~~The accrualment of four(4) attendance points is cause for automatic removal.~~
 - b. ~~Should violation of this attendance policy occur due to an emergency situation or academic reason, an Agency Director may request an exemption from the Student Court within thirty (30) calendar days of the violation.~~
 - c. ~~Two (2) missed meetings of any committee in which an Agency Director's presence is requested is equivalent to one (1) attendance point.~~
 - d. ~~Failure to serve the required number of office hours shall be equivalent to one (1) attendance point.~~
8. Removal of an Agency Director shall be governed by the removal policies contained in ~~these bylaws~~ the SGA Governing Documents and by UNO Human Resource and Student Employment Guidelines.

Part 8: University of Nebraska Board of Regents Mandated Organizations Connected to SGA

1. The University of Nebraska Board of Regents has established the following officially-sanctioned student-led organizations at the University of Nebraska at Omaha which may utilize University Programs and Facilities Fee monies through the Student Activities Budget Commission (SABC) process:
 - a. SGA, the student government
 - b. Maverick Productions, the student programming board
 - c. The Gateway, the student newspaper
2. SGA has been tasked with administering the SABC process each academic year, and shall include itself and its Agencies, as well as Maverick Productions and The Gateway, in this process.
3. Each of the three mandated organizations shall maintain its own finances, and may maintain reserve funds.
4. SGA shall not govern the activities of the mandated organizations, except as specified in its governing documents and those of the Board of Regents.
5. Each of the three mandated organizations shall be free to determine their relationship to the others.

Part 9: Student Government Funds

Chapter 1: Purpose

1. SGA has determined that it is in the interests of the student body to maintain a budget of its own, independent of its Agencies and the other Board of Regents-mandated organizations.
2. These funds shall be utilized to serve and/or advance the interests and needs of students and SGA.

Chapter 2: Use of the Funds

1. Funds requested during the SABC process shall include but are not limited to line items specifying allocations for contingency funds, programming, and operations.
2. Except as otherwise specified in its governing documents, utilization of any SGA funds shall be administered by the Director of Finance.
3. Any unspent funds at the end of each Senate cycle shall be placed in the SGA Reserve Fund.

Clause 3: Reserve Fund (Reserves)

1. SGA shall maintain a reserve container of UPPF-Fund A fees not utilized by SGA or its agencies.
2. SGA shall maintain procedures for the usage of funds from this container in the Policy Index of SGA.

Part 10: Elections

1. In order to democratically choose those elected members of SGA, a regular election process shall take place annually during the Spring Semester.
2. Special elections can be called by the Election Commission if they deem it necessary.
3. The Election Commission is empowered to administer all elections in accordance with the rules of SGA and the rules and policies of the University of Nebraska Board of Regents.

Part 11: Limitations on Service

1. Due to potential conflicts of interest (financial or otherwise), no person shall hold more than one of the following positions at the same time:
 - a. Student Senator.
 - b. Senate Affiliate.
 - c. President/Regent.
 - d. Vice President.
 - e. Chief of Staff.
 - f. Director of Integrity.
 - g. Director of Recruitment.
 - h. Director of Administration.
 - i. Director of Diversity, Equity and, Inclusion, and Accessibility.
 - j. Director of Marketing.
 - k. Director of Finance.
 - l. Director of Leadership Development.
 - m. Coordinator or Manager.
 - n. First Year Leadership Commissioner (may hold an ambassador position).
 - o. Student Court Justice.
 - p. Student Court Clerk.
 - q. Election Commissioner.
 - r. Traffic Parking Appeals Commissioner.
 - s. Agency Director or Co-Director.
 - t. Agency Board Member responsible for budgets, SABC preparation, and/or expenditures (ex: Agency Treasurer).
 - u. Executive Board member Maverick Productions, the UNO student programming board.
 - v. Staff member of The Gateway, the UNO student newspaper.
 - w. Senate Ambassador.
 - i. Senate Ambassadors may remain members of their parent organization, but shall not hold any executive or officer role within their parent organization.
2. In circumstances wherein UPFF Fund-A sponsored organizations establish positions not yet covered above, the Student Court will have the authority to establish limits on involvement in SGA on said positions until such time that these bylaws can be updated.
3. No person serving on the Student Court or the Election Commission may run for an elected position within SGA. If a Student Court Justice or an Election Commissioner wishes to run for an elected office, they must resign their position at least four (4) months prior to filing an application for candidacy.
4. ~~The Director of Recruitment must resign the position before the appointment of any Election Commissioners in order to be eligible for election.~~ The Director of Recruitment may remain in their position while seeking elected office, provided they are fully recused from any involvement in the recruitment, selection, appointment, or oversight of Election Commissioners and from any election-related administration. Responsibility for identifying and appointing Election Commissioners shall be assigned to an individual who is not seeking elected office in order to preserve the integrity of the election process and be confirmed by the Senate with a 2/3 majority.

5. ~~The Director of Marketing must resign their position before filing an application for candidacy~~ The Director of Marketing may remain in their position while seeking elected office, provided that all candidates and tickets are promoted in a neutral, equitable, and non-preferential manner. Resignation is not required solely upon filing for candidacy so long as the Director performs all election-related promotional duties impartially.
6. Election or appointment of a member holding another office at the time of election or appointment shall not be construed as violating the previous clauses provided, they resign from the former position within five (5) business days.

7. Notwithstanding anything to the contrary above, no member of the administration, full-time faculty, or full-time staff of UNO or the University of Nebraska system shall serve as an Agent of SGA.
8. To prevent conflicts of interest, both real and perceived, no appointment may be granted to an immediate family member (including siblings or stepsiblings) of the SGA individual responsible for an appointment.
9. Unless otherwise restricted, individuals removed from a role are free re-enter in the same or different role.

Part 12: Removal

Chapter 1: Automatic Removal Due to Ineligibility to Serve

1. Any person serving in a position within SGA will be automatically removed from office for failure to meet and maintain current SGA, UNO, or University of Nebraska Board of Regents eligibility requirements as provided in these or other official document governing membership. Removal of this nature does not necessitate Articles of Impeachment or an Impeachment Trial.

Chapter 2: Automatic Removal Due to Failure to Attend

1. Any person serving in a position within SGA will be automatically removed from their office for failure to meet and maintain current attendance requirements as provided in these bylaws or any other official document governing attendance. Removal of this nature does not necessitate Articles of Impeachment or an Impeachment Trial.

Chapter 3: Removal by Resolution of No Confidence

1. The Student Senate may remove someone from office by the adoption of a resolution containing a call of no confidence.
2. The resolution must identify the instances of nonfeasance and/or malfeasance which serve as cause(s) for removal.
3. Such resolutions must be adopted by a two-thirds (2/3) majority vote during a Student Senate Business meeting.
4. The individual is immediately removed from their office upon adoption of the resolution.
5. The following roles are subject to this manner of removal:
 - a. Senate Ambassadors.
 - b. Senate Affiliates.
 - c. Director of Integrity.
 - d. Director of Recruitment.
 - e. Director of Administration.
 - f. Director of Diversity, Equity and, Inclusion, and Accessibility.
 - g. Director of Marketing.
 - h. Director of Finance.
 - i. Director of Leadership Development.

- j. **Coordinator or Manager.**
- k. First Year Leadership Commissioner.
- l. Election Commissioners.
- m. ~~Traffic~~ **Parking** Appeals Commissioners.
- n. Agency **Councilmembers** ~~Directors or Co-Directors.~~

6. Removal in this manner is subject to appeal by the Student Court.

Chapter 4: Removal by Impeachment

1. ~~The~~ All leadership roles in the Student Government Association whether elected or appointed, to include, but not limited to the President/Regent, Vice President, Chief of Staff, Executive Committee members, Student Senators, Agency Council members, Commissioners, and Student Court Justices/Clerks may be removed from office by conviction of malfeasance and/or nonfeasance in office as a result of an impeachment and subsequent trial.
 - a. The only exception is the removal of any paid positions; to include but not limited to Agency Directors, whose removal must be in compliance with practices from UNO Human Resource and Student Employment policies.
2. Impeachments may be initiated by the adoption of a Student Senate resolution containing a call for impeachment.
3. The resolution must identify the instances of nonfeasance and/or malfeasance which serve as cause(s) for removal.
4. The resolution must be adopted by a two-thirds (2/3) majority vote of the Student Senate to advance to the Impeachment Trial phase.
5. Approval of Articles of Impeachment does not constitute immediate removal from office, as only a conviction by an Impeachment Trial forces removal from office.
6. So as to schedule a trial promptly, within five (5) business of adoption of the resolution containing the call for impeachment, must be provided to:
 - a. The Student Court in the case of the Impeachment of the President/Regent, Vice President, or a Student Senator.
 - b. The Impeachment Tribunal in the case of Impeachment of a Student Court Justice.
7. Removal in this manner is not subject to appeal by the Student Court.

Article 1: Impeachment Trials of President/Regent, Vice President, Chief of Staff, Executive Committee members, ~~Student Senators,~~ Agency Councilmembers, Commissioners, and Student Senators:

1. Upon adoption of the resolution containing calls for impeachment the Student Court shall conduct a trial of the impeached officer on the grounds specified in the resolution.
2. This trial must be held within (30) calendar days of receiving the adopted resolution.
3. All Student Court Justices and the SGA Judicial Advisor must be present for the trial, and the Chief Justice shall chair.
4. Conviction by a simple majority vote of all Student Court Justices will result in the impeached officer being immediately removed from office.
5. Individuals having been convicted in an impeachment trial shall be ineligible to assume any of the following offices:
 - a. President/Regent

- b. Vice President
- c. Chief of Staff
- d. Director of Integrity
- e. Director of Recruitment
- f. Director of Administration
- g. Director of Diversity, Equity, Inclusion, and Accessibility
- h. Director of Marketing

- i. Director of Finance
- j. Director of Leadership Development
- k. Coordinator **or Manager**
- l. Senator
- m. Student Court Justice
- n. Student Court Clerk
- o. ~~Traffic~~ **Parking** Appeals Commissioner
- p. Student Activities Budget Commissioner
- q. Election Commissioner
- r. Agency Director **or Agency Councilmember**

Article 2: Impeachment Trials of Student Court Justices or Clerks:

1. Upon adoption by the resolution containing calls of impeachment, an Impeachment Tribunal shall conduct a trial of the impeached officer on the grounds specified in the resolution.
2. The Impeachment Tribunal shall consist of:
 - a. President/Regent **or Vice President**
 - ~~b. Vice President~~
 - c. Chief of Staff
 - d. Rules Committee Chair
 - ~~e. Budget Committee Chair~~
 - ~~f. Outreach Committee Chair~~
 - ~~g. Civic Engagement Committee Chair~~
 - h. Diversity, Equity, Inclusion, and Accessibility Chair
 - i. The Director of Integrity
3. This trial must be held at most (30) calendar days of receiving the adopted resolution.
4. ~~The Director of Integrity shall chair the trial and shall not vote~~ **The Director of Integrity, who shall act as Chair, and shall not vote.**
5. **The SGA Judicial Advisor must be present for the trial and shall not vote.**
6. Conviction by a simple majority vote of all members of the tribunal will result in the impeached Justice being immediately removed from office.
7. Individuals having been convicted in an impeachment trial shall be ineligible to assume any of the following offices:
 - a. President/Regent
 - b. Vice President
 - c. Chief of Staff
 - d. Director of Integrity
 - e. Director of Recruitment
 - f. Director of Administration
 - g. Director of Diversity, Equity, Inclusion, and Accessibility
 - h. Director of Marketing
 - i. Director of Finance
 - j. Director of Leadership Development

- k. Coordinator **or Manager**
- l. Senator
- m. Student Court Justice
- n. Student Court Clerk
- o. Traffic **Parking** Appeals Commissioner

- p. Student Activities Budget Commissioner
- q. Election Commissioner
- r. Agency Director or Agency Councilmember

Chapter 5: Removal By Recall

1. Senate Ambassadors may be removed by recall at any time by the decision of their parent organization.
2. Removal shall be initiated by a vote of the board or other official collective decision-making body of the Ambassador's parent organization.
 - a. This vote shall take place during an official meeting of the organization.
 - b. A two-thirds (2/3) majority vote shall be required to initiate removal.
3. Following a successful vote to remove by recall, the parent organization shall notify the SGA Vice President and Director of Administration of their decision and include the time, date, and the final count of the vote.
4. The SGA Vice President shall verify this decision with the senior executive of the parent organization and their advisor.
5. Once written verification has been received, the Vice President shall notify the removed Ambassador of their parent organization's decision, and the Director of Administration shall remove their name from the SGA Roster.
6. Removal in this way is not subject to Senate approval.
7. Removal in this way may not be appealed to the Student Court.
8. Removal in this way shall not result in the individual's removal from their parent organization.

Part 13: Amendments

1. The Student Senate shall adopt, amend, and revise, as deemed necessary, these bylaws, which shall provide for the proper and efficient operation and administration of SGA.
2. An amendment to these bylaws must follow the following process:
 - a. A public open forum will be held before a Senate vote to allow public comment on the proposed bylaw changes and gather feedback from constituents.
 - i. Notification of potential changes and the forum should be advertised via campus media at least two (2) times within three (3) weeks prior to the date of the forum.
 - ii. The text of each proposed amendment shall be made available to the public upon request.
 - iii. A courtesy notice of the proposed bylaw changes must be provided to the UNO Chancellor and the President of the University of Nebraska. This notice must include information on when the public open forum will occur and when a Senate vote will tentatively take place.
 - b. After the public open forum, any amendment to these bylaws must be proposed in a Student Senate resolution and adopted by a two-thirds (2/3) majority vote of the Student Senate.
 - c. The signed and approved resolution, along with clean and redlined copies of the bylaws, will be sent to the University of Nebraska Legal Counsel for a final review.
 - i. Changes provided by the University of Nebraska Legal Counsel may be incorporated into the amended bylaws by the Executive Committee.
 - d. After the incorporation of any required changes provided by Legal Counsel, the signed resolution as well as clean and redlined copies of the bylaws, must be approved by the cognizant Chancellor of UNO for approval.
 - e. After approval by the cognizant Chancellor, the signed resolution as well as clean and redlined copies of the bylaws must be sent to the University of Nebraska Board of Regents Corporation Secretary to be added onto the agenda for the next upcoming University of Nebraska Board of Regents meeting scheduled as a notification item. Any amendments to these bylaws shall not become binding until they are filed with the Corporation Secretary.
 - f. After being sent to the Corporation Secretary, a final clean copy of the bylaws should be sent to the UNO Chancellor, notifying them of the completed cycle and that these revisions will be on the upcoming University of Nebraska Board of Regents meeting agenda as a notification item.

Glossary of Terms

Key: (v.): verb (n.): noun (adj.): adjective

Absent (v.):	When a voting member is not present.
Abstain (v.):	To refrain from or otherwise not when one would otherwise be able to vote.
Advisor (n.):	A member of the UNO faculty or staff who has been officially charged by UNO with the advisement of SGA.
Agent of SGA (n.):	A member of SGA having been elected, appointed, or otherwise holding some office and having the authority to act on behalf of the organization.
Appeal (n.):	The official requests a change to an official decision.
Appeal (v.):	To request a change to an official decision.
Appoint (v.):	To name officially.
Attendance (n.):	The act of being present.
Automatic Removal (n.):	Process to remove someone from office for failure to meet and maintain current eligibility requirements or attendance requirements.
Business day (n.):	Any day on which UNO offices are open.
Bylaws (n.):	Rules adopted by an organization chiefly for the government of its members and the regulation of its affairs.
Chair, Chairperson (n.):	The presiding officer of a meeting
Chief Commissioner (n.):	The head of a commission.
Clemency (n.):	A pardon for nonfeasance
Commission (n.):	A group of people directed to perform a duty or set of duties
Commissioner (n.):	A member of a commission
Committee (n.):	A body of persons delegated to consider, investigate, take action on, or report on some matter or matters.

Disciplinary Action (n.):	Formal action taken against a member in response to nonfeasance or malfeasance.
Discipline (n.):	An intervention taken to correct or improve behavior.
Discipline (v.):	To subject someone to discipline.
Executive Memorandum (n.):	A written act of the President/Regent.
Grievance (n.):	The formal expression of a complaint.
Impeach (v.):	To charge someone with malfeasance or nonfeasance.
Impeachment (n.):	The process of formally bringing charges against someone.
Jurisprudence (n.):	The collective body of judicial decisions and the philosophy and reasoning of them.
Justice (n.):	An official authorized to decide questions brought before a court.
Liaison (n.):	One who establishes and maintains mutual understanding and communication.
Malfeasance (v.):	The commission of a wrongful act in office. Wrongful act shall mean a serious criminal offense, a violation of the Student Code of Conduct, or a transgression constituting malfeasance under the rules of SGA.
Meeting (n.):	An assembly for a common purpose.
Member (n.):	A UNO student and member of SGA
Nonfeasance (v.):	The failure to perform official duties and responsibilities.
Office Hours (n.):	An amount of time, outside of any required meetings, in which officials are to make themselves available for members, to work on items relating to SGA, and to be present in the SGA offices.
Open Forum (n.):	A time set aside for open discussions and external speakers.
Organ (n.):	A sub-body of the greater organization.
Parliamentarian (n.):	An expert in the rules and usages of a deliberative assembly.
Policy Index (n.):	Collection of documented rules, adopted by Student Government, to govern its operations and affairs, differing to the bylaws and such documents deemed of a higher order.

Position (n.):	A social or official rank, role, or status.
Present (adj.):	In attendance, not elsewhere.
Present and voting (n.):	The members of an assembly hearing business and voting on said business.
Public Forum (n.):	A time set aside for open discussions and external speakers.
Quorum (n.):	The number of members needed to transact business.
Remove (v.):	To dismiss someone from a role.
Redlined (adj.):	Showing all changes made to a document, including all added text, removed text, and formatting adjustments.
Senate Cycle (n.):	The yearly cycle beginning and ending with new Senators taking office.
Secretary (n.):	Someone who is charged with clerical duties of a body such as taking minutes
Simple majority (n.):	More than fifty percent (50%) of the votes cast by members present and eligible to vote, excluding abstentions.
Student Body (n.):	The collective membership of all students at of the University of Nebraska at Omaha.
Student-at-Large (n.):	A member not serving in any particular office or otherwise elected to SGA – a non-Agent member of SGA.
Sub-body (n.):	An organizational unit created or otherwise chartered by SGA and subordinate to all SGA governing documents.
Two-Thirds Majority (n.):	At least two-thirds (2/3) of the votes cast by members present and eligible to vote, excluding abstentions. A two-thirds majority is equivalent to 66.67% of the votes cast.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Executive Committee

August 13, 2026

AGENDA ITEM: Report on the University of Nebraska System Strategic Plan: Odyssey to Extraordinary Foundational Pillars and Strategic Priorities Update

☒ Review ☐ Review + Action ☐ Action ☐ Discussion

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

PRESENTERS: Dr. Jeffrey P. Gold, President

PURPOSE & KEY POINTS

The University of Nebraska System continues its comprehensive strategic planning process to guide its Odyssey from Excellent to Extraordinary. This report provides an annual update on the plan's five Foundational Pillars and the 15 Strategic Priorities aligned with those pillars.

BACKGROUND INFORMATION

The Board received an initial strategic planning update in February 2025 identifying the five Foundational Pillars and received a subsequent pillars and strategies indicators update in April 2026.

UNIVERSITY OF NEBRASKA SYSTEM

ODYSSEY TO EXTRAORDINARY

FOUNDATIONAL PILLARS & STRATEGIC PRIORITIES

▶▶▶
AUGUST 2026

We lead the world in transforming lives and communities to an extraordinary future through our enduring commitment to creating and sharing knowledge, inspiring and nurturing discovery and through forging and sustaining relationships built upon trust.

We do this as a University community by building upon our legacy of excellence and our commitment to a future of the extraordinary.

EXTRAORDINARY TEACHING & LEARNING:

Establish the University of Nebraska System and its educational programs as the most extraordinary learner-centered university with nationally recognized programs and top tier faculty and staff.

Inspiring All Learners: Themes for this strategy include inspiring all learners with multidisciplinary experiential learning/internships, clear paths to graduation, and rethinking ways to create unique and personalized opportunities that create distinctive learning environments that create true student success.

Transforming the Learning Environment: Themes for this strategy include optimizing the most advanced technology to support the learning environment and experiences, enhancing customized student support services, and supporting facility innovation to enhance outcomes across the academic spectrum with focus on key high enrollment and “bottleneck” pipeline courses and programs.

Curriculum Innovation and Multicampus Alignment: Themes for this strategy include reimagining curriculum, pedagogy and assessment strategies (e.g. competency-based curriculum), non-curricular opportunities, high technology skills and incorporating unique workforce readiness into all academic programs.

Supporting Faculty Success: Themes for this strategy include stimulating innovation by supporting educators, reinforcing our culture of extraordinary scholarship based upon learning excellence, and implementing new and transformative teaching and learning strategies.

EXTRAORDINARY RESEARCH & CREATIVE ACTIVITY:

Establish the University of Nebraska System research and creative activity scope and prominence as widely recognized for extraordinary societal impact as a top tier institution.

Building a Highly Impactful Research Identity: Themes for this strategy include supporting the growth of the five specific top-tier, highly impactful federally funded research programs, including the research areas of Human Performance, National Security, Agriculture and the Bioeconomy, Health & Wellness and Advanced Technology, and cultivating the scholarship of creative activity and the arts.

Internal Programmatic Infrastructure Growth and Alignment: Themes for this strategy include providing an integrated infrastructure that supports research and innovation (including personnel, facilities and advanced technology), setting measurable goals, creating cross-campus/integrated research collaborations, and creating avenues to foster talent and attract top-tier researchers.

External Collaboration, Recognition and Alignment: Themes for this strategy include building sustainable programs between the public, private, government and philanthropic sectors and NU, supporting pathways for accelerating innovation, technology transfer and commercialization, building frameworks across campuses, disciplines and external organizations.

EXTRAORDINARY PARTNERSHIPS & ENGAGEMENT:

Establish the University of Nebraska System and our engagement partners as having the highest-quality and impact that are recognized for extraordinary rural and urban outcomes.

University Collaboration and Internal Alignment: Themes for this strategy include supporting sustainable collaborations and partnerships across all campuses and disciplines within the educational, research and service missions, using policy, technology, finances and incentives to eliminate silos and bridge existing and future gaps.

Partnerships Across Nebraska and Beyond: Themes for this strategy include fostering multi-state, national and global partnerships that allow NU to create and grow future mission driven opportunities for students, faculty, staff and alumni that provide positive community and educational impacts by forging agricultural, health care, military, public, educational sectors, philanthropic, and business collaborations that lead to overall quality of life and economic development improvements for all populations within the state and beyond.

Connecting Nebraska Through Engagement: Themes for this strategy include benefiting all Nebraskans by translating university expertise into programs that strengthen communities, prepare the workforce of the future, support economic growth and vitality, and advance innovation. These include efforts reflecting our Land Grant mission such as Nebraska Extension's statewide county-based network, the Buffett Cancer Center's statewide programming and our statewide technology transfer partnerships.

EXTRAORDINARY CULTURE & ENVIRONMENT:

Establish the University of Nebraska System campuses, across all their missions, as having an extraordinarily vibrant and engaging culture in environments that are safe, welcoming.

Defining a People-Centric Culture, Workplace and Experience: Themes for this strategy include creating a unified, defined and distinctive culture across our 500-mile-wide NU campuses and our myriad

of statewide partnership sites. The themes focused on arts and culture, athletics, team based workspaces, engagement, belonging, communication, and technology in thriving campus student and employee communities.

Campus Safety, Health and Wellness: Themes for this strategy include creating a shared responsibility for, continuously strengthening of our integrated system wide engagement and truly world class student experience. This includes health and wellness programs, campus recreation opportunities, as well as campus safety plans that focus on prevention, early awareness, communications, management and recovery.

EXTRAORDINARY STEWARDSHIP & EFFECTIVENESS:

Establish the University of Nebraska System as an extraordinarily effective, efficient, and sustainable organization for planning and implementation of all mission-driven goals.

Creating Sustainable Effectiveness and Efficiency: Themes for this strategy include creating value by identification and evaluation of structures, systems, processes, and areas that are redundant or inefficient, raising an awareness of these issues, then eliminating redundancy and inefficiency where possible across the system.

Strengthening Data Informed Strategic Decisions: Themes for this strategy include using data and proactive communication to support decision-making to align financial, facility and human resources with strategic academic priorities and by eliminating unnecessary campus and program silos and redundancy to streamline and improve efficiency.

Enhancing Fiscal Responsibility and Stewardship: Themes for this strategy include maximizing the impact of state, university, and philanthropic resources through responsible stewardship, sustainability, transparent reporting of outcomes, and performance-based budget models that advance access, affordability, productivity, and academic excellence.

Lincoln, Nebraska
June 29, 2026

SPECIAL 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 Special meeting held by the Board of Regents of the University of Nebraska on June 29, 2026 at 9:00 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 special 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 111).

The nature of the business for this special meeting was to review and vote on Amended Articles and Bylaws for Nebraska Medicine as a condition to the closing on June 30, 2026.

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 June 24, 2026.

Regents present:

Timothy Clare (joined via teleconference)
Paul Kenney, Chair (joined via teleconference)
Joel Makovicka (joined via teleconference)
Robert Schafer (joined via teleconference)
Jim Scheer, Vice Chair (joined via teleconference)
Jack Stark (joined via teleconference)
Barbara Weitz (joined via teleconference)
Kathy Wilmot (joined via teleconference)
Paige Oltmans, University of Nebraska-Kearney (joined via teleconference)
Kurt Schneider, University of Nebraska-Lincoln
Aditi Rai, University of Nebraska-Omaha (joined via teleconference)

Regents not present:

Allie Daro, University of Nebraska Medical Center

University officials present:

Jeffrey P. Gold, President
Katie Hoffman, Corporation Secretary
Neal Schnoor, Chancellor, University of Nebraska at Kearney (joined via teleconference)
Anne Barnes, Senior Vice President and Chief Financial Officer
H. Dele Davies, Interim Chancellor, University of Nebraska Medical Center
Chris Kratochvil, Vice President for External Relations
Laura Gonerman, Deputy General Counsel

University officials not present:

Katherine Ankerson, Interim Chancellor, University of Nebraska-Lincoln
Bren Chambers, Vice President and General Counsel

David Jackson, Executive Vice President and Provost
Joanne Li, Chancellor, University of Nebraska at Omaha
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 9:00 a.m. Attendance is indicated above.

**III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON
JUNE 18, 2026**

Motion Moved by Weitz and seconded by Clare to approve the minutes and ratify the actions of the meeting on June 18, 2026.

` Action Student Opinion: Voting Aye: Schneider, Oltmans, Rai. Voting Aye: Kenney, Makovicka, Schafer, Scheer, Stark, Weitz, Wilmot and Clare. Motion carried.

IV. PUBLIC COMMENT

Rob Butler requested to address the Board but was not present during the public comment period.

V. UNIVERSITY ADMINISTRATIVE AGENDA

A. EXECUTIVE

- 1. Second Amended and Restated Bylaws of Nebraska Medicine, Addendum V-A-1

Motion Moved by Clare and seconded by Scheer to approve item V-A-1

Action Student Opinion: Voting Aye: Schneider, Oltmans, Rai. Voting Aye: Makovicka, Schafer, Scheer, Stark, Weitz, Wilmot, Clare and Kenney. Motion carried.

- 2. Amended and Restated Articles of Incorporation of Nebraska Medicine, Addendum V-A-2

Motion Moved by Clare and seconded by Scheer to approve item V-A-2

Action Student Opinion: Voting Aye: Oltmans, Rai, Schneider. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney and Makovicka. Motion carried.

VI. CLOSED SESSION

Motion Moved by Clare and seconded by Weitz that the Board go into closed session as authorized by Neb. Rev. Stat. § 84-1410 of the Revised Statutes of Nebraska for the protection of the public interest, and to prevent needless injury to the reputation of persons

who have not requested a public hearing, for the purpose of holding a discussion limited to the following subjects:

- Real Estate Transactions

Action Student Opinion: Voting Aye: Rai, Schneider, Oltmans. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, Makovicka and Schafer. Motion carried.

The Board went into closed session at 9:10 a.m.

The Board reconvened the open meeting at 9:24 a.m.

VII. **ADJOURNMENT**

There being no further business, the meeting was adjourned by Chair Kenney at 9:24 a.m.

Respectfully submitted,

Katie Hoffman
Corporation Secretary

Paul Kenney
Chair of the Board



NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Monday, June 29, 2026 at 9:00 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 special meeting will be to review and vote on Amended Articles and Bylaws for Nebraska Medicine as a condition to the closing on June 30, 2026. An agenda shall be kept on a continually current basis is available for inspection in the Office of the Corporation Secretary of the Board of Regents at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska and at <https://nebraska.edu/regents/agendas-minutes>. Additionally, the University of Nebraska Facilities Corporation will meet in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, and by remote electronic means pursuant to Neb. Rev. Stat. § 84-1411 directly following the Board of Regents meeting to ratify the actions that were taken by that board at the April 24, 2026 meeting.

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 on items not on the Agenda, and any members of the public wishing to speak via remote participation during the Public Comment portion of the meeting must contact the Office of the Corporation Secretary no less than 24 hours prior to the commencement of the meeting. The public may so contact the Office of the Corporation Secretary by leaving a voice mail message with his/her name and phone number at which he/she can be reached at 402-472-3906 or by e-mailing the same information to corpsec@nebraska.edu. Upon receipt of such notice, the Office of the Corporation Secretary will provide instruction on remote participation in this 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: June 24, 2026

Katie Hoffman, Corporation Secretary
Board of Regents of the University of Nebraska



Office of the Corporation Secretary
Varner Hall | 3835 Holdrege Street | Lincoln, NE 68583-0745 | 402.472.3906
nebraska.edu