

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Thursday, June 23, 2022
9:00 a.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON APRIL 8, 2022
- IV. PRESENTATIONS
- V. KUDOS
Karen Volz and Troy Volz, *University of Nebraska at Kearney*
Michael Bergland-Riese, *University of Nebraska-Lincoln*
Amelia Stoltman, *University of Nebraska Medical Center*
Allison Deveny, *University of Nebraska at Omaha*
- VI. RESOLUTIONS
Resolution regarding Statewide Attainment Goal, Addendum VI-1
- VII. HEARINGS
Amendments to Section 4.4.8 of the *Bylaws of the Board of Regents*, relating to Faculty Practice and Faculty Research Appointments
- VIII. PRESIDENT'S REMARKS
Five-Year Strategy Update
- IX. PUBLIC COMMENT
The Standing Rules of the Board provide that any person who gives 24 hours' notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition, any person may appear and address the Board of Regents on any item on the agenda for this meeting. Each person will be given three minutes to make their remarks.
- X. UNIVERSITY CONSENT AGENDA
 - A. ACADEMIC AFFAIRS
University of Nebraska System
 - 1. President's Personnel Recommendations, Addendum X-A-1
 - 2. Approve the academic program reviews report required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of the program review reports to the CCPE, Addendum X-A-2
 - 3. Approve the monitoring reports as required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of monitoring reports to the CCPE, Addendum X-A-3

University of Nebraska at Kearney

4. Approve in-depth Program Review and Monitoring Plan for the Bachelor of Science (BS) in Public Administration at UNK required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE), Addendum X-A-4

University of Nebraska-Lincoln

5. Approve in-depth Program Review and Monitoring Plan for the Master of Science (MS) in Veterinary Science at UNL as required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE), Addendum X-A-5
6. Request for Approval of Outside Employment from Dr. Katie Edwards and Dr. Lorey Wheeler from the College of Education and Human Sciences at UNL, Addendum X-A-6

University of Nebraska at Omaha

7. Approve in-depth Program Review and Monitoring Plan for Bachelor of Arts (BA) in Latino/Latin American Studies at UNO as required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE), Addendum X-A-7

B. BUSINESS AND FINANCE

University of Nebraska-Lincoln

1. Approve reappointment of Michael Boehm, Tonn Ostergard, and Matt Williams to the Nebraska Innovation Campus Development Corporation (NICDC) Board of Directors, Addendum X-B-1
2. Approve designation of a bequest from the Roger Stueckrath estate to establish the “Roger and Dona Stueckrath Memorial Scholarship” as a quasi-endowment at the College of Engineering at UNL, Addendum X-B-2

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska System

1. Approve amendments to Section 4.4.8 of the *Bylaws of the Board of Regents*, relating to Faculty Practice and Faculty Research Appointments, Addendum XI-A-1
2. Approve amendments to Regents’ Policy 5.7.1 relating to resident tuition categories, Addendum XI-A-2

University of Nebraska-Lincoln

3. Approve creation of the Bachelor of Arts (BA) and Bachelor of Science (BS) in Data Science to be administered by the Department of Mathematics in the College of Arts and Sciences, the Department of Statistics in the College of Agricultural Sciences and Natural Resources, and the School of Computing in the College of Engineering at UNL, Addendum XI-A-3

B. BUSINESS AND FINANCE

Operating Budget

1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska at Kearney, Addendum XI-B-1
2. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska-Lincoln, Addendum XI-B-2
3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska Medical Center, Addendum XI-B-3

4. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska at Omaha, Addendum XI-B-4
5. Approve the FY2022-23 Operating Budget and 2022-23 tuition rates for the University of Nebraska System, Addendum XI-B-5
6. Approve the FY2022-23 Operating Budget and 2022-23 tuition rates for the Nebraska College of Technical Agriculture, Addendum XI-B-6

University of Nebraska System

7. Approve amendments to the Interlocal Agreement for the Nebraska Statewide Workforce and Educational Reporting System (NSWERS), Addendum XI-B-7

University of Nebraska at Kearney

8. Approve amendment to agreement with Enrollment Advisory Group, LLC for International Student Recruitment, Addendum XI-B-8

University of Nebraska-Lincoln

9. Approve the project scope, schedule, and budget for the Feedlot Innovation Center at the Eastern Nebraska Research, Extension, and Education Center (ENREEC) at UNL, Addendum XI-B-9
10. Approve the naming of the Human Sciences Building on East Campus the “Gwendolyn A. Newkirk Human Sciences Building” at UNL, Addendum XI-B-10

University of Nebraska Medical Center

11. Approve program statement, ground lease, condominium declaration, and covenants for the Saddle Creek Campus (SCC) Administrative Facility at UNMC, Addendum XI-B-11
12. Approve program statement for the College of Dentistry Lincoln Campus Building Modernization Project at UNMC, Addendum XI-B-12
13. Approve contingent fee billing services agreement between the Munroe-Meyer Institute (MMI) at UNMC and Nebraska Medicine, Addendum XI-B-13

University of Nebraska at Omaha

14. Approve waiver of the requirements of Regents’ Policy 6.2.7 with respect to facilities named for current employees, naming the drive south of Baxter Arena between S 67th Street and S 64th Avenue “Dr. Jeffrey P. Gold Drive,” Addendum XI-B-14

C. REPORTS

1. Report on expedited approval of the Graduate Certificate for Dyslexia Specialists in the Department of Special Education and Communication Disorders in the College of Education, Health, and Human Sciences at UNO, Addendum XI-C-1
2. Report on renaming the Department of Mathematics to the Department of Mathematical and Statistical Sciences in the College of Arts and Sciences at UNO, Addendum XI-C-2
3. Report on renaming the Bachelor of Science in Education (BSEd) in Kinesiology to the Bachelor of Science (BS) in Kinesiology in the School of Health and Kinesiology in the College of Education, Health, and Human Sciences at UNO, Addendum XI-C-3
4. Report on renaming the Bachelor of Science (BS) in Mechanized Systems Management to the Bachelor of Science (BS) in Agricultural Systems Technology in the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-C-4
5. Report on Laboratory, Student, and Miscellaneous Fees for 2022-2023, Addendum XI-C-5

6. Annual Program Monitoring Report for Bachelor of Arts (BA) in Art History and Bachelor of Science (BS) in Black Studies at UNO, Addendum XI-C-6
7. Quarterly Personnel Report for the period January through March 2022, Addendum XI-C-7
8. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNK, Addendum XI-C-8
9. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNL, Addendum XI-C-9
10. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNO, Addendum XI-C-10
11. Report on emergency budget increase for Scott Engineering Center Renovation and Link Replacement at UNL, Addendum XI-C-11
12. Report on naming the east vestibule of Architecture Hall the “W. Cecil Steward Vestibule” at UNL, Addendum XI-C-12
13. Report on bids and contracts, Addendum XI-C-13
14. Quarterly report on gifts, grants, contracts, and bequests, Addendum XI-C-14
15. Quarterly report on capital construction projects, Addendum XI-C-15
16. Report on revisions to rules and regulations for self-government organizations: Student Government Association at UNO, College of Journalism and Mass Communications at UNL, and College of Arts and Sciences at UNL Addendum XI-C-16

XII. ADDITIONAL BUSINESS

University of Nebraska Board of Regents

WHEREAS, high state educational attainment is strongly correlated with higher state gross domestic product, higher per capita income, greater labor force participation, greater civic participation, improved health outcomes, and high quality of life; and

WHEREAS, projections are that at least seventy percent of Nebraska's jobs will soon require a degree, certificate, diploma, or other postsecondary or industry credential with economic value in the workforce; and

WHEREAS, Nebraska's current educational attainment, including degrees, certificates, diplomas, and other postsecondary and industry credentials with economic value is approximately fifty-eight percent for Nebraskans age 25 to 34, and approximately fifty-five percent for Nebraskans age 25 to 64; and

WHEREAS, Nebraska is in competition with other states and nations to develop, attract, and retain businesses and industries that require highly skilled employees and pay high wages; and

WHEREAS, most states, including neighboring states, have set ambitious educational attainment goals to reach social and economic development aspirations and use those educational attainment goals to inform education and workforce development policies; and

WHEREAS, state educational attainment goals help state officials, colleges and universities, elementary and secondary schools, employers, and philanthropic and community organizations establish a shared agenda and measure progress at regular intervals.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents supports the state goal outlined in Legislative Resolution 335 (2022) passed by the Nebraska Legislature on April 13, 2022 that at least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030.

BE IT FURTHER RESOLVED, that the Board of Regents encourages University leadership to develop and implement strategies to attain the aforementioned state educational attainment goal.

Presented by the Regent Barbara Weitz on behalf of the Academic Affairs Committee

X. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

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2. Approve designation of a bequest from the Roger Stueckrath estate to establish the "Roger and Dona Stueckrath Memorial Scholarship" as a quasi-endowment at the College of Engineering at UNL, Addendum X-B-2

President's Personnel Recommendations

Addendum X-A-1

Meeting Date: June 23, 2022

New Appointment

University of Nebraska at Kearney

Kristen Majocha, Senior Vice Chancellor (Special) for Academic Affairs and Professor (Continuous), Department of Communication; effective 07/01/2022, \$238,000, FY, 1.00 FTE.

Evan Boyd, Dean (Special) of the Calvin T. Ryan Library; effective 08/01/2022, \$138,000, FY, 1.00 FTE.

University of Nebraska Medical Center

Anne Barnes, Vice Chancellor (Special) for Business, Finance, and Business Development; effective 06/01/2022, \$350,000, FY, 1.00 FTE.

Adjustments

University of Nebraska-Lincoln

James Volkmer, Interim Associate Vice Chancellor (Special) for Academic Services and Enrollment Management and Assistant Vice Chancellor (Special) for Budget, Planning, and Analytics; effective 05/10/2022, \$250,448 (includes \$190,448 base salary and \$60,000 administrative stipend), FY, 1.00 FTE. Add Interim Associate Vice Chancellor for Academic Services and Enrollment Management title and \$60,000 administrative stipend effective 05/10/2022 until permanent replacement is appointed.

University of Nebraska at Omaha

Deborah Smith-Howell, Interim Senior Vice Chancellor (Special) for Academic Affairs and Professor (Continuous), Department of Communication; effective 06/06/2022, \$300,000, FY, 1.00 FTE (salary includes \$4,333 monthly stipend). Add title of Interim Senior Vice Chancellor for Academic Affairs effective 06/06/2022. Remove title of Senior Advisor to the Chancellor effective 06/05/2022.

Carol Kirchner, Vice Chancellor (Special) for Business and Finance; effective 05/16/2022, \$200,000, FY, 0.80 FTE. Add title of Vice Chancellor for Business and Finance effective 05/16/2022. Retain title of Associate Vice President for Business and Finance; \$50,000, FY, 0.20 FTE.

Jaci Lindburg, Associate Vice Chancellor (Special) for Innovative and Learning-Centric Institution; effective 05/16/2022, \$82,000, FY, 0.40 FTE. Add title of Associate Vice Chancellor for Innovative and Learning-Centric Institution effective 05/16/2022. Retain title of Associate Vice President for Digital Education and IT Innovation; \$123,000, FY, 0.6 FTE.

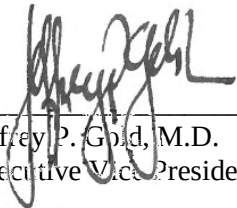
Cathy Pettid, Associate Vice Chancellor (Special) for Student Life and Wellbeing and Dean (Special) of Students; effective 05/26/2022, \$210,000, FY, 1.00 FTE. Add title Associate Vice Chancellor for Student Life and Wellbeing effective 05/26/2022. Remove title of Interim Associate Vice Chancellor for Student Affairs effective 05/25/2022.

TO:	The Board of Regents	Addendum X-A-2
	Academic Affairs Committee	
MEETING DATE:	June 23, 2022	
SUBJECT:	Academic Program Reviews required by the Nebraska Coordinating Commission for Postsecondary Education	
RECOMMENDED ACTION:	Approve the academic program reviews report required by the Nebraska Coordinating Commission for Postsecondary Education (NCCPE) and approve forwarding of the program review reports to the NCCPE	
PREVIOUS ACTION:	June 25, 2021 – The Board approved the academic program reviews report required by the NCCPE and the forwarding of the report to the NCCPE. (This was the 28th year of the Coordinating Commission’s Program Review Process.)	
EXPLANATION:	The Commission’s review process focuses on degree and credit hour production. Every University program/major is evaluated, on a rotating basis, once every seven years. This report includes programs reviewed at the University of Nebraska at Kearney, University of Nebraska-Lincoln, Nebraska College of Technical Agriculture, University of Nebraska Medical Center, and University of Nebraska at Omaha. Each major slated for review has been analyzed using the productivity thresholds established by the NCCPE. The Board of Regents is asked to approve the report and that it be forwarded to the NCCPE. It is recommended to the NCCPE that the degree programs included in the report be continued. When programs do not appear to meet NCCPE’s numerical thresholds, Neb. Rev. Stat. § 85-1414(5) requires that an in-depth review be conducted. Programs potentially requiring such reviews are noted, and upon confirmation from NCCPE, reviews will be requested and reported to the Board in 2023.	
PROGRAM COST:	None	
SOURCE OF FUNDS:	N/A	
SPONSORS:	Charles J. Bicak Senior Vice Chancellor for Academic and Student Affairs University of Nebraska at Kearney	
	Katherine Ankerson Executive Vice Chancellor University of Nebraska-Lincoln	
	Michael J. Boehm Vice President, Agriculture and Natural Resources, University of Nebraska Harlan Vice Chancellor, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln	

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

Sacha Kopp
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

RECOMMENDED:



Jeffrey P. Gold, M.D.
Executive Vice President and Provost

DATE:

May 19, 2022

Summary of 2021-2022 Program Review Results at the University of Nebraska at Kearney (UNK)
Academic Year 2016/17-2020/21

UNK Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Athletic Training					
Athletic Training (Discontinued)	BS	9.0			
Exercise Science	BS	38.6			
Recreation Management	BS	14.4		Continuation	
	Total		468.0		
Athletic Training	MAT	N/A		Continuation	
Business Education	BAE	3.6	348.73	Continuation	X
Communication Disorders	BSE	20.0	427.0	Continuation	
Counseling and School Psychology					
Counseling & School Psychology	EDS	12.4		Continuation	
Clinical Mental Health Counseling	MSE	13.2			
School Counseling - Elem, Sec, Stud Affairs	MSE	25.6			
Alcohol and Drug Counseling	Graduate Certificate	0.0		Continuation	
Curriculum and Instruction	MAE	65.6		Continuation	
Education Administration					
School Superintendent	EDS	6.8		Continuation	
Educational Administration	MAE	45.8			

UNK Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Elementary Education					
Early Childhood Inclusive	BAE	34.0		Continuation	
Elementary Education K-6	BAE	66.8			
Middle Level 5-9 Subject	BAE/BSE	14.4			
	Total		616.0		
Reading PK-12	MAE	15.8		Continuation	
Instructional Technology	MSE	39.6		Continuation	
Physical Education					
	BAE	15.4		Continuation	
	BS	3.8			
	Total		468.0		
Physical Education	MAE	18.0		Continuation	
Science/Math Education	MSE	15.6		Continuation	
Special Education	BAE	23.8	616.0	Continuation	
	MAE	31.4		Continuation	
Speech/Language Pathology	MSE	16.2		Continuation	
Sports Administration					
Sports Management	BS	24.0	468.0	Continuation	

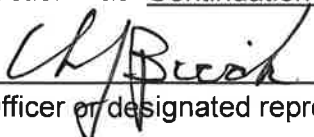
Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Athletic Training/Exercise Science/ Recreation

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BS in Athletic Training/Exercise Science/ Recreation

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	9145	9766	8980	8339	8222	8890
Faculty Full-time Equivalency (FTE) ¹	18	18	18	22	20	19.2
Instructional Full-time Equivalency (FTE) ²	18.6	19.65	19.49	19.11	18.18	19.01
SCH/Faculty FTE ¹	508	543	499	379	411	468
SCH/Instructional Faculty FTE ²	492	497	461	436	452	468

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

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

All Programs (certificates, undergraduate and graduate degrees):

All Programs (certificates, undergraduate and graduate degrees):							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BS – Athletic Training	11	5	11	10	8	9
	BS – Exercise Science	37	51	30	38	37	38.6
	BS – Recreation Management	18	20	11	8	15	14.4

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

The need for recreation, exercise science, and athletic training professionals continues to grow nationwide. The program enables students to develop a lifelong appreciation of fitness and healthful living.

* SCH/Instructional FTE from the Department of Kinesiology and Sports Sciences undergraduate level, of which Recreation/Exercise Science/Athletic Training are components. Areas of emphasis such as Natural Resources and Travel & Tourism are offered so students can concentrate their studies in specific areas within the BS degree. Numbers awarded in these emphases are not included in the table since doing so would double-count those students within the Program.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☒ Other (detailed explanation). The BS in Athletic Training was discontinued in 2018-19. Spring 2018 was the last admit term for this program. Some students remain that were admitted before that time and are finishing out the program.

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Business Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BAE in Business Education

Signed: Chy Brink
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	69	96	105	84	66	84
Faculty Full-time Equivalency (FTE) ¹	1	1	1	1	1	1
Instructional Full-time Equivalency (FTE) ²	.4397	.3068	.2094	.2055	.1815	.2686
SCH/Faculty FTE ¹	69	96	105	84	66	84
SCH/Instructional Faculty FTE ²	156.93	312.91	501.43	408.76	363.64	348.73

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

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

All Programs (certificates, undergraduate and graduate degrees):

All Programs (certificates, undergraduate and graduate degrees):							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BAE – Business Education	3	5	3	4	3	3.6

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

* SCH/Faculty & Instructional FTE represent Business Education courses at the undergraduate level.

It is often difficult for school districts to find business teachers. UNK offers one of the few programs in the state.

For CCPE use: reviewer/date

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

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

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

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

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

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

☒ Program meets a unique need in the region, state, or nation (explain).
The strong teacher education programs at UNK support maintaining the Program. Students already enrolled in other education endorsement areas sometimes pick up the major as another endorsement. Most of the coursework is required of other majors as well, so the cost is minimal to offer the program for those who desire it. Business Education courses are taught by one full time faculty member in the department of Management. Courses for this program are only a portion of this faculty member's workload.

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

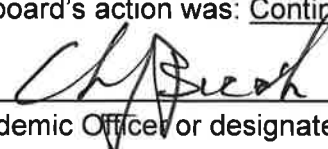
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Communication Disorders

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BSE in Communication Disorders

Signed: 
(Chief Academic Officer or designated representative)

9/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	1430	1431	1889	1742	1830	1664
Faculty Full-time Equivalency (FTE)¹	7	8	8	8	8	7.8
Instructional Full-time Equivalency (FTE)²	3.30	3.80	4.38	3.88	4.11	3.89
SCH/Faculty FTE¹	204	179	236	218	229	213
SCH/Instructional Faculty FTE²	433	377	431	449	445	427

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards (list degrees/awards separately)	BSE – Communication Disorders 20	16	18	23	23	20

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

UNK graduates comprise a significant number of speech/language pathologists in educational settings in the state.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

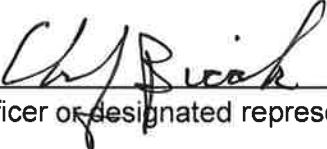
Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Counseling and School Psychology

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MSE, EdS and CERT in Counseling & School Psychology

Psychology

Signed: 
(Chief Academic Officer or designated representative)

9/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Part F: Programs (Certificates, End-of-graduate and Graduate degrees):							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	EDS-Counseling & School Psychology	15	9	15	15	8	12.4
	MSE – Clinical Mental Health Counseling	10	11	16	14	15	13.2
	MSE – School Counseling – Elementary, Secondary or Student Affairs	17	30	20	31	30	25.6
	Grad Certificate – Alcohol and Drug Counseling	NA	0	0	0	0	0

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

The programs meet the entry-level educational requirements for licensure in mental health practice (Clinical Mental Health Counseling) and for endorsement in school counseling and school psychology.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

☒ Program is newly approved within the last five years (no additional justification needed).
Grad Certificate – Alcohol and Drug Counseling

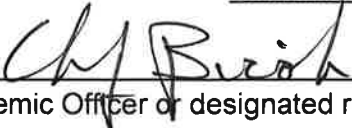
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Curriculum and Instruction

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MAE in Curriculum and Instruction

Signed: 
(Chief Academic Officer or designated representative)

4/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MAE – Curriculum and Instruction	59	41	67	78	83	65.6

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

This program provides individuals a degree where they can focus on ways to improve teaching and learning.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

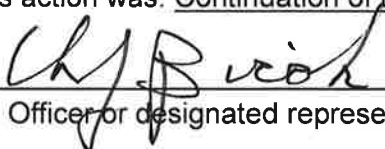
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Educational Administration

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MAE and EdS in Educational Administration

Signed: 
(Chief Academic Officer or designated representative)

9/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

All Programs (certificates, undergraduate and graduate degrees).							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	EDS-School Superintendent	6	9	10	6	3	6.8
	MAE – Educational Administration	50	46	42	43	48	45.8

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

The program serves to meet essential education needs of Nebraska educators. Specifically, the program prepares educators for administrative roles in schools, and delivers postgraduate in-service to practicing administrators.

Note: Supervisor Subject Filed option no longer available

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Elementary Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BAE and BSE in Elementary Education

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	11327	11322	11406	10593	10689	11067
Faculty Full-time Equivalency (FTE) ¹	28	30	31	32	29	30
Instructional Full-time Equivalency (FTE) ²	17.41	17.57	18.69	17.30	18.91	17.98
SCH/Faculty FTE ¹	405	377	368	331	366	369
SCH/Instructional Faculty FTE ²	651	644	610	612	565	616

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

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

All Programs (certificates, undergraduate and graduate degrees):

All Programs (certificates, undergraduate and graduate degrees):							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>							
	BAE – Early Childhood Inclusive	36	33	28	32	41	34
	BAE – Elementary Education K-6	74	62	81	58	59	66.8
	BAE/BSE – Middle Level 5-9 Subject	16	15	19	15	7	14.4

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

* SCH/Instructional FTE are from the Department of Teacher Education undergraduate level, of which Elementary Education is a component.

The programs serve the vital needs of the state via preparation of individuals intending to become teachers as well as those currently in the profession seeking an advanced degree.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Elementary Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MAE in Elementary Education

Signed: Chy Birch
(Chief Academic Officer or designated representative)

4/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	20	17	18	13	11	15.8
(list degrees/awards separately)						

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

The program serves the vital needs of the state via preparation of individuals intending to become teachers as well as those currently in the profession seeking an advanced degree.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Instructional Technology

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MSE in Instructional Technology

Signed: Ch. Birch
(Chief Academic Officer or designated representative)

4/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards						
(list degrees/awards separately)						
MSE – Instructional Technology	47	36	37	45	33	39.6

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

The program provides essential skill and knowledge for teachers desiring to advance specific expertise in their area of rapidly growing need.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Physical Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BAE and BS in Physical Education

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	9145	9766	8980	8339	8222	8890
Faculty Full-time Equivalency (FTE) ¹	18	18	18	22	20	19.2
Instructional Full-time Equivalency (FTE) ²	18.6	19.65	19.49	19.11	18.18	19.01
SCH/Faculty FTE ¹	508	543	499	379	411	468
SCH/Instructional Faculty FTE ²	492	497	461	436	452	468

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards (list degrees/awards separately)	BAE – Physical Education	15	13	12	22	15	15.4
	BS – Physical Education	3	2	7	6	1	3.8

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

The need for physical education continues to be a priority for schools in Nebraska and elsewhere.

*SCH/Instructional FTE are from the Department of Kinesiology and Sport Sciences undergraduate level, of which Physical Education is a component. Supplemental endorsements such as Coaching and Strength Training are offered for students to make themselves more marketable. These types of endorsements must be paired with either a teaching field endorsement or two subject endorsements to graduate. Numbers awarded for supplemental endorsements are not included in the table since doing so would double-count those students within the Program.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

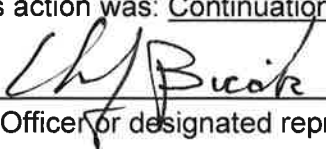
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Physical Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of MAE programs in Physical Education

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MAE – Physical Education	13	19	16	18	24	18

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

The need for physical education continues to be a priority for schools in Nebraska and elsewhere.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Science/Math Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MSE in Science/Math Education

Signed: 
(Chief Academic Officer or designated representative)

9/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:								16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MSE – Science/Math Education	18	14	10	23	13	15.6						

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

The Science/Math degree offers some unique options for the Midwest. The quasi-interdisciplinary program can be of real value to practicing teachers, particularly those in smaller school districts.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

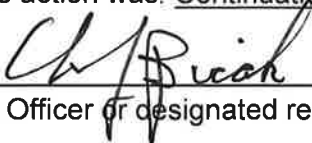
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Special Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BAE in Special Education

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	11327	11322	11406	10593	10689	11067
Faculty Full-time Equivalency (FTE) ¹	28	30	31	32	29	30
Instructional Full-time Equivalency (FTE) ²	17.41	17.57	18.69	17.30	18.91	17.98
SCH/Faculty FTE ¹	405	377	368	331	366	369
SCH/Instructional Faculty FTE ²	651	644	610	612	565	616

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

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

All Programs (certificates, undergraduate and graduate degrees):

Part F: Degrees (undergraduate, postgraduate and graduate degrees)							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BAE – Special Education	37	17	30	16	19	23.8

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

* SCH/Instructional FTE are from the Department of Teacher Education undergraduate level, of which Special Education is a component

The demand for Special Education teachers remains high. This program serves the needs of many Nebraska school districts.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Special Education

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MAE in Special Education

Signed: _____

(Chief Academic Officer or designated representative)

4/15/22

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	28	22	39	33	35	31.4
(list degrees/awards separately)						

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

The demand for Special Education teachers remains high. This program serves the needs of many Nebraska school districts. Advanced Practitioner, Gifted and Mild/Moderate are all Special Education Emphasis options.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

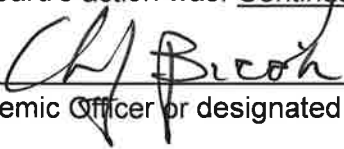
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Speech Pathology

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the MSE in Speech Pathology

Signed: 
(Chief Academic Officer or designated representative)

4/15/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MSE – Speech/Language Pathology	15	17	16	10	23	16.2

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

UNK graduates comprise a significant number of speech/language pathologists in educational settings in the state.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

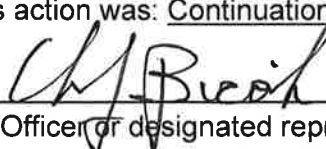
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Sports Administration

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: Continuation of the BS in Sports Administration

Signed: 
(Chief Academic Officer or designated representative)

4/27/22
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	9145	9766	8980	8339	8222	8890
Faculty Full-time Equivalency (FTE) ¹	18	18	18	22	20	19.2
Instructional Full-time Equivalency (FTE) ²	18.60	19.65	19.49	19.11	18.18	19.01
SCH/Faculty FTE¹	508	543	499	379	411	468
SCH/Instructional Faculty FTE²	492	497	461	436	452	468

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

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

All Programs (certificates, undergraduate and graduate degrees):

All Programs (certificates, undergraduate and graduate degrees).							
Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards (list degrees/awards separately)	BS – Sports Management	28	23	20	24	25	24

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

The growth and popularity of sports in Nebraska and elsewhere creates a demand for qualified individuals in the sports administration field.

* SCH/Instructional FTE are from the Department of Kinesiology and Sports Sciences undergraduate level, of which Sports Administration is a component.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Summary of 2021-2022 Program Review Results at the University of Nebraska-Lincoln (UNL)
Academic Year 2016/17-2020/21

UNL Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Audiology and Hearing Science	AuD	8.6		Continuation	
Communication Sciences and Disorders	BSEH	43.2	179.3	Continuation	X (SCH)
Educational Administration Community College Leadership Educational Administration and Supervision	MA	46.2		Continuation	
	MEd	16.4			
	EdD	7.4			
	Graduate Certificate	2.4		Continuation	
	Graduate Certificate	3.4			
Educational Psychology Mixed Methods Research	MA	20.2		Continuation	
	EdS	3.8			X
	PhD	14.2			
	Graduate Certificate	6.2		Continuation	
Educational Studies	EdD	11.0		Continuation	
	PhD	25.8			
Food Science and Technology Food Safety and Defense	BS	49.2	422.37	Continuation	
	MS	8.4		Continuation	
	PhD	8.2			
	Graduate Certificate	1.0		Continuation	
Food Technology for Companion Animals-Interdisciplinary	BS	0.6		Continuation	X
Human Sciences - Interdepartmental	PhD	10.0		Continuation	
	EdD*	0.0			X

UNL Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Special Education	BSEH	8.2	1575.81	Continuation	
Special Education and Communication Disorders	MA	8.8		Continuation	
	MED	9.2			
	EdS*	0.0			X
	Total	18.0			
Autism Spectrum Disorders and Severe Disabilities	Graduate Certificate*	0.0		Continuation	
Early Childhood Special Education	Graduate Certificate	3.6			
Sensory Disabilities	Graduate Certificate	5.4			
Speech Language Pathology	MS	41.8		Continuation	
Teaching, Learning and Teacher Education					
Elementary Education	BSEH	103.8		Continuation	
Secondary Education	BSEH	21.2			
	MEd	0.2		Continuation	
	MA	53.0			
	MST*	0.0			
	Total	53.2			
Early Literacy	Graduate Certificate	0.0		Continuation	
K-3 Mathematics Specialist	Graduate Certificate	13.4			
Teaching English to Speakers of Other Languages	Graduate Certificate	3.8			
Response to Intervention: Reading	Graduate Certificate	0.0			
World Language Teaching: German	Graduate Certificate	0.0			
World Language Teaching: Spanish	Graduate Certificate	0.0			
Mathematics Education	Graduate Certificate	0.0			
Social Justice and Diversity Education	Graduate Certificate	0.0			

*Program being reviewed by faculty and Administration

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

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Audiology and Hearing Science

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the AuD in Audiology and Hearing Science

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	AuD	6	7	9	13	8	8.60

Evidence of Need

The Doctor of Audiology (AuD) program trains individuals to provide hearing and balance services for infants to geriatrics. The AuD program is certified by the Council on Academic Accreditation, CAA. The CAA reviews our program annually and we undergo re-accreditation every 7 years. A team of external reviewers conducted an academic program review (APR) in November of 2015 and stated in their report that our Audiology program was uniquely strong in vestibular and balance function for both research and clinic, has a strong relationship between tenure track faculty and professors of practice, and has produced superior students with high GPAs and success rates on national exams. We are the only AuD program in the state of Nebraska. One-hundred percent of students who graduated from the program within the past three years are employed in the profession and many are employed within the state of Nebraska. We have a competitive admissions process. For example, our average acceptance rate since 2009 is 44%. The five year average of the AuD completers exceeds the threshold.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Communication Sciences and Disorders

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the BSEH in Communication Sciences and Disorders

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr. avg
Student Credit Hours (SCH)	3190	3706	3415	3622	3523	3491.2
Faculty Full-time Equivalency (FTE) ¹	25.2	30.19	31.79	37.6	38.4	32.64
Instructional Full-time Equivalency (FTE) ²	15.77	19.51	19.71	22.17	21.02	19.63
SCH/Faculty FTE ¹	126.59	122.76	107.42	96.33	91.74	108.97
SCH/Instructional Faculty FTE ²	202.28	190	173.31	163.37	167.6	179.31

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr. avg
Number of Degrees and Awards	BA	5	5	0	0	0	2
	BSEH	38	40	44	46	48	43.2

Evidence of Need

The Communication Sciences and Disorders program is an essential program that serves the needs of Nebraskans. The major covers the fields of audiology and speech-language pathology. These two fields investigate the needs of and provide service to individuals who have special communication needs. The audiology program investigates and serves the needs of individuals from birth to end of life who have congenital or acquired hearing loss. The speech-language pathology program prepares researchers and practitioners to serve the needs of individuals with a variety of medical and educational diagnoses that result in congenital and acquired communication disorders (e.g., Down Syndrome, Autism, Stroke, Parkinson's disease, Acquired Brain Injury). Undergraduates from our programs are prepared to begin the graduate work required for licensure and certification as working professionals in the field of speech-language pathology and audiology. The entry level degree for a speech-pathologist is a master's degree and the entry level for an audiologist is a clinical doctorate (AUD). Our students are sought after and are admitted to highly ranked

graduate programs across the United States. The program in Communication Sciences and Disorders has several mechanisms that provide opportunities for review of the program and its outcomes. The external academic program review (APR) report from November of 2015 APR noted that the department was very strong and had outstanding expertise in all areas including SLPA and audiology. They noted our strong clinical training facility and commended the quality of the students ranking them as “superior.”

The US Department of Education's Teacher Shortage Areas lists Speech-Language Pathology and Audiology as professions where teacher shortages exist for the years 2021-2023 within the state of Nebraska. The Bureau of Labor Statistics; Occupational Outlook Handbook anticipates a 29% growth rate for the profession of speech pathology between 2020 and 2030. The profession of audiology is projected to increase by 16% in the same time. The Communication Sciences and Disorders program engages in research, teaching, and outreach that align with UNL's mission. These engagements provide unique opportunities for students interested in the fields of speech pathology and audiology which are not offered elsewhere in the state.

While the SCH/FTE is below threshold this is due to the clinical nature of the major. Because many faculty participate in clinical training and not classroom training the SCH/FTE ratio may be affected. Clinical teaching is one to one and is a labor-intensive endeavor that is regulated by Medicare/Medicaid regulation, national accreditation requirements, and best practices in clinical teaching.

The BA in Communication Sciences and Disorders, formerly named Speech Language Pathology and Audiology, was formerly deleted in 2015 at the August 7 CCPE meeting.

For CCPE use: reviewer/date

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

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

The mission of UNL is to provide teaching, research, and extension/outreach that improves the lives of those who reside within the state of Nebraska. The department has a substantial extramural research funding base (averaging \$4M annually from 2019-present) that works to advance knowledge that improves the lives of children and adults with communication differences. The teaching programs prepare students for graduate education within the field and contribute to the education of professionals in these critical shortage areas. From a service outreach perspective, the Barkley Speech-Language and Hearing clinic saw 1,162 patients in 2021. The clinic faculty provided needed services to people with a variety of communication needs including individuals who were deaf and hard of hearing and those with had speech and language needs. The training clinic provides both service to the community and training to students within the speech-language and audiology majors.

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

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

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

Extramural funding (NIH, NSF, DOE) for the Communication Sciences and Disorders program is substantial (averaging \$4M annually from 2019-present). The research focus of the UNL program makes it unique to other programs in the state of Nebraska. The UNL program encourages research participation by undergraduate students and provides opportunities for hands-on exploration of research due to its large research capacity.

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

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

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

☒ Other (detailed explanation).

Program provides training in a clinical setting. Clinical teaching is one to one and is a labor-intensive endeavor that is regulated by Medicare/Medicaid regulation, national accreditation requirements, and best practices in clinical teaching.

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Educational Administration

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MA, MEd, EdD and certificates in Educational Administration

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr. avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr. avg
Number of Degrees and Awards	MA	45	48	47	50	41	46.2
	MEd	15	16	22	11	18	16.4
	EdD	3	4	10	12	8	7.4
	Community College Leadership Certificate	3	4	1	2	2	2.4
	Educational Administration and Supervision Post-Certificate	5	2	2	7	1	3.40

Evidence of Need:

The Master of Arts degree offers higher education professionals the opportunity for professional advancement across a range of areas within post-secondary education. The MA with a higher education specialization is offered exclusively online. The MEd program attracts teachers who aspire to school leadership roles, particularly the principalship. Demographic trends identify high turnover of existing principals and a rapidly growing shortage of new principal candidates, especially in urban and rural areas. For the past seven years, the MEd program has been nationally ranked by US News and World Report, earning a #10 ranking in 2022. The EdD provides a practitioner-focused degree for practicing school leaders, most of whom are pursuing the school superintendency. As with the principalship, growing shortages of qualified school superintendents have been well documented and are expected to continue. The EdD may be completed entirely at UNL or through

the UNK pathway, which provides UNK students an opportunity to take the bulk of their superintendent courses through UNK while completing doctoral level courses from UNL.

The Graduate Certificate in Community College Leadership provides students employed in leadership and administrative positions in community colleges with knowledge, skills, and dispositions tailored to leadership in those institutions. Frequently, the certificate serves as a gateway to doctoral study focused on community college leadership and administration.

The Educational Administration and Supervision Post-Certificate offers P-12 educators the opportunity to add administrative endorsements. These endorsement programs are flexible and often attract students who have been tapped by their districts to assume administrative roles as the result of retirements and difficulty attracting highly qualified applicants from outside the district.

All Educational Administration programs are reviewed regularly through APRs. The review team recommended continuing efforts to improve data tracking and planning systems, provision of technology and public relations support to strengthen communication about programs, continuation of a 10-year resource plan, and continued investments to grow and support faculty development, following a period of numerous retirements. The programs are scheduled to be reviewed again this Fall, October 2022. The MA, MEd and EdD meet completer threshold.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Educational Psychology

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MA, EdS, PhD, and graduate certificate in Educational Psychology.

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	MA	15	22	11	31	22	20.1
	EdS	2	4	2	7	4	3.8
	PhD	13	16	19	12	11	14.2
	Mixed Methods Research Graduate Certificate	10	9	4	3	5	6.2

Evidence of Need

All of the accrediting agencies for professional psychology and teacher training (e.g., TEAC, NDE, APA, NASP) require foundational knowledge in scientific psychology to be included in professional preparation programs. The Ph.D. programs in Counseling Psychology and School Psychology are the only doctoral-granting programs in the State of Nebraska. Graduate students in these programs earn a master's degree "on the way" to the Ph.D. degree. We have two stand-alone MA degrees in Counseling Psychology: Community Counseling and School Counseling. The Ed.S. program in Educational Psychology is focused in the area of School Psychology. The School Psychology program admits 10-12 students per year. Students often change to the Ph.D. program after admission or Ph.D. students may change to the Ed.S. As a result, the numbers of students in each degree objective for school psychology fluctuates over time. The Educational Psychology programs are reviewed regularly by the APR process, and is scheduled for its next review in Spring 2023. The 2014 APR review team noted many strengths in the department including training the next generation of psychologists. The MA and PhD meet threshold, the EdS is just under the threshold at 3.8.

For CCPE use: reviewer/date

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

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

There is a significant shortage of School Psychologists in Nebraska and in the United States. The Ed.S. program in School Psychology at UNL help fill this need. All our Ed.S. School Psychology interns this year were hired by Lincoln Public Schools. Our Ed.S. School Psychologists are hired across the state of Nebraska and the U.S. We have a 100% Match Rate to internship programs and employment as a school psychologist.

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

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

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

The Ed.S. program in School Psychology is vital for the workforce in Nebraska. We train school psychologists who are hired in school districts across the state of Nebraska. 100% of our graduates are hired a school psychologists.

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

The Ed.S. program in School Psychology provides interns and school psychologists in ESU's across Nebraska. For example, next year 4 of our Ed.S. interns will be employed in LPS, 1 in ESU #2 (Fremont), 1 in ESU #9 (Hastings), 1 at Munroe-Meyer institute in Omaha, and 1 in Multnomah ESD in Portland, OR.

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

Our Ed.S. program in School Psychology is the leading program in the state. UNO and UNK have Ed.S. programs in School Psychology; however, these are smaller programs than UNL's.

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Educational Studies

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the EdD and PhD in Educational Studies

Signed: Katherine S. Ankerson

(Chief Academic Officer or designated representative)

April 14, 2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	EdD	7	10	14	12	12	11
	PhD	26	29	20	29	25	25.8

Evidence of Need

Both the Ed.D. and Ph.D. (Educational Studies) programs provide robust, terminal degrees in educational studies.

The Ed.D. in Educational Studies attracts both P-12 school and higher education administrators seeking a respected, Big Ten degree in an accessible format. The program is geared for those who want to continue to work as education practitioners and has course offerings in areas through the Departments of Teaching, Learning and Teacher Education (TLTE) and Educational Administration (EDAD).

The Ph.D. program is invested in preparing researchers and educational leaders to serve and work in a variety of professional positions. Available specialization areas include higher education, community colleges, and P-12 educational leadership. The program draws students, along with faculty research areas, in STEM, diversity/equity/inclusion, academic freedom, study abroad, Greek life, student access, and special education. Graduates of the program assume faculty positions in academe, educational research and policy organizations, etc. The program includes course offerings through Departments of TLTE, EDAD, and Special Education and Communication Disorders (SECD).

The Ed.D. and Ph.D. in Educational Studies is reviewed through the APR process through three departments, TLTE, EDAD, and SECD. The TLTE review in 2020 found that doctoral students spoke enthusiastically about the positive aspects of their experiences and training, and that the programs offer students a high quality learning experience, including opportunities to conduct and publish research, and teaching at the undergraduate and master's levels. The EDAD APR is scheduled for Fall 2022. During the EDAD last review in 2014, the review team noted that the program was strongly positioned to enrich its program by increasing enrollments and continuing to develop its strong reputation. The SECD review in 2015 noted that the program provided students with various opportunities to engage with families, schools, and communities.

The Educational Studies EdD and PhD meet complete threshold.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Food Science and Technology-Undergraduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the BS in Food Science and Technology

Signed:  Katherine S. Anderson April 14, 2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	1910	2129	3150	2809	2836	2566.8
Faculty Full-time Equivalency (FTE)¹	16.00	18.00	20.00	21.00	21.00	19.00
Instructional Full-time Equivalency (FTE)²	4.55	5.70	6.80	7.06	6.20	6.06
SCH/Faculty FTE¹	119.38	106.45	157.50	133.76	135.05	135.09
SCH/Instructional Faculty FTE²	419.78	373.51	463.24	397.88	457.42	423.56

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	24	8	68	70	76	49.2

Evidence of Need

UNL is the only institution to offer a BS degree in Food Science and Technology or the related disciplines in Nebraska. The Department is a global leader in advancing approaches for safe, sustainable, and healthy food through innovative research, teaching and outreach.

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

The Review Team for the Academic Program Review for the Department of Food Science and Technology in October of 2021 recommended continuation of the undergraduate program.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

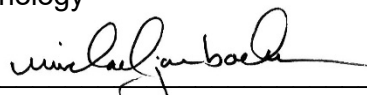
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Food Science and Technology-Graduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MS, PhD and Graduate Certificate in Food Science and Technology

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	MS	8	6	7	5	16	8.4
	PhD	8	10	5	9	9	8.2
	Food Safety and Defense Graduate Certificate	0	1	0	0	4	1

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

UNL is the only institution to offer graduate degrees (MS and PhD) in Food Science and Technology or the related disciplines in Nebraska. The Department is a global leader in advancing approaches for safe, sustainable, and healthy food through innovative research, teaching and outreach.

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

The Review Team for the Academic Program Review for the Department of Food Science and Technology in October of 2021 recommended continuation of the MS and PhD programs.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

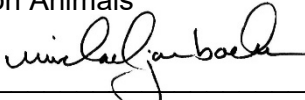
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Food Technology for Companion Animals-Interdisciplinary

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the interdisciplinary BS in Food Technology for Companion Animals

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	BS	1	1	0	1	0	.6

Evidence of Need

UNL is the only institution to offer a BS degree in Food Technology for Companion Animals in Nebraska. Graduates from the degree program have been successfully placed within Nebraska and the region. This program is serving a small, but important employment and expertise niche for the state and its importance to Nebraska is not readily assessed in terms of numbers of students graduating.

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

The Review Team for the Academic Program Review for the Department of Food Science and Technology in October of 2021 recommended continuation of the undergraduate program.

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

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

UNL offers the only Bachelor of Science degree in Food Technology for Companion Animals in the state of Nebraska. Graduates of this program have been successfully placed within Nebraska and the region.

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

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

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

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

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

This program is serving a small, but important employment and expertise niche for the state and its importance to Nebraska is not readily assessed in terms of numbers of students graduating.

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Human Sciences - Interdepartmental

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the interdepartmental PhD in Human Sciences

Signed: Katherine S. Anderson

(Chief Academic Officer or designated representative)

April 14, 2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	PhD	9	8	7	13	13	10
	EdD	0	0	0	0	0	0

Evidence of Need

The PhD in Human Sciences offers specializations in the following areas: Apparel Design; Biochemical and Molecular Nutrition; Child Development/Early Childhood Education; Communication Disorders; Global Family Health and Wellbeing; Material Culture and Textile Studies; Merchandising; Nutrition and Health Sciences; Textile Science; and Textile, Merchandising and Fashion Design. These programs prepare professionals to take leadership roles in academia, research, non-profits, and businesses of various industries. The PhD in human sciences provides students the opportunity to lead and co-lead research projects that result in local, national, and international dissemination through conferences and peer-reviewed publications, ultimately leading to practical solutions in addressing the health and wellbeing of children and families.

We are one of 76 PhD programs in Communication Disorders in the country (according to the ASHA) and the only PhD program in Communication Disorders in the state of Nebraska. We are also the only PhD program that has specializations in textile science, apparel design, material culture and textile studies, and merchandising in the state of Nebraska. Our program is unique in offering a complete doctoral curriculum in material culture and textile studies, making us a critical part of advancement in the field. The PhD in Human Sciences is an interdepartmental program across Departments of Child, Youth and Family Studies; Nutrition and Health Sciences; Special Education and Communication Disorders; and Textile, Merchandising and Fashion Design and is reviewed regularly as part of individual departmental APRs.

The EdD program offered one specialization in leadership studies and was temporarily discontinued in 2013. The faculty, college and university are reviewing need and next steps for this program.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Special Education - Undergraduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the BSEH in Special Education

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

April 14, 2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	10257	10483	10283	10441	10227	10338.2
Faculty Full-time Equivalency (FTE) ¹	15.49	16.25	16.5	17.5	19.5	17.05
Instructional Full-time Equivalency (FTE) ²	6.43	6.54	6.79	7.19	5.98	6.58
SCH/Faculty FTE ¹	662.17	645.11	623.21	596.63	524.46	610.32
SCH/Instructional Faculty FTE ²	1596.42	1605.13	1515.55	1453.17	1709.77	1575.81

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	BSEH	6	4	15	10	6	8.2

Evidence of Need

The Nebraska Department of Education (NDE) has indicated there is a critical shortage of special education teachers in the state. Our undergraduate special education programs are vital for training special education teachers to fill the growing shortages. Our special education program traditionally has served underrepresented populations in the state and region. Students with disabilities—especially in rural areas would not receive services they need and required by federal regulations (i.e., Individuals with Disabilities Education Act). We actively try to place student teachers in rural communities to combat these shortages. This special education teacher shortage is not specific to only Nebraska. States in the region and around the country all are experiencing shortages in special education teachers. Our undergraduate special education majors are some of the top performing programs in the state of Nebraska, the region, and country. The Special Education and Communication Disorders programs were most recently reviewed by the Academic Program Review (APR) process in November of 2015 and are scheduled to be reviewed again in Fall 2023. The results of the 2015 APR committee were positive. They praised the extent to which our undergraduate students are engaging in research mentored by faculty. They noted that having three different programs in our department creates advantages in promoting interprofessional education and practices.

The BSEH exceeds the threshold on its own but when combined with the dual endorsement program in Elementary Education and Special Education, which had a 5-year average of 35 completers, the program well exceeds the threshold.

Elementary Education and Special Education Joint Program Completers

	16-17	17-18	18-19	19-20	20-21	5 yr avg
BSEH	40	31	41	33	30	35

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Special Education - Graduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MA, MED and graduate certificates in Special Education

Signed: Katherine S. Anderson

(Chief Academic Officer or designated representative)

April 14, 2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	MA	3	16	8	7	10	8.8
	MED	11	9	13	6	7	9.2
	EdS in Special Education and Communication Disorders (Inactivated 2021)	0	0	0	0	0	0
	Autism Spectrum Disorders and Severe Disabilities Graduate Certificate (Inactivated 2021)	0	0	0	0	0	0
	Early Childhood Special Education Graduate Certificate	5	6	3	2	2	3.6
	Sensory Disabilities Graduate Certificate	0	4	8	7	8	5.4

Evidence of Need

Many graduate students in special education are already teaching, but only have a bachelor's degree which tends to be more general for the broad area of elementary or secondary education. In order to further their skills, graduate training specifically in special education is required. Other graduate students in special education may have a bachelor's degree in special education and are prepared to work with students with any type of disability and/or severity, but graduate programs are important for these students so that they can further build specialized expertise. In addition, there is a critical shortage of special education teachers in the state of Nebraska and the graduate program helps to support the local and national workforce needs. The average rate of attrition for general education teachers is approximately five years while for special education teachers it is three years.

The master's programs in special education focus on skills to improve teachers' competence in dealing with a variety of issues students with disabilities display, such as challenging behaviors, visual or hearing impairments. One of the specializations that focuses on hearing impairments is offered online and is only one of a handful of such programs in the country. The graduate certificate programs in early childhood special education and sensory disabilities are one of very few programs offered at any Nebraska university or college.

The Special Education and Communication Disorders programs were most recently reviewed by the Academic Program Review (APR) process in November of 2015 and are scheduled to be reviewed again in Fall 2023. To summarize their 2015 report, the APR committee found that efforts to increase student enrollment have been significant and fueled by obtaining external funding for students. They also found that the faculty and students are engaged in many activities that focus on enhancing the relationships among families, schools, and communities.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Speech Language Pathology

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MS in Speech Language Pathology

Signed: Katherine S. Anderson

April 14, 2022

(Chief Academic Officer or designated representative)

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	MS	41	44	45	36	43	41.8

Evidence of Need

The Speech-Language Pathology master's degree program at UNL makes a substantial contribution to the state of Nebraska. It is a highly regarded nationally ranked program. As such, the master's program in speech-language pathology undergoes substantial review. Our most rigorous review is conducted at least every seven years by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which certifies the program's curriculum adequate to meet the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) standards for initial certification of speech pathology professionals. At our last site visit in 2018, the program had no areas of concern or infractions. We are due for our next site visit in 2025. The programs also participate in the UNL Academic Program Review (APR) process and were most recently reviewed in November of 2015 and are scheduled to be reviewed again in Fall 2023. The last cycle of APR review found the department to be extremely strong. The expertise of the faculty, the strong clinic, excellent positive relationships between tenure and non-tenured faculty, and quality student recruits were identified by the reviewers as strengths.

The US Department of Education's Teacher Shortage Areas website lists Speech-Language Pathology as a teaching area within the state of Nebraska where teacher shortages exist for the years 2021-2023. The

master's program in speech-language pathology prepares students to practice within the field by providing them with on-campus clinic, student teaching, and externship (medically based) experiences. Additionally, students are educated in an integrated curriculum that prepares them for clinical practice and future research careers. Clinical experiences include at least 400 hours of hands-on experience. The curriculum, breadth of faculty experience, and clinical resources are unmatched by programs within the state.

Each spring the program aims to admit 35 master's degree students in speech-language pathology for a fall semester admittance. For those 35 admissions slots, the program has over 100 applicants indicating a high demand. This demonstrates that this is a highly sought-after program of study. Our on-time student completion rate for the last 3 years ranges from 97 to 100% and our pass rate for the national certification examination is 100% for the last 3 years. The US News and World Report ranks UNL 20th in the country for our master's degree in speech-language pathology which places it among the top 8% graduate programs for SLP in the United States. UNL has been in the top 25 master's degree programs in speech-language pathology for at least the last decade. All of these indicators point to the robust and highly regarded program at UNL.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Teaching, Learning and Teacher Education-Undergraduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the BSEH in Elementary Education and the BSEH in Secondary Education.

Signed: Katherine S. Anderson April 14, 2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	13823	13721	13338	12856	13225	13392.6
Faculty Full-time Equivalency (FTE) ¹	24.14	25.07	24.92	26.7	32.05	26.58
Instructional Full-time Equivalency (FTE) ²	13.39	14.32	14.17	15.95	10.8	13.73
SCH/Faculty FTE ¹	572.62	547.31	535.34	481.5	412.64	509.88
SCH/Instructional Faculty FTE ²	1032.34	958.17	941.62	806.02	1224.54	992.54

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	BSEH: Elementary Education	106	102	101	110	100	103.8
	BSEH: Secondary Education	15	12	15	19	45	21.2

Evidence of Need

The Elementary and Secondary Teacher Education Programs are nationally recognized programs founded on highly active and research-based practices. Our graduates are sought as teachers nationally and during teacher shortages, they are being offered positions as substitute teachers while they are in practicum or student teaching field experiences. Nebraska teachers find placements prior to or as soon as they graduate, and recently Career Fair attendees lauded our student teachers for their professionalism and readiness to be teachers in schools. Our graduates contribute to elevating the teaching profession following a strong, research based academic and field experiences program. There are many additional endorsements supported by the department and partnering units that students can pursue in teacher education alongside elementary education and secondary education.

The teacher education programs are reviewed regularly through the APR process and the national Council for

the Accreditation of Educator Preparation (CAEP). TLTE's teacher education programs are in good standing with CAEP and have been encouraged by the last APR review team to maintain the high-quality educational experiences for undergraduate students. v

Unique aspects of TLTE's elementary education programs are its multiple and varied practica, including the Schmoker Reading Center, technology infusion, and attention to international education. In elementary education, majors take part in five semester-long practica before the student teaching semester.

Unique aspects of TLTE's secondary education include collaboration with content departments, technology infusion, attention to English learners, and attention to international education.

The BSEH in Elementary Education and BSEH in Secondary Education meet threshold for completers and SCH/FTE.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Teaching, Learning and Teacher Education-Graduate

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: continuation of the MEd, MA, and graduate certificates in Teaching, Learning and Teacher Education

Signed: Katherine S. Anderson

(Chief Academic Officer or designated representative)

April 14, 2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards	MEd	1	0	0	0	0	.2
	MA	54	62	60	42	47	53
	Early Literacy Graduate Certificate	0	0	0	0	0	0
	K-3 Mathematics Specialist Graduate Certificate	50	0	0	17	0	13.4
	Teaching English to Speakers of Other Languages Graduate Certificate	2	4	4	6	3	3.8
	Response to Intervention: Reading Graduate Certificate	0	0	0	0	0	0
	World Language Teaching: German Graduate Certificate	0	0	0	0	0	0
	World Language Teaching: Spanish Graduate Certificate	0	0	0	0	0	0
	Mathematics Education Graduate Certificate (new)	-	-	-	-	-	-
	Social Justice and Diversity Education Graduate Certificate (new)	-	-	-	-	-	-

Evidence of Need

Since 2019, the department has admitted 40-50 master's students each year. We have partnered with school districts who have supported paraprofessionals who are pursuing the MA leading to initial teacher certification, helping meet the need for teachers during a state-wide teacher shortage. The M.A. program includes optional specializations in elementary teaching (typically for certified elementary education teachers), innovative learning technologies, and world language education (as part of the GOLDEN network). Graduate students seeking initial teacher certification have the option of enrolling in the M.A. leading to initial certification in elementary education, secondary English education, world languages, ESL education, secondary mathematics education, and secondary science education. From 2010–2019, we have enrolled 639 graduate students as

initial teacher certification. Initial teacher certification is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and reviewed regularly.

The M.Ed., serves in-service classroom teachers and other working professionals seeking to advance their career opportunities and notions of self-efficacy in the field of education. The program was reworked to be offered online beginning 2018-2019, and is expected to attract more students in the coming years. We expect completers for the 2022-23 academic year.

TLTE's graduate certificates support the ongoing professional development of teachers and educators across a broad array of educational settings in the state, nationally, and around the world. Each graduate certificate is reviewed annually by a faculty advisory group in that area of expertise.

For CCPE use: reviewer/date

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

- ☐ Program is critical to the role and mission of the institution (detailed explanation).
- ☐ Program contains courses supporting general education or other programs (detailed explanation).
- ☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).
- ☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
- ☐ Program provides unique access to an underserved population or geographical area (explain).
- ☒ Program meets a unique need in the region, state, or nation (explain).
- There is no additional cost that is attributed to the M.Ed. Along with other graduate students, M.Ed. students are integrated in readily available online TLTE courses and can partake in unique and enriching study-abroad and domestic learning experiences. The M.Ed. meets a unique need of serving in-service classroom teachers and other working professionals seeking to advance their career opportunities and self-efficacy in the field of education.
- ☐ Program is newly approved within the last five years (no additional justification needed).
- ☐ Other (detailed explanation).

**Summary of 2021-2022 Program Review Results at the University of Nebraska Medical Center (UNMC)
Academic Year 2016/17-2020/21**

UNMC Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Dental Hygiene	BSDH	24.0	499.0	Continuation	
Dentistry					
Doctor of Dentistry	DDS	48.0		Continuation	
Advanced Education in General Dentistry	Graduate Certificate	N/A		Continuation	
Doctor of Occupational Therapy	OTD	N/A		Continuation	
Pharmaceutical Sciences	MS	2.0		Continuation	X
	PhD	10.0			
Pharmacy	PharmD	56.0		Continuation	
Physical Therapy	DPT	55.0		Continuation	

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

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: UNMC **Program:** Dental Hygiene 51.0602

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed:  04/12/22
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	1513	1486	1560	1536	1534	1526
Faculty Full-time Equivalency (FTE) ¹	2	4	4	4	4	3.6
Instructional Full-time Equivalency (FTE) ²	1.85	3.65	3.65	3.65	3.65	3.29
SCH/Faculty FTE ¹	757	372	390	384	384	457
SCH/Instructional Faculty FTE ²	818	407	427	421	420	499

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BSDH	24	23	24	24	24

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

The UNMC Dental Hygiene program is the only baccalaureate program of its kind in Nebraska. There are 24 slots annually, selected from 55-60 applicants. Graduates of the program are highly sought after in Nebraska and surrounding states. This program fills an important need for Nebraska.

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: UNMC **Program:** Dentistry 51.0401

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed: Kendall S. D. 04/06/22
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards (list degrees/awards separately)	Certificate: Advanced Education in General Dentistry				4	4	4
	DDS	46	48	46	49	50	48

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

The UNMC College of Dentistry improves the oral health of the people of Nebraska and beyond through education, extraordinary patient care and innovative research. The College of Dentistry has a strong sense of community and is committed to compassionate care, collaborative learning, and continuous exploration of knowledge.

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

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

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

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

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

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

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

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

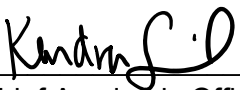
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: UNMC **Program:** Occupational Therapy 51.2306

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed:  04/06/22
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	Doctor of Occupational Therapy	NA	NA	NA	NA	NA

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

This program is an entry level doctoral degree for occupational therapy. The program has three themes: Occupation for Health, Personal and Professional Development, and Translational Science. Occupation for Health focuses on the application of occupation-based and evidence-based intervention for current practice, leadership, education, and scholarship.

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

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

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

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

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

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

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

☒ Program is newly approved within the last five years (no additional justification needed).
Program began admitting students in Fall 2021

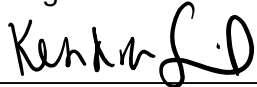
☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: UNMC **Program:** Pharmaceutical Sciences 51.2004

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed:  04/06/22
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards (list degrees/awards separately)	MS	0	0	1	2	3	1.2
	PHD	10	7	11	14	9	10

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

The need of this program to the College of Pharmacy is critical to continued research success and growth. The Ph.D. program is one of the most respected in the nation with alumni occupying leadership position in academic, pharmaceutical industry and regulatory bodies around the world. Many of our faculty are award-winning educators and the successes of our students, represented by countless awards, publications and podium presentations provide recognition of their hard work, and increases the reputation of UNMC. The MS program was restarted in 2017 and continues to grow. This growth has been impacted by the global

pandemic as has all programs. We currently have three accepted admissions for Fall 2022 and several more open offers and interviews scheduled.

For CCPE use: reviewer/date

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

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

The MS program is a feeder program to the Ph.D. degree and we have seen multiple success of students gaining their MS with us and continuing for a Ph.D.

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

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

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

Graduates in the MS are easily employed by the pharmaceutical industry and regulatory bodies. All of our recent MS graduates are employed in some role in the drug discovery and approval process. Many conduct critical research for generating preliminary data for grant applications.

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

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

☒ Program is newly approved within the last five years (no additional justification needed).
Newly relaunched in 2017.

☐ Other (detailed explanation).

The MS program serves as a pipeline for the PhD program. Some students transfer to the PhD program prior to finishing the MS. It was designed as an entry point to the PhD program and an exit path for PhD students who decide they do not want to complete the PhD. Since relaunching this program, there has been growth in enrollment: 6 new students in 17-18, 7 new students in

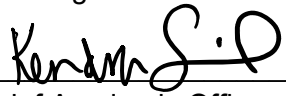
18-19, 8 new students in 19-20. This growth in number of students should put the program on track to meet the target.

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: UNMC **Program:** Pharmacy 51.2001

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed:  04/06/22
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	PHRMD	56	54	59	56	53	56

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

The PharmD is the entry level degree for pharmacists. A PharmD degree is required to sit for the national pharmacy licensure exam (NAPLEX). UNMC's is the only public pharmacy program in the state of Nebraska and is therefore needed to meet the pharmacist workforce needs in the state.

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

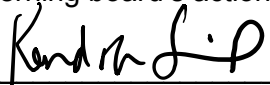
Coordinating Commission for Postsecondary Education

Review of Existing Instructional Programs

Institution: _UNMC_ **Program:** Physical Therapy 51.2308

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 23, 2022
- the governing board's action was: _____

Signed:  04/06/22
 (Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	DPT	47	50	56	64	57	55

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

Physical Therapy is a vital health profession with the need for physical therapists expanding based on the aging demographics of the American population which is also reflective of the growing need in Nebraska. The U.S. News and World Report has physical therapists listed in the top 10 healthcare professions in the United States. The US Bureau of Labor Statistics project a 21% growth in need for physical therapists in the country through 2030. The Nebraska Department of Labor's projections parallel the US statistics with an estimated 21% growth rate for the state of Nebraska through 2030. This translates to an average of 122 openings per year for physical therapists in Nebraska which represents the critical need for this program in order to meet the projected workforce demand. For the last 5 years of the average number of graduates from the DPT Physical Therapy

Program at UNMC, 81% were Nebraska residents; and of those 41% were from non-metropolitan and rural Nebraska.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

**Summary of 2021-2022 Program Review Results at the University of Nebraska at Omaha (UNO)
Academic Year 2016/17-2020/21**

UNO Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Biomechanics	BS	4.4	587.84	Continuation	X
	MS	N/A		Continuation	
Counseling	MA/MS	53.2		Continuation	
Educational Leadership					
Educational Administration	EdD	17.6		Continuation	
Educational Administration and Supervision	EdS/MS	1.6			X
Educational Leadership	MS	13.0			
Health and Kinesiology					
Athletic Training (Discontinued)	BS	5.8		Continuation	
Physical Education	BS	59.6			
Public Health	BS	24.2			
Recreation, Leisure Studies (Discontinued)	BS	4.6			
	Bachelor of Multidisciplinary Studies	1.2			
Athletic Training	MA	10.8		Continuation	
Biomechanics and Kinesiology	PhD	1.8			X
Health and Kinesiology	MA	12.4			
	MS	9.8			

UNO Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Special Education & Communication Disorders					
Communication Disorders	BS	15.2		Continuation	
Early Childhood Inclusive (Joint program with TED)	BS	5.4			X
	Total		379.99		
Special Education	MS	25.2		Continuation	
Speech-Language Pathology	MS	19.4			
Teacher Education					
Elementary Education/Special Education	BS	9.0		Continuation	
Elementary Education	BS	87.8			
Library Science	Bachelor of Multidisciplinary Studies	9.0			
	BS	10.4			
Secondary Education/Special Education	BS	6.0			X
Secondary Education	BS	60.6			
	Total		313.94		
Elementary Education	MS	59.8		Continuation	
Literacy	MS	29.6			
Secondary Education	MS	27.4			
Instruction in Urban Schools	Graduate Certificate	0.4		Continuation	

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

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

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

I certify the following:

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

Signed:  _____
(Chief Academic Officer or designated representative)

4/13/2022
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	1,399	1,869	1,828	1,894	2,173	1,833
Faculty Full-time Equivalency (FTE) ¹	6.67	13.00	13.67	14.00	15.33	12.53
Instructional Full-time Equivalency (FTE) ²	1.00	3.33	4.78	6.58	7.04	4.55
SCH/Faculty FTE ¹	209.75	143.77	133.72	135.29	141.75	152.85
SCH/Instructional Faculty FTE ²	1,399.00	561.09	382.43	287.93	308.75	587.84

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Biomechanics Bachelor of Science	2	3	7	6	4	4.4

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

The program continues to grow, with Spring 2022 enrollment of 39 students. For the past 4 semesters preceding Spring 2022, student enrollment was 30, 34, 36, and 44 students, demonstrating steady inclines in enrollment.

For CCPE use: reviewer/date

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

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

The name change for the College of Education in 2020 to include Education, Health, and Human Sciences has helped to attract new students to the pipeline (which should be realized in graduation rates in 2024 and after). The new name has also raised awareness of the programs. The name of the college is now inclusive of the majors, which is a major value added.

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

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

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

The Biomechanics program is a feature program at UNO, with world-renown facilities and extensive extramural funding. The Biomechanics program is actively supported by one of the two largest grants ever received in UNO history.

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

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

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Biomechanics MS	n/a	0	4	7	7	n/a

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

MS in Biomechanics started in fall 2018.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

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

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Counseling MA/MS	44	45	63	56	58	53.2

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

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Educational Leadership

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Educational Administration	EDD	21	22	13	12	20	17.6
Educational Administration & Supervision	EDS/MS	3	2	0	1	2	1.6
Educational Leadership	MS	20	8	8	14	15	13.0

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

For CCPE use: reviewer/date

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

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

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

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

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

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

The EDS program provides opportunities for individuals interested in pursuing superintendent roles, to include assessment, and/or curriculum supervision. These are specialist rather than doctorate roles, that particularly serve Nebraska's rural needs. Specifically, these roles enable individuals to gain the experience needed to provide district-level leadership for geographic areas that are in high demand for superintendents and other district-level leaders.

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

The MS in Educational Administration and Supervision provides the avenue for a current teacher to pursue a principal role, and to provide a bridge for content area mastery as a connection to other opportunities. This allows for a more direct focus on the principal pathway. For individuals who have completed courses in Teacher Education, and serve as in-service teachers, who then decide after years of in-service teaching decide to pursue a leadership role can access those rules in various geographic areas thanks to such a degree.

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** School of Health and Kinesiology

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	12,376	12,020	10,893	10,018	9,690	10,999
Faculty Full-time Equivalency (FTE) ¹	37.67	39.33	35.33	32.33	29.00	34.73
Instructional Full-time Equivalency (FTE) ²	25.77	27.31	25.13	22.45	22.13	24.56
SCH/Faculty FTE ¹	328.54	305.62	308.32	309.87	334.14	317.30
SCH/Instructional Faculty FTE ²	480.34	440.21	433.40	446.22	437.93	447.62

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Athletic Training	Bachelor of Science	6	3	8	6	6	5.8
Physical Education	Bachelor of Science	67	54	64	54	59	59.6
Public Health	Bachelor of Science	19	26	29	21	26	24.2
Recreation, Leisure Studies	Bachelor of Science	2	4	6	8	3	4.6
	Bachelor of Multidisciplinary Studies	2	3	1	0	0	1.2

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

The Recreation and Leisure Studies (BS and Bachelor of Multidisciplinary Studies) programs were both closed in 2018 and are not recruiting new students. The BS in Athletic Training program was also closed with the last cohort graduating in summer of 2020. Since the 2020-2021 academic year includes 2020 time, the 6 counted are simply for the spring 2020 graduates. No other students are in this program.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** School of Health and Kinesiology

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Athletic Training	MA	16	5	11	10	12	10.8
Biomechanics and Kinesiology	PHD	0	1	5	1	2	1.8
Health and Kinesiology	MA	10	13	13	15	11	12.4
	MS	13	11	13	7	5	9.8

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

The PhD program in Biomechanics and Kinesiology underwent a name change in 2015-2016 which has helped attract students to the program since its inception in 2012-2013. For the 2021-2022 academic year, the program is expected to graduate 6 students (above the threshold of 3). Importantly, the “0” graduate for year 2016-2017 (i.e. the first year of the name change) affects the average greatly, despite the program's enrollment increasing from 14 to 32 in the 2021-2022 academic year.

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Special Education & Communication Disorders

I certify the following:

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

Signed: _____

(Chief Academic Officer or designated representative)

4/13/2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	3,791	4,124	4,328	4,723	4,360	4,265
Faculty Full-time Equivalency (FTE) ¹	13.93	16.09	14.81	16.42	14.90	15.23
Instructional Full-time Equivalency (FTE) ²	10.11	11.68	11.51	12.02	10.82	11.23
SCH/Faculty FTE ¹	272.15	256.31	292.23	287.64	292.62	280.19
SCH/Instructional Faculty FTE ²	374.98	353.08	376.02	392.93	402.96	379.99

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Communication Disorders	Bachelor of Science	17	15	16	13	15	15.2
Early Childhood Inclusive (Joint Program)	Bachelor of Science	0	3	6	8	10	5.4

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

The ECI average is low because it was created in 2016, and it took time to advertise and recruit students to the program, but the 0 graduates for the year it was created is heavily impacting the average, despite the program growing year over year.

For CCPE use: reviewer/date

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

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

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

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

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

The program serves a critical high need for workforce (i.e. early childhood) with a heavy demand for student completers to be hired in the area school districts.

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Special Education & Communication Disorders

I certify the following:

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

Signed: _____

(Chief Academic Officer or designated representative)

4/13/2022

(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Special Education	MS	15	21	21	36	33	25.2
Speech-Language Pathology	MS	24	21	15	19	18	19.4

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

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Teacher Education

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)	9,744	10,935	13,051	13,722	13,533	12,197
Faculty Full-time Equivalency (FTE) ¹	58.00	57.67	58.33	62.67	61.00	59.53
Instructional Full-time Equivalency (FTE) ²	37.00	37.55	39.48	38.94	40.74	38.74
SCH/Faculty FTE ¹	168.00	189.61	223.74	218.96	221.85	204.43
SCH/Instructional Faculty FTE ²	263.35	291.21	330.57	352.39	332.18	313.94

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Elementary Educ/Special Educ	Bachelor of Science	12	8	5	9	11	9.0
Elementary Education	Bachelor of Science	86	65	71	102	115	87.8
Library Science	Bachelor of Multidisciplinary Studies	10	3	6	10	16	9.0
	Bachelor of Science	10	5	14	9	14	10.4
Secondary Educ/Special Educ	Bachelor of Science	0	6	3	13	8	6.0
Secondary Education	Bachelor of Science	62	66	57	60	58	60.6

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

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

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

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

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

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

The Secondary Education/Special Education Bachelor of Science fulfills a critical need in the Nebraska workforce. Per the NEworks data surrounding labor shortages, there are 0.38 candidates available per 1 job opening. These positions are needed across the state, with current openings posted for Lexington, Broken Bow, Centura, Fairbury, and Falls City Public Schools (NeWorks.Nebraska.gov, accessed 3/31/22). Per the Nebraska Department of Education (nebraskaeducationjobs.ne.gov, accessed 4/7/22), the need for secondary education teachers

For Secondary Education, while the percentage of unfilled positions varies slightly based upon subject matter, the current unfilled needs range from 4.86-5.59% unfilled positions (Teacher Vacancy Survey, Nebraska Department of Education).

For Special Education, 24.22% of positions remain unfilled (Teacher Vacancy Survey, Nebraska Department of Education).

These data suggest employer demand for Nebraska labor needs.

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

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

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

☐ Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Teacher Education

I certify the following:

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

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

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

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

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		16-17	17-18	18-19	19-20	20-21	5 yr avg
Elementary Education	MS	57	56	58	60	68	59.8
Literacy	MS	57	73	1	7	10	29.6
Secondary Education	MS	28	32	22	30	25	27.4
Instruction in Urban Schools	GCER	0	1	1	0	0	0.4

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

The Graduate Certificate (GCER) for Instruction in Urban Schools was discontinued in July 2021.

For CCPE use: reviewer/date

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

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

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

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

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

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

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

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

☐ Other (detailed explanation).

TO:	The Board of Regents	Addendum X-A-3
	Academic Affairs Committee	
MEETING DATE:	June 23, 2022	
SUBJECT:	University of Nebraska degree Monitoring Reports as required by Neb. Rev. Stat. § 85-1414(5) and the Nebraska Coordinating Commission for Postsecondary Education	
RECOMMENDED ACTION:	Approve the monitoring reports and forward them to the Nebraska Coordinating Commission for Postsecondary Education (NCCPE)	
PREVIOUS ACTION:	June 2018 or June 2019 - The Board approved in-depth reports, monitoring plans, and the continuation of all degrees listed below.	
EXPLANATION:	The monitoring report for the UNK Bachelor of Arts degree in Art History notes that the faculty have adjusted the curriculum to improve student engagement and enrollment. The program, however, has not made significant progress towards meeting NCCPE's Performance Standards. The monitoring report for the UNK Master of Arts degree in English Literature notes that the degree offerings are being restructured to combine separate MA programs (Literature and Writing) into a single combined English MA degree. The transformed program, once formally approved, should meet NCCPE Performance Standards. The monitoring report for the UNL Master of Arts degree in Art History, notes that the unit has made progress towards increasing the number of majors and has obtained grant/philanthropic funding to support Graduate Assistantships. The faculty have also developed a draft proposal for a MFA/MA dual degree that would likely increase enrollments and degrees granted. These efforts have not yet resulted in an improvement in average degrees awarded. The monitoring report for the UNL Doctor of Philosophy in Music notes that the faculty have focused on several strategies for improving student recruitment. These include increasing the number of graduate teaching assistantships, recruiting K-12 teachers, faculty incentives to recruit new students, and attracting international students. The program, however, has not made significant progress towards meeting NCCPE's Performance Standards. The monitoring report for the UNL Bachelor of Science in Natural Resource and Environmental Economics notes that the faculty have focused their enrollment strategy on providing educational offerings for and recruitment of high school students. There has been little progress towards meeting NCCPE's Performance Standards. The monitoring report for the UNMC Doctor of Philosophy in Biostatistics, while not yet showing an improvement in degrees granted, has sufficient new and existing enrollments to eventually meet NCCPE's Performance Standards.	

The Board of Regents is asked to approve each report and approve forwarding those reports to the NCCPE.

SPONSORS:

Charles J. Bicak
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Kearney

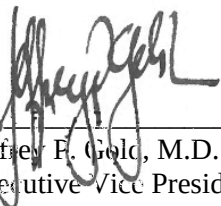
Katherine Ankerson
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Vice President, Agriculture and Natural Resources, University of
Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources,
University of Nebraska-Lincoln

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

Sacha Kopp
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

RECOMMENDED:



Jeffrey E. Gold, M.D.
Executive Vice President and Provost

DATE:

May 19, 2022

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

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

June 28, 2019 – The BoR approved continuing the BA in Art History and forwarding the in-depth report and action plan to the CCPE.

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

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

Next Action Due:

The follow-up report to the original in-depth review, including enrollments, majors, and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____

(Chief Academic Officer or designated representative)

5/10/22

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	0	0	0	0	0	1

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
4	2	3	1	2	3	3

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

In 2017 the Department of Art and Design implemented changes in the program by reorganizing how the courses were taught. Some classes were migrated to an online format, while keeping a small number of classes being taught in person and on campus. This allowed the department to utilize faculty not on campus, and, allowed us to pull from a broader pool of PhD's in Art History, a rare resource in central Nebraska. The results were mixed, some faculty performed well, others not so much. Faculty were reallocated to meet their strengths. Despite some success with online professors, students still communicated a preference for these

classes to be in person. This left us in a position to consider to what degree can we accommodate this with then having an on campus faculty teaching one art history on campus an academic year. These changes also had no impact on major numbers. One of the problems this left us with was that classes couldn't be rotated enough, and have them fill, to permit majors to get through the program in four years.

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

In the fall of 2021, the faculty of the Department of Art and Design had several subcommittee meetings and department meetings to discuss this issue. Everything was brought to the table: deleting the program entirely, major and minor, from our offerings, deleting the major and keeping the minor, or keeping everything. After much deliberation, and, counsel from Dean Teten, the faculty voted to maintain the major and minor, with much adjustment. Firstly, we will move a faculty to half-time art history, teaching it in person and on campus. 2. We will involve other faculty to include their recently designed courses into the Art History program. This includes Art 375: Art, Activism, & Social Movements and Art 377: Scientific Study of Art. 3. We will include some classes from other departments which have significant overlap. These include classes from History, HIST 406 History of Film, HIST 464 Introduction to Public History, and HIST 466 Museum and Archives as potential electives, and, from English, ENG 374 History of the Motion Picture, also as an elective.

These changes should allow us to move students through the program quicker, add more cultural context to their understanding of art history, and make it more financially efficient for the department and dean to maintain the program.

University of Nebraska at Kearney (UNK)
Annual Program Monitoring Report to the Board of Regents
Master of Arts (MA) in English Literature

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

June 28, 2019 – The BoR approved continuing the MA in English Literature and forwarding the in-depth report and action plan to the CCPE.

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

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

Next Action Due:

The follow-up report to the original in-depth review, including enrollments, majors, and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____

(Chief Academic Officer or designated representative)

5/6/22

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
2	2	2	2	2	1	N/A

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
5	7	5	5	4	2	N/A

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

To accommodate concerns, in November 2019, the UNK Department of English proactively restructured its multiple MA programs (MA in Literature and MA in Writing) into one combined English MA program. This transformed MA program created four focus areas for students, allowing them to have more flexibility within the graduate program. The restructured program enhanced its reach by being available fully online. The numbers outlined above do not reflect those of the restructured MA program, which has 73 students in it (admissions for the program began for Fall 2020). Overall, there are 91 degree-seeking graduate students in English.

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

The necessary paperwork is being completed to formally rename the multiple degree offerings, designating that the unit is now offering a single MA degree.

University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
Master of Arts (MA) in Art History

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

June 28, 2019 – The BoR approved continuing the MA in Art History and forwarding the in-depth review and action plan to the CCPE.

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

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

Next Action Due:

The follow-up report to the original in-depth review, including enrollments and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

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

April 27, 2022
(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
1	3	3	1	2	1	0

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
5	7	6	4	3	2	5

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

As described in the action plan, a new tenure-track art historian, Dr. Katie Anania, was hired as of Fall 2019. Dr. Anania's focus is contemporary and modern art of the Americas. Her interest in artists' and designers' engagements with ecology have generated two projects with funding that has helped to recruit and support MA Art History students: a database of artworks in UNL's collections related to environmental crises (supported by the Water for Food Institute on UNL's campus), and a series of workshops on graphic representations of water pollution and aquatic ecology. For this second project, she serves as Special Personnel on a team headed by UNL

aquatic ecologist Jessica Corman that received \$6M in National Science Foundation funding to build a database related to ecological stoichiometry based in part on her workshops.

Funding for graduate students in this program is essential to recruiting and retaining students and meeting the CCPE thresholds. Increasing college funding to support graduate students is a top priority in the Capital Campaign. While GTA funds for the MA Art History are limited, the faculty are also being proactive and creative about finding other ways to support students:

- New funding from a private donor was secured for a grad student fellowship in American art and successfully used to recruit two students.
- Professor Michael Hoff's archaeological excavation in Turkey, funded in part by a US State Department grant, is instrumental in recruiting new graduate students.
- Dr. Anania's NSF funding supports two graduate assistants.
- A new GRA has been created in partnership with the Great Plains Art Museum and will be used in active recruitment of graduate students.

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

The art history faculty have developed a proposal for an innovative dual MFA/MA degree, which would allow students from the 3-year MFA program to earn an MA in one additional year. Once some additional logistical issues are addressed, the joint program will attract more students to the MA degree.

We have also begun to reshape some of the GTA duties in response to the desire many MA applicants (and current students) have expressed to gain more teaching experience. This semester, for instance, one of our current MA students is the teacher of record for the online version of our art history survey course, AHIS 102. Not only does this experience prepare students for community college teaching after their graduation, it also strengthens their profile if they apply to PhD programs.

Finally, it is worth commenting on the quality and impact of the MA program. For example, this year's cohort is 25% African American, 25% female, and hails from Louisiana, California, Kansas and Texas. Our minority recruiting is equivalent to any program in the University. Our students who graduated during the five-year period covered by this report are now pursuing graduate work at Emory and New York University, as well as teaching at the college level and working as arts administrators in Nebraska.

University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
PhD in Music

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

June 28, 2019 – The BoR approved continuing the PhD in Music and forwarding the in-depth report and action plan to the CCPE.

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

September 26, 2019 – The CCPE moved to continue the PhD in Music with a progress report due September 30, 2022.

Next Action Due:

The follow-up (progress) report to the original in-depth review should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

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

April 27, 2022
(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
1	1	1	3	1	2	1

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
7	9	8	10	10	8	8

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

Four steps were identified in the action plan submitted in 2019. Progress towards implementation of each of these steps follows.

- A) **Increase the number of PhD GTAs offered** – The target of 6-8 GTAs was set in 2019, prior to the pandemic. In response to the budget reductions that resulted, in large part, from the pandemic, the Glenn Korff School of Music had to make the difficult choice of reducing available GTAs for all its graduate programs. A 2019 survey of our peer

institutions who offer the PhD degree shows that virtually all PhD students receive GA support. Next year there will be 5 PhD students who have assistantships—3 with a music education specialization and 2 with an emphasis in vocal pedagogy. Although this is one GTA less than the target, this is more a function of lack of applicants than lack of administrative support. There is one faculty member in the program area retiring, and another is transitioning to administration, which has, in part, contributed to a lack of applicants for the next academic year. Given these circumstances, we have begun to explore the possibility of recruiting practicing PreK-12 teachers for our PhD program who will be able to maintain their public-school positions and pursue the doctorate through distance learning formats for two of the three years typically required to complete a PhD. Then, these practicing teachers would seek a leave of absence from their public-school position for a period of one year to serve as a GTA in the Glenn Korff School of Music. We currently have one person pursuing the doctorate in this residency format, and the model has proven to be effective.

- B) **Improve the attractiveness of the work/study environment** – With the approval of plans for a new music building, there will be some space assigned with small offices for PhD students and a common meeting space to assist with conferencing. This new, dedicated space should be an incentive for students to enter the PhD program. The area faculty are excited about the continued inclusion of this space in the new building plans.
- C) **Add teaching load credit for dissertation work** – A faculty load audit was planned for the 2021-22 academic year but had to be postponed and is still a project we intend to pursue. This audit would explore the possibility of implementing a one-credit hour teaching equivalency for faculty who are supervising PhD students working on their dissertations in their final semester. Some of our peer institutions assign proportional teaching load credit for dissertation work with doctoral students, so we can use their practices as a model. We believe that providing load credit, no matter proportionally how small to the amount of work required to chair a dissertation committee, will be an incentive for faculty to be more active in their recruiting efforts.
- D) **Increase international recruiting** – Recruiting internationally has been challenging with pandemic travel restrictions in place. The International Society for Music Education (ISME) Congress, scheduled to take place in Brisbane in July of 2022, for example, will be held virtually, not in-person. Major international conferences, such as the Brisbane ISME Conference, are a prime source of contact for international recruiting. We will have a virtual faculty and student presence there in 2022, but it is not the same as recruiting in person. Again, we are hopeful that international travel can resume, and that international conference attendance will once again be an important tool for attracting international students to our program, as was the case in attracting one of our recent graduates here from Northern China several years ago.

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

University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
Bachelor of Science (BS) in Natural Resource and Environmental Economics

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

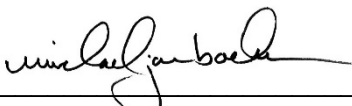
June 28, 2019 – The BoR approved continuing the BS in Natural Resource and Environmental Economics and forwarding the in-depth review and action plan to the CCPE.

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

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

Next Action Due:

The follow-up report to the original in-depth review, including enrollments, majors, and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed:   April 27, 2022
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
5	6	0	6	3	2	2

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
24	22	19	18	17	11	9

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

Coming out of COVID-19, we focused our efforts on building our direct recruiting with high school students, including:

- Faculty served as a global expert for the World Food Prize Nebraska Youth Institute, with a workshop on food sustainability using a Prisoner's Dilemma game-based activity, with a follow-up discussion on behavior/choices that governments make with respect to

energy sources and connected it to real-world situations in cases of collective efforts. The discussion allowed us to talk to students about the Natural Resource and Environmental Economics (NREE) major and its focus on policy, sustainability, etc.

- Faculty conducted several discussions with Lincoln Northeast Students during campus visits in March and April 2022.
- Faculty visited Lincoln Northeast High School and played an economic card game to teach students about public goods to introduce them to our NREE major.
- Faculty created a video and worksheet for the virtual Lincoln Public School STEAM FEST to introduce students to economic concepts they face in everyday decisions.

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

This past year we successfully piloted a three-week Commodity Marketing Curriculum to 15 high school programs. The top three student winners of a commodity trading contest were awarded scholarships to major in our three majors, including NREE. This spring, 15 schools are participating in our final pilot before we take the program state-wide. Seven scholarships will be offered to students winning our commodity trading contest this semester.

Building upon this success, we are developing an ecosystem valuation curriculum for high school students, specifically targeting Omaha and Lincoln schools. Students will undertake a valuation project of interest to them and submit a poster detailing their project and the results. Winners of the poster contest will be offered scholarships to major in our NREE program. This curriculum will introduce high school students to the NREE major and the occupations they can pursue with that degree.

A survey was sent two weeks ago to our department's alumni. One of the requests was to work with us in developing short videos of what our alumni do in their jobs and how our degree programs have aided them in their chosen professions. We have created a YouTube channel to post the videos for potential students to view.

University of Nebraska Medical Center (UNMC)
Annual Program Monitoring Report to the Board of Regents
PhD in Biostatistics

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

June 26, 2020 – The BoR approved continuing the PhD in Biostatistics and forwarding the in-depth review and monitoring plan to the CCPE.

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

October 8, 2020 – The CCPE approved continuation of the program with a report on monitoring to include enrollments and number of graduates due July 15, 2022.

Next Action Due:

The follow-up report to the original in-depth review, including enrollments and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: Kendy S. D.
 (Chief Academic Officer or designated representative)

04/12/22
 (Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
0	0	0	1	3	1	1 or 2

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
8	7	9	9	9	11	12
4 new	0 new	2 new	1 new	1 new	2 new	5 new
4 existing	7 existing	7 existing	8 existing	8 existing	9 existing	7 existing

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

- The MS in Biostatistics program was approved by the CCPE in May of 2021; the first cohort of MS students (6) began the MS program in August Of 2021.
- New core and elective course offerings on the UNMC campus and the academic year first offered:
 BIOS 815 Biostatistical Computing (AY20/21)
 BIOS 829 Intro to Biostatistical Machine Learning (AY20/21)

BIOS 901 Advanced Biostatistics Theory I (AY20/21)
 BIOS 902 Advanced Biostatistics Theory II (AY20/21)
 BIOS 928 Bayesian Theory and Methodology in Biostatistics (AY22/23)
 BIOS 938 Causal Inference (AY 20/21)
 BIOS 939 High Dimensional Inference & Multiple Testing (AY22/23)
 BIOS 941 Biostatistical Consultant Application and Practice (AY20/21)

- PhD applications have been moved to SOPHAS, with this change we have seen applications grow from 6 per year to 30-35 per year.
- Increased the number of full-time faculty to 15 (increase of 4 since last report). New faculty bring Causal Inference, High Dimensional Data Inference, Electronic Health Record, and Hierarchical Mixture Modelling expertise to the Department.

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

- Formed a student recruitment committee:
targeted advertisement of the MS and PhD programs,
Connect prospective students with current MS/PhD students and recent PhD graduates.
- a) Expanding number of assistantships to allow recruitment of more students:
Established two collaborative partnerships in research labs on-campus that support 2 PhD students.
- b) Working to establish a sponsorship program with a local public health department to support a PhD GRA position.
- c) Working to establish a sponsorship program with Children's Hospital to support a PhD GRA position.

University of Nebraska at Omaha (UNO)
Annual Program Monitoring Report to the Board of Regents
Bachelor of Arts (BA) in Women's and Gender Studies

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

June 26, 2020 – The BoR approved continuing the BA in Women's and Gender Studies and forwarding the in-depth review and monitoring plan to the CCPE.

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

October 8, 2020 – The CCPE approved continuation of the program with a report on monitoring to include enrollments and number of graduates due July 15, 2022.

Next Action Due:

The follow-up report to the original in-depth review, including enrollments and number of graduates, should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____

(Chief Academic Officer or designated representative)

April 13 2022

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
2	4	3	3	3	7	0

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
27	37	31	40	63	60	63

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

The Womens' and Gender Studies Program is actively engaged in strategic planning to chart out a vision for the future of the major. While the graduates of the program have been low (i.e. 5-year graduation average of 3.4 B.A. and 0.6 B.M.S. students), the interface of the program with that of other majors within the College of Arts and Sciences and across campus remain collaborative and beneficial. Consequently, the program leadership took part in several planning meetings during Fall of 2021 and with university leadership during the Spring of 2022 to discuss the process of transitioning to an interdisciplinary major.

While the College of Arts & Sciences currently offers a Bachelor of Arts and a minor in Women's and Gender Studies, the program also offers a range of popular courses taken by students in a variety of majors. Moreover, given the interdisciplinary nature of the topics covered by the current program, it lends itself well to being an interdisciplinary program.

The program leadership reflected on the course offerings currently defined as an academic program, and have prepared a plan to move forward with converting the program to be interdisciplinary in nature. While the program does not meet the CCPE minimum performance standard of an average of seven degrees awarded per year, the number of students intending to earn a major or minor is quite large. More students were enrolled in the major and minor from 2018-2020 (54.33 average) than in the previous three years from 2015-2017 (31.67). This suggests that the program is well-suited to serve as a minor or second-major.

The exercise of moving a program to be classified as "interdisciplinary" is two-fold. First, the program must narrow the course offerings to no more than two. Second, the program must determine whether the remaining courses will be offered and, if so, who which department will become the new home. Both of these processes are described in greater detail below.

Course Offerings for Interdisciplinary Program: Two existing, very popular lower-division courses will comprise the requirements of the *interdisciplinary program designation* for Women's and Gender Studies and will support the general education curriculum. One such course focuses on social sciences and the other on the humanities and support the general education requirements in each area. Both courses support the general education requirements in U.S. diversity. This vantage point affords students a scaffolded, engaging curriculum. In addition, given the steps necessary to revise curriculum, to include multiple on-campus level approvals, the team will utilize the Fall 2022 semester to revise the curriculum and prepare for the 2023-24 academic year Undergraduate Catalog.

Decommissioning Course Offerings: In Fall of 2022, four will be routed through the on-campus systems to be decommissioned and subsequently removed from the course catalog. Of the other courses in the program, 17 courses are already cross-listed with other sponsoring departments, and four remain in progress (as of March 31, 2022). Any remaining courses will be deleted.

Taken together, the Women's and Gender Studies Program will be an *interdisciplinary program* in the 2023-2024 academic year Undergraduate Catalog.

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

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

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

June 28, 2018 – The BoR approved the academic program review and recommendation to continue the BA in Art History.

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

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

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____

(Chief Academic Officer or designated representative)

April 13 2022

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
71	65	80	54	55	75	75
BAH only: 11	6	6	2	3	8	8

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
381	406	422	367	403	431	431
BAH only: 18	18	15	17	27	26	32

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

The program continues with the activities and strategies submitted in the September 2020 monitoring report. Specifically, the program has focused on: a) continued growth of online and remote learning and workforce development-focused initiatives, including expanded applied curatorial opportunities and generating the *Arts Entrepreneurship* minor, b)

curriculum review including alignment with recently approved Bak Learning Center and Museum, elaborated upon below.

a. Growth of online and remote learning opportunities and workforce development

Preparation: The department effectively prepares students for the workforce, including in Nebraska, through a variety of initiatives. Such as welcoming community partners who serve as gallery and museum professionals from the Joslyn Art Museum, Gallery 1516, Bemis Center for Contemporary Art, and the Nebraska Jewish Historical Society to introduce students to the duties associated with their positions. Additionally, new for the 2022-2023 academic catalog, the School of the Arts generated an *Arts Entrepreneurship Minor*. Students from all the units of the School can enroll this will create additional opportunities to expose students from other disciplines to Art History, which is expected to result in more majors. It is noteworthy to share that the acceptance rate of Art History graduates to graduate school is 100%, including UNO's program welcoming back two prior alum as instructors to further meet the needs of UNO students.

b. Curriculum Review and Alignment: A new curriculum appeared in the 22/23 catalog. The Focus B option (previously Museum Studies/Arts Administration, currently Arts Management) of the curriculum was revised to make the degree attractive to a wider audience by reducing the foreign language credit hours and removing the history requirements. The new curriculum will make it easier for studio art and other majors to double major. While many students express interest in double majoring, it should be noted that it increases the credit hours necessary to graduate markedly. Many students become art history minors instead. The additional hours made available by deleting language and history requirements will be filled with courses applicable to careers in galleries, museums, and other non-profit arts organizations—workforce development. Faculty selected the required and elective courses after surveying graduates of the program who hold positions in the arts in Omaha and beyond. The courses such as non-profit leadership, fundraising, collection management, and provide students with hands-on skills. They are also required to have an internship experience for graduation.

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

a. Community partners: The Art History Department has community partners across the city of Omaha, including most recently (2021) adding Gallery 1516 (GS1516) to the list. GS1516 became a formal affiliate of the School of the Arts, employing UNO art history interns is part of the formal agreement. Additional internship opportunities for art historians are included across the city, with nearly every gallery in Omaha (e.g. former graduates are also currently stationed as full-time staff at Bemis, for example). UNO art history graduates are filling workforce needs in Omaha. The Roberta and Bob Rogers gallery also currently employee two interns, and student successes in such roles lead to ongoing and prolific collaborations. The Department has an extensive list of collaborators beyond these, to include El Museo Latino, Kaneko, Amplify Arts, The Union for Contemporary Art, Benson First Friday, Wells Fargo, Humanities Nebraska, Nebraska Arts Council, and the Nebraska Cultural Endowment, among others.

- b. Cross-program teaching:** Art history is by nature interdisciplinary and art history faculty offer courses that are cross listed with numerous programs on campus, including OLLAS, Medieval Renaissance Studies, Women's and Gender Studies, and Ancient Mediterranean Studies. Art history faculty also regularly offer courses for TLC (Thompson Learning Community) and Honors and are involved in Medical Humanities. Several seats in art history survey sections have been held for students in the Success Academy. Art history has developed a special relationship through the Bak Museum and Academic Learning Center with Holocaust and Genocide Studies, Goldstein Center for Human Rights, and the Schwalb Center. In offering classes that are populated by students from different disciplines and programs, the possibility exists that some of them will become art history majors. Since art history is not a subject commonly offered in high school, the art history program relies on students changing their major. The faculty will continue to teach courses with other programs and to seek new opportunities to cross-list with other programs. Finally, the program offered an introductory art history course at the Omaha Correctional Facility.

**University of Nebraska at Omaha (UNO)
Annual Program Monitoring Report to the Board of Regents
Bachelor of Science (BS) in Black Studies**

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

June 25, 2021 – The BoR approved continuing the BS in Black Studies and forwarding the in-depth report and monitoring plan to the CCPE.

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

December 2, 2021 – The CCPE approved continuation of the program with a report on monitoring due December 13, 2024.

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____

(Chief Academic Officer or designated representative)

April 13 2022

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
1	3	4	3	5	4	4

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
27	39	40	43	55	56	59

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

The program leadership continue to engage in active planning to expand enrollment. These include a) Clearly identifying four-year degree pathways, b) Clarifying the process for students to have a double major, c) Connecting with Interdisciplinary Studies' concentration in Exploratory Studies, and d) Reviewing and revising the Introduction to Black Studies course as the foundational course for the discipline to better recruit and support majors. These specific action steps are elaborated upon below.

- a. **Clearly identifying four-year degree pathways:** The program has completed development of a four-year degree pathway, which is now in use in the student advising process. This pathway is available to students and is posted on the departmental

TO: The Board of Regents Addendum X-A-4

Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: In-depth Program Review and Monitoring Plan for the Bachelor of Science in Public Administration at the University of Nebraska at Kearney as required by Neb. Rev. Stat. § 85-1414(5) and the Nebraska Coordinating Commission for Postsecondary Education (NCCPE)

RECOMMENDED ACTION: Approval is requested to continue the Bachelor of Science (BS) in Public Administration within the Department of Political Science at the University of Nebraska at Kearney (UNK) and to forward the associated review report and monitoring plan to the Coordinating Commission for Postsecondary Education

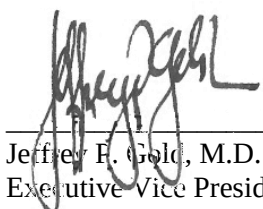
PREVIOUS ACTIONS: UNK's BS in Public Administration was established prior to modern records of the Board

EXPLANATION: A review of the UNK BS in Public Administration was conducted in 2021. UNK's Department of Political Science determined that the number of majors is insufficient to continue the degree offering. While still offering a minor in the discipline, UNK intends to teach-out any remaining students and submit the necessary request to the Board of Regents to discontinue the program by the end of 2022.

It is recommended that the program be continued until such time as a formal discontinuance request is proposed. The Board of Regents is asked to approve this recommendation and approve forwarding the report to the NCCPE.

SPONSOR: Charles J. Bicak
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Kearney

RECOMMENDED:



Jeffrey E. Gold, M.D.
Executive Vice President and Provost

DATE: May 19, 2022



David S. Jackson, Ph.D.
Vice Provost
University of Nebraska
Office of the Executive Vice President and Provost
145 Varner Hall
3835 Holdrege Street
PO Box 830743
Lincoln, NE 68583-0743
Voice: 402-472-0075
email: djackson@nebraska.edu

SUBJECT: UNK BS IN PUBLIC ADMINISTRATION

Dear Dr. Jackson,

February 28, 2022

The following represents the response of UNK's Department of Political Science to the recent declaration from the Nebraska Coordinating Commission for Postsecondary Education (CCPE) that our BS in Public Administration is not meeting their "Minimum Performance Standard." It is the decision of our department to discontinue offering this degree until such time that our department sees evidence that enough student demand exists to re-introduce this degree to UNK.

For the immediate future our department will modify our existing Public Administration (PA) minor as well as create a special sub-field within our traditional BA/BS Political Science degrees that is focused on public administration. Contingent on the growth of students minoring in Public Administration and/or concentrating in our sub-field of public administration our department will revisit the possibility of bringing back the BS degree in Public Administration. This decision is based on the following factors which make clear that the continuation of the BS degree in Public Administration is untenable at this time.

- First, the enrollment and degree data has been insufficient over the last 6 years:

Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
0	0	0	1	0	3



Political Science
2507 11th Avenue, Copeland Hall 204 | Kearney, NE 68849-5110 | 308.865.8506 | fax 308.865.8567
unk.edu

PA majors (Fall semesters only):

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	2	5	6	3	4	1

SCH/FTE

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
30	60	150	180	90	120	30

Given the relatively low number of majors and graduates over a significant period, we see little evidence of the necessary demand to continue offering a BS in Public Administration.

Second, we currently lack sufficient faculty to concentrate on rebuilding and strengthening the program. Our current faculty are needed to serve our PSCI BS/BA students, online general studies students, Teacher Education students requiring specialized introductory PSCI classes, and students requiring one of our introductory classes to meet their general studies requirements. Until we can fill our currently frozen faculty line, we will be unable to dedicate our limited faculty resources to rebuilding this program in the short or intermediate term.

Third, as noted above, we believe the best course of action at this time is to modify our PA minor to make it more attractive to UNK students as well as create a special sub-field within our traditional PSCI BA/BS degrees to ensure that we meet the existing interest in an education focused on public administration. Our modified minor in Public Administration is below. The modifications we will be submitting to our Education Policy committee this semester will focus on classes offered solely by our department, making it easier for students to navigate. Finally, there will no new resources associated with the minor.

It is our plan to annually report to the Board of Regents the number of minors as well as the number of students enrolled in classes typically associated with public administration in our program. This annual reporting will provide us a guide in determining whether a demand is emerging for a BS degree in Public Administration in the future.

We recognize the drastic nature of our decision, but the historical data as well as current limitations on the time available to our existing faculty make clear that this is the correct decision at this time.

Thank you and please do not hesitate to contact me if you require additional information or any questions.

Sincerely,



William Avilés
Professor
Department of Political Science
Copeland Hall 207A
University of Nebraska at Kearney
Kearney, NE 68849
Work: (308) 865-8776
Cell: (308) 293-7261
avilesw1@unk.edu

**PROPOSED PA MINOR
(21 Hours)**

PSCI 110	Introduction to American Politics
PSCI 212	Introduction to Public Administration
PSCI 361	State and Local Government
PSCI 381	Introduction to Political Inquiry
PSCI 385	Public Policy
PSCI 445	Ethics in Government
PSCI 448	Leadership in Public and Non-profit Organizations

TO: The Board of Regents Addendum X-A-5
Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: In-depth Program Review and Monitoring Plan for the Master of Science in Veterinary Science at the University of Nebraska-Lincoln as required by Neb. Rev. Stat. § 85-1414(5) and the Nebraska Coordinating Commission for Postsecondary Education (NCCPE)

RECOMMENDED ACTION: Approval is requested to continue the Master of Science (MS) in Veterinary Science within the School of Veterinary Medicine and Biomedical Sciences at the University of Nebraska-Lincoln (UNL) and to forward the associated review report and monitoring plan to the Coordinating Commission for Postsecondary Education

PREVIOUS ACTIONS: September 4, 2009 - UNL's School of Veterinary Medicine and Biomedical Sciences was established by the Board

January 16, 1993 - UNL's Department of Veterinary Science was renamed to the Department of Veterinary and Biomedical Sciences

The MS in Veterinary Science was established prior to modern records of the Board

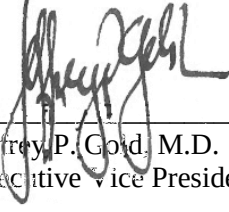
EXPLANATION: A review of the UNL MS in Veterinary Science was conducted in Fall 2021 and Spring 2022. After a thorough evaluation of various strategies to improve enrollment, faculty in the School of Veterinary Medicine and Biomedical Sciences determined that a far more comprehensive review of all academic programs (degrees) was required in order to better align its offerings with Nebraska's workforce needs. The first step in assessing the future direction of the MS in Veterinary Science and the School's other degree offerings will be to conduct a comprehensive Academic Program Review (with external reviewers); this is scheduled for October 2022. The faculty will submit a report to the University of Nebraska Board of Regents in time for their June 2023 meeting, framing the future direction of the program and other veterinary degrees for the state of Nebraska.

It is recommended that the MS in Veterinary Science be continued. The Board of Regents is asked to approve this recommendation and approve forwarding the report to the NCCPE.

SPONSORS: Michael J. Boehm
Vice President, Agriculture and Natural Resources, University of Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln

Katherine Ankerson
Executive Vice Chancellor
University of Nebraska-Lincoln

RECOMMENDED:



Jeffrey P. Gold, M.D.
Executive Vice President and Provost

DATE:

May 19, 2022



To: Dr. David Jackson, Vice Provost, University of Nebraska

David Scott McVey

From: Dr. Scott McVey, Director of the School of Veterinary Medicine and Biomedical Sciences

Date: April 8, 2022

Subject: MS in Veterinary Science

- The MS in Veterinary Science has been in existence for several decades and has trained numerous, highly successful individuals for careers in research, industry, private practice, and education in Nebraska, across the US and around the world. Graduates have contributed to the security and stability of food animal agriculture, food security and quality, improved animal care and wellbeing, as well as biomedical science.
- The MS in Veterinary Science is critical to the role and land-grant mission of the University and of central importance to the state. The degree program is serving a small, but important employment and expertise niche in animal health to support the food animal agriculture industry in Nebraska. The program was identified as below the CCPE required graduation rate for the five-year period of AY2015-16 to AY 2019-20.
- As the faculty in the School of Veterinary Medicine and Biomedical Sciences considered options (transition the program to a new MS in comparative medicine/biomedical sciences program, redesign the non-thesis option, or delete the program, etc.) for the MS in Veterinary Science program, they realized a comprehensive review of the academic programs offered by the unit and the workforce needs of the state was needed. Thus, the unit's academic program review (APR) scheduled for October 2022 is an excellent opportunity for a comprehensive program review and to assess the future direction of the MS in Veterinary Science based upon input from outside experts in the field.
- The faculty in the School of Veterinary Medicine and Biomedical Sciences are requesting continuation of the MS in Veterinary Science program. The faculty will submit a report to the University of Nebraska Board of Regents in time for their June 2023 meeting, framing the future direction of the program and other veterinary degrees for the state of Nebraska. Program monitoring reports will be shared annually with the Board of Regents starting July 2024.

TO: The Board of Regents Addendum X-A-6

Academic Affairs

MEETING DATE: June 23, 2022

SUBJECT: Request for Approval of Outside Employment

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

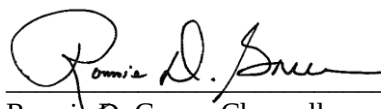
Dr. Katie Edwards (Associate Professor, Department of Educational Psychology) and Dr. Lorey Wheeler (Research Associate Professor, Nebraska Center for Research on Youth, Family, and Schools) would like to do consulting work with Ujamaa Africa (Nairobi, Kenya) in support of Ujamaa's UNICEF grant to implement and evaluate a rape prevention program.

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

Drs. Edwards and Wheeler are requesting permission from the Board of Regents to provide professional services for more than two years. This activity will not interfere with their normal University duties.

SPONSOR: Katherine Ankerson
Executive Vice Chancellor for Academic Affairs

RECOMMENDED:

A handwritten signature in black ink, appearing to read "Ronnie D. Green", is written over a horizontal line.

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE: May 19, 2022

TO: The Board of Regents Addendum X-A-7

Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: In-depth Program Review and Monitoring Plan for the Bachelor of Arts in Latino/Latin American Studies at the University of Nebraska at Omaha as required by Neb. Rev. Stat. § 85-1414(5) and the Nebraska Coordinating Commission for Postsecondary Education (NCCPE)

RECOMMENDED ACTION: Approval is requested to continue the Bachelor of Arts (BA) in Latino/Latin American Studies at the University of Nebraska at Omaha and to forward the associated review report and monitoring plan to the Coordinating Commission for Postsecondary Education

PREVIOUS ACTIONS: December 13, 2004 – The BA in Latino/Latin American Studies was approved by the Board

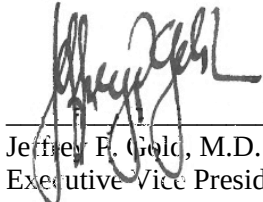
EXPLANATION: A review of the UNO BA in Latino/Latin American Studies was conducted in Fall 2021 and Spring 2022. Enrollment in the interdisciplinary coursework offered by faculty remains strong, as does participation in the minor. The program leadership reflected on the course offerings that currently make up the major and have prepared a plan to convert the program to meet the interdisciplinary definition outlined by NCCPE. Interdisciplinary degrees, defined as consisting of no more than two courses unique to the major, need only graduate two or more students (on average) per year to meet NCCPE “Performance Standards.”

The program will provide annual monitoring reports to the University of Nebraska Board of Regents.

It is recommended that the UNO BA in Latino/Latin American Studies be continued. The Board of Regents is asked to approve this recommendation and approve forwarding the report to the NCCPE.

SPONSOR: Sacha Kopp
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

RECOMMENDED:



Jeffrey E. Gold, M.D.
Executive Vice President and Provost

DATE: May 19, 2022

University of Nebraska at Omaha (UNO)
In-depth Review
Bachelor of Arts (BA) in Latino/Latin American Studies

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

June 25, 2021 – The BoR approved the academic program review and recommendation to continue the BA in Art History.

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

March 10, 2022 – The CCPE approved continuation of the program with an in-depth review due September 15, 2022.

Next Action Due:

An In-depth Review should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____



(Chief Academic Officer or designated representative)

4/13/2022

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
3	2	2	4	4	5	2

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
31	41	44	54	51	50	47

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

The Latino/Latin American Studies Program is actively engaged in strategic planning to chart out a vision for the future of the major. While the graduates of the program have been low (i.e. 5-year graduation average of 3.4 students), the interface of the program with that of other majors within the College of Arts and Sciences remain collaborative and beneficial. Consequently, the program leadership took part in several planning meetings during Fall of 2021 and Spring of 2022 to explore opportunities for the program.

While the College of Arts & Sciences currently offers a Bachelor of Arts and a minor in Latino/Latin American Studies, the program also offers a range of popular courses taken by students in a variety of

majors. Moreover, given the interdisciplinary nature of the topics covered by the current program, it lends itself well to being an interdisciplinary program.

The program leadership reflected on the course offerings currently defined as an academic program, and have prepared a plan to move forward with converting the program to be interdisciplinary in nature. While the program does not meet the CCPE minimum performance standard of an average of seven degrees awarded per year, the number of students intending to earn a major or minor is quite large. More students were enrolled in the major and minor from 2018-2020 (51.67 average) than in the previous three years from 2015-2017 (38.67). This suggests that the program is well-suited to serve as a minor or second-major.

The exercise of moving a program to be classified as “interdisciplinary” is two-fold. First, the program must narrow the course offerings to no more than two. Second, the program must determine whether the remaining courses will be offered and, if so, who which department will become the new home. Both of these processes are described in greater detail below.

Course Offerings for Interdisciplinary Program: Given the steps necessary to revise courses, to include multiple on-campus level approvals, the team will utilize the Fall 2022 semester to revise the introductory courses (consolidating from three to two). These two resulting courses will comprise the requirements of the *interdisciplinary program designation* for Latino/Latin American Studies and will support the general education curriculum. One such course will focus on social science and domestic areas of foci, and the other will include a humanities and international vantage point, thus affording students a scaffolded, engaging curriculum.

Decommissioning Course Offerings: In Fall of 2022, six special topics courses and one independent study course for the program will be routed through the on-campus systems to be decommissioned and subsequently removed from the course catalog. Of the other courses in the program, 16 courses are already cross-listed with other sponsoring departments, and one remains in progress (as of March 31, 2022). Any remaining courses will be deleted.

Taken together, the Latino/Latin American Studies Program will be an *interdisciplinary program* in the 2023-2024 academic year Undergraduate Catalog.

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

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

MEETING DATE: June 23, 2022

SUBJECT: Reappointment of Michael Boehm, Tonn Ostergard, and Matt Williams to the Nebraska Innovation Campus Development Corporation (NICDC) Board of Directors

RECOMMENDED ACTION: Approve the reappointment of Michael Boehm, Tonn Ostergard, and Matt Williams as members of the “Class B” Directors of the NICDC Board of Directors for three-year terms effective July 1, 2022.

PREVIOUS ACTION: February 11, 2022 – The Board of Regents approved the appointment of Preeta Bansal and Vishal Singh as members of the “Class A” Directors of the NICDC Board of Directors for terms ending June 30, 2024.

November 20, 2014 – The Board of Regents approved staggered terms for the NICDC Board of Directors.

April 16, 2010 – The Board of Regents approved the Articles of Incorporation and Bylaws of the Nebraska Innovation Campus Development Corporation. The Board of Regents also approved the original appointments of the Board of Directors of the NICDC.

EXPLANATION: The management of the affairs of the NICDC shall be vested in a Board of Directors, whose operations in governing the Corporation shall be as set forth by statute and in the Corporation’s Bylaws. No Director shall have any right, title, or interest in or to any property held in the name of or for the benefit of the Nebraska Innovation Campus Development Corporation.

The governance recommendations in the Business Plan for Innovation Campus included a nonprofit 501(c)(3) entity to be created under the umbrella of the University Technology Development Corporation (UTDC). “This entity would have responsibility to assist the Board of Regents... in the acquisition, financing, improvement, and operation of the campus, research park, and other related properties including the design, development, construction, marketing, and leasing...”

The Board of Regents shall make the appointments of the NICDC Board of Directors upon the recommendation of the UNL Chancellor and the President.

If the action recommended is approved, then the classes and terms of the directors shall be as follows:

Class A Directors (term expires 06/30/2024)

Preeta Bansal*
Dana Bradford*
Tom Henning*
Vishal Singh*

Class B Directors (term expires 06/30/2025)

Michael Boehm
Tonn Ostergard*
Matt Williams*

Class C Directors (term expires 06/30/2023)

Ronnie Green
Larry Miller*
Bob Wilhelm
Michael Yanney*

Ex-officio

Daniel Duncan

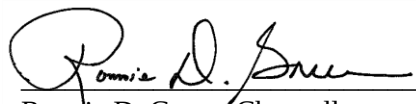
*Non-University directors

The Business and Finance Committee has reviewed this item.

SPONSOR:

Mary LaGrange
Interim Vice Chancellor for Business and Finance

RECOMMENDED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln



Walter E. Carter, President
University of Nebraska System

DATE:

May 19, 2022

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

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Designation of a bequest from the Roger Stueckrath estate to establish the "Roger & Dona Stueckrath Memorial Scholarship" as a quasi-endowment at the University of Nebraska – Lincoln (UNL) College of Engineering

RECOMMENDED ACTION: Approve designation of a bequest from Roger Stueckrath estate to create the "Roger & Dona Stueckrath Memorial Scholarship" at UNL as a quasi-endowment

PREVIOUS ACTION: None

EXPLANATION: Per Regents Policy 6.6.4, Board approval is required to designate the donation of \$100,000 from the Roger Stueckrath estate as a quasi-endowment. Quasi-endowments, when so designated, stipulate that the corpus of the endowment be maintained and invested in perpetuity (or until further Board action), allowing earnings to be used for the donor's stated purpose.

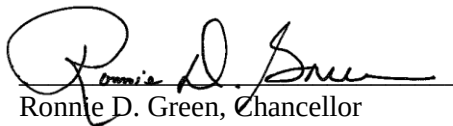
Per the will of Roger Stueckrath, the funds are to be donated to the UNL College of Engineering for Civil Engineering student scholarships. Preference is to be given to students outside of Sarpy, Lancaster, or Douglas counties.

By accepting this bequest and establishing the "Roger & Dona Stueckrath Memorial Scholarship," the Regents express on behalf of the UNL its deepest gratitude and appreciation to Roger Stueckrath.

The Business and Finance Committee has reviewed this item.

SPONSOR: Mary LaGrange
Interim Vice Chancellor for Business and Finance

RECOMMENDED:


Ronnie D. Green, Chancellor
University of Nebraska - Lincoln

DATE: May 19, 2022

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska System

1. Approve amendments to Section 4.4.8 of the *Bylaws of the Board of Regents*, relating to Faculty Practice and Faculty Research Appointments, Addendum XI-A-1
2. Approve amendments to Regents' Policy 5.7.1, relating to resident tuition categories, Addendum XI-A-2

University of Nebraska-Lincoln

3. Approve creation of the Bachelor of Arts (BA) and Bachelor of Science (BS) in Data Science to be administered by the Department of Mathematics in the College of Arts and Sciences, the Department of Statistics in the College of Agricultural Sciences and Natural Resources, and the School of Computing in the College of Engineering at UNL, Addendum XI-A-3

B. BUSINESS AND FINANCE

Operating Budget

1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska at Kearney, Addendum XI-B-1
2. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska-Lincoln, Addendum XI-B-2
3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska Medical Center, Addendum XI-B-3
4. Approve the Fund B, University Program and Facilities Fee (UPFF) 2022-23 Allocation for the University of Nebraska at Omaha, Addendum XI-B-4
5. Approve the FY2022-23 Operating Budget and 2022-23 tuition rates for the University of Nebraska System, Addendum XI-B-5
6. Approve the FY2022-23 Operating budget and 2022-23 tuition rates for the Nebraska College of Technical Agriculture, Addendum XI-B-6

University of Nebraska System

7. Approve amendments to the Interlocal Agreement for the Nebraska Statewide Workforce and Educational Reporting System (NSWERS), Addendum XI-B-7

University of Nebraska at Kearney

8. Approve amendment to agreement with Enrollment Advisory Group, LLC for International Student Recruitment, Addendum XI-B-8

University of Nebraska-Lincoln

9. Approve the project scope, schedule, and budget for the Feedlot Innovation Center at the Eastern Nebraska Research, Extension, and Education Center (ENREEC) at UNL, Addendum XI-B-9
10. Approve the naming of the Human Sciences Building on East Campus the “Gwendolyn A. Newkirk Human Sciences Building” at UNL, Addendum XI-B-10

University of Nebraska Medical Center

11. Approve program statement, ground lease, condominium declaration, and covenants for the Saddle Creek Campus (SCC) Administrative Facility at UNMC, Addendum XI-B-11
12. Approve program statement for the College of Dentistry Lincoln Campus Building Modernization Project at UNMC, Addendum XI-B-12
13. Approve contingent fee billing services agreement between the Munroe-Meyer Institute (MMI) at UNMC and Nebraska Medicine, Addendum XI-B-13

University of Nebraska at Omaha

14. Approve waiver of the requirements of Regents’ Policy 6.2.7 with respect to facilities named for current employees, naming the drive south of Baxter Arena between S 67th Street and S 64th Avenue “Dr. Jeffrey P. Gold Drive,” Addendum XI-B-14

TO: The Board of Regents Addendum XI-A-1
Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: Amend Section 4.4.8, Faculty Practice and Faculty Research Appointments, University of Nebraska-Lincoln, of the *Bylaws of the Board of Regents of the University of Nebraska*

RECOMMENDED ACTION: Approval to amend Section 4.4.8, Faculty Practice and Faculty Research Appointments, University of Nebraska-Lincoln, of the *Bylaws of the Board of Regents of the University of Nebraska*

PREVIOUS ACTION: April 8, 2022 – The Board was presented this amendment item for information only.

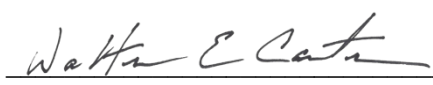
November 3, 2006 – The Board approved adding Section 4.4.8 to the *Bylaws of the Board of Regents of the University of Nebraska*.

EXPLANATION: Section 4.4.8 of the *Bylaws of the Board of Regents* provides that members of full-time, permanent faculty at the University of Nebraska-Lincoln may be employed by a Faculty of Practice or a Faculty of Research Appointment. Such faculty appointments shall be for a stated term not to exceed five years, and shall carry no presumption of renewal. In July 2021, the Collective Bargaining Agreement at the University of Nebraska at Kearney, Article XIV, sanctioned the creation of a Professor of Practice, in the event the Board of Regents of the University of Nebraska expands Section 4.4.8 to include the University of Nebraska at Kearney. Accordingly, it is proposed that the text of Section 4.4.8 of the *Bylaws of the Board of Regents* be amended to read:

4.4.8 Faculty Practice and Faculty Research Appointments, University of Nebraska-Lincoln; University of Nebraska at Kearney.

Notwithstanding the contrary provisions of Section 4.4.1, members of the full-time, permanent faculty at the University of Nebraska-Lincoln and University of Nebraska at Kearney may be employed by a Faculty Practice Appointment or a Faculty Research Appointment.

SPONSOR: Jeffrey P. Gold, M.D.
Executive Vice President and Provost

RECOMMENDED: 
Walter E. Carter, President
University of Nebraska System

DATE: May 19, 2022

**4.4.8 Faculty Practice and Faculty Research Appointments, University of Nebraska-Lincoln;
University of Nebraska at Kearney.**

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Notwithstanding the contrary provisions of Section 4.4.1, members of the full-time, permanent faculty at the University of Nebraska-Lincoln and University of Nebraska at Kearney may be employed by a Faculty Practice Appointment or a Faculty Research Appointment. Such faculty appointments shall be for a stated term not to exceed five years and shall carry no presumption of renewal. Any Faculty Practice or Faculty Research Appointment may be renewed for succeeding terms not to exceed five years each. Except for termination of a Faculty Research Appointment on shorter notice due to lack of funding as provided below in subparagraph (g), each such appointment will terminate at the end of its stated term if written notice of non-reappointment is given to the appointee by the appropriate administrative officer in accordance with the following standards:

- (a) If the stated term of the appointment on a Faculty Practice Appointment or a Faculty Research Appointment expires at the end of one year of service or sooner, notice shall be given by an appropriate administrative officer not less than three (3) months in advance of the termination date.
- (b) If the stated term of the appointment expires after one year of continuous service, but not later than two years of continuous service on a Faculty Practice Appointment or a Faculty Research Appointment, notice shall be given by an appropriate administrative officer not less than six (6) months in advance of the termination date.
- (c) If the stated term of the appointment expires after two years of continuous service on a Faculty Practice Appointment or a Faculty Research Appointment, notice shall be given by an appropriate administrative officer not less than twelve (12) months in advance of the termination date.
- (d) As used in this section, the term "continuous service" shall include consecutive service from one academic year to the next succeeding academic year.
- (e) If written notice is not given to the appointee by the appropriate administrative officer in the manner herein provided and within the time specified in subsection (a), (b), or (c) of this section, as appropriate, the appointment shall be extended for a period of twelve (12) months. Any appointment extended as provided in this section shall be considered to be an appointment for one year of service, and subject to reappointment in accordance with the provisions specified above.
- (f) All notices required by this section shall be deemed to have been properly given if mailed to the appointee's home address, as reflected by the records of the University, by certified mail, with sufficient postage attached.
- (g) Notwithstanding the contrary provisions of subparagraphs (a), (b), (c), and (e) of this Section, in the event a Faculty Research Appointment is funded in whole or in part by funds from a specific source external to the University, such as a research grant, and such funds are reduced or discontinued, then the Faculty Research Appointment may be terminated by the University by giving the appointee at least 90 days written notice of the date of termination.

History: Added, 66 BRUN 59 (3 November 2006)

TO: The Board of Regents

REVISED
Addendum XI-A-2

Academic Affairs

MEETING DATE: June 23, 2022

SUBJECT: Amend RP-5.7.1 of the *Policies of the Board of Regents* (the “Policies”) related to resident tuition categories

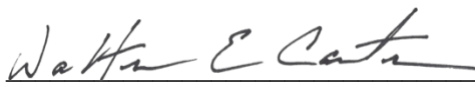
RECOMMENDED ACTION: Approve the amendments to RP-5.7.1 (attached) of the *Policies of the Board of Regents* (the “Policies”) related to resident tuition categories

PREVIOUS ACTION: March 31, 2017 – The Board approved amendments to RP-5.7.1, Resident Tuition Categories

EXPLANATION: Under a provision of the National Defense Authorization Act for Fiscal Year 2022, which was signed into law on December 27, 2021, public universities that receive federal assistance must grant the resident tuition rate to any member of a qualifying Federal service, or their spouses or dependents (Section 6206 of Public Law 117-81, 135 Stat. 2392). For the purposes of this provision, a member of a qualifying Federal service is defined as a member of either the armed services or the Foreign Service who is on active duty for a period of more than thirty days and whose domicile or permanent duty station is in a state that receives assistance under the Higher Education Act of 1965. The University has long provided these benefits to members of the armed services, but not to those in the qualifying Foreign Service. The University of Nebraska recognizes and values the contribution members of the Foreign Service make to our nation and state; this provision will be effective upon Board of Regents approval.

SPONSOR: Jeffrey P. Gold, M.D.
Executive Vice President and Provost

RECOMMENDED:


Walter E. Carter, President
University of Nebraska System

DATE: June 21, 2022

RP-5.7.1 Residency Determination for Tuition Purposes

1. Preamble

Pursuant to Article VII, Section 10 of the Constitution of the State of Nebraska, and Neb. Rev. Stat., §§ 85-501 and 85-502, the University has been authorized to develop regulations and make determinations regarding Nebraska residency for tuition purposes. These regulations provide the bases upon which University staff shall determine, on a uniform intercampus basis, whether an individual qualifies as a Nebraska resident for tuition purposes.

It should be emphasized that the statutes provide a set of minimum standards which will govern a determination of resident status for tuition purposes only. In some instances it will be possible that an individual may qualify as a "resident" of Nebraska for one purpose (such as securing a Nebraska driver's license) and still not meet the standards established by the Board of Regents for resident tuition status. Individuals seeking a Nebraska residency determination for tuition purposes should, therefore, carefully study all aspects of the law and these regulations before seeking resident tuition status.

These regulations require that a determination of resident status be made "at the time of each registration." In addition, state law guarantees that once an individual has been enrolled at the University or one of the Nebraska state colleges as a resident student, he or she shall be afforded that privilege during the balance of that and any subsequent enrollments at the University, provided the student is readmitted within a two year time period.

It should be noted that an individual who moves to Nebraska primarily to enroll in an institution of higher education of the state is presumed to be a non-resident for tuition purposes for the duration of his or her attendance at the University.

Individuals seeking to establish resident status for tuition purposes who are subject to the 12 months minimum requirement must have established a home in Nebraska at least 12 months prior to the time they request a determination of residency. In addition, they must also initiate the various other domiciliary contacts which will support their application within a reasonable period of time after they have established their domicile in Nebraska. That is, it will not be sufficient to show only that they have established a home in Nebraska for 12 months. They will also be expected to demonstrate that the supporting contact points, such as a Nebraska driver's license and Nebraska checking or savings accounts, have also been held for a reasonable period of time.

Individuals seeking a resident student determination for tuition purposes will be required to sign a notarized affidavit attesting to the truth of their statements. If it is subsequently determined that an individual has falsified such a statement, he or she may be subjected to disciplinary action by the University before the individual will be permitted to continue with his or her studies at the University. Such disciplinary action will be determined on an individual basis, and may include measures such as disciplinary probation or suspension, expulsion from the University, or a requirement that the individual reimburse the University for the difference between the tuition paid and nonresident tuition rate.

2. Definitions

For the purpose of these regulations, the following definitions shall apply:

- a. Resident Fees shall mean the resident tuition rate set by the Board of Regents applicable to the academic program in which an individual intends to enroll.
- b. Non-Resident Fees shall mean the nonresident tuition rate set by the Board of Regents applicable to the academic program in which an individual intends to enroll.

- c. Legal Age shall be the age of majority set by Nebraska statute.
- d. Emancipated Minor shall mean an individual who by virtue of marriage, financial status, or for other reasons, has become independent of his or her parents or guardians.
- e. The phrase "established a home" shall mean that an individual continuously maintains a primary place of residence in Nebraska where the individual is habitually present.
- f. Legal Residence shall mean the place of domicile or permanent abode as distinguished from temporary residence.
- g. Dependent refers to a person who is claimed as a dependent or an exemption for federal income tax purposes by a parent, guardian, or spouse.

3. Resident Tuition Categories

An individual will qualify as a resident of the State of Nebraska for tuition purposes at the University of Nebraska if, prior to the commencement of the term for which residency is sought, he or she meets the standards set forth in any one of the following categories:

- a. A person of legal age or an emancipated minor who for a period of 12 months has established a home in Nebraska where he or she is habitually present, and verified by documentary proof that he or she intends to make Nebraska his or her permanent residence.
 - 1) In addition to documentation of occupancy of a home or residence in Nebraska for the previous period of 12 months, intent to make Nebraska a permanent residence may be demonstrated by factors including, but not limited to, the following:
 - a) a current Nebraska driver's license;
 - b) documentation that the individual is registered to vote in Nebraska;
 - c) a current Nebraska automobile registration in the individual's name;
 - d) documentation of individual checking or savings accounts maintained with a Nebraska financial institution;
 - e) documentation of current employment in Nebraska, and withholding of Nebraska income tax;
 - f) copies of the provisions of an individual's most recent state income tax return indicating a Nebraska taxpayer status.
 - 2) An individual who moves to Nebraska primarily to enroll in an institution of higher education of the state is presumed to be a non-resident for tuition purposes for the duration of his or her attendance at the University.
 - 3) An individual claiming Nebraska resident status under this section will not be granted such a determination if he or she has claimed resident status in any other state within 12 months of requesting Nebraska resident status.
- b. A minor whose parent, parents, or guardian have established a home in Nebraska where such parent, parents, or guardian are habitually present with the bona fide intention of making Nebraska their permanent place of residence.

- 1) For the purpose of this section, an individual shall be required to present documentary proof that his or her parent, parents, or guardians have established a home in Nebraska. Such proof shall consist of the following:
 - a) documentation that the parent or guardian has established a home in Nebraska;
 - b) documentation that the individual seeking a resident tuition determination is a dependent for federal income tax purposes of the parent or guardian who has established a home in Nebraska; and
 - c) other supporting documents of the parent or guardian's Nebraska residency including, but not limited to, the following factors:
 - i. a current Nebraska driver's license;
 - ii. documentation that the individual is registered to vote in Nebraska;
 - iii. a current Nebraska automobile registration in the individual's name;
 - iv. documentation of individual checking or savings account maintained with a Nebraska financial institution; or
 - v. documentation of current employment in Nebraska.
 - 2) For purposes of this section, an individual, once enrolled as a resident student, whose parent, parents, or guardian have previously established a home in Nebraska, as documented through evidence such as that outlined in section 3b(1) above, shall continue to be classified as a resident for tuition purposes if the parent, parents, or guardian upon whom he or she remains dependent move from the state.
 - 3) There shall be no minimum period of residence for the parent or guardian under this subsection b.
- c. A person of legal age who has established a home in Nebraska and is a dependent for federal income tax purposes of a parent or former legal guardian who has established a home in Nebraska.
- 1) For the purposes of this section, an individual shall be required to present the following:
 - a) documentation that both he or she and the parent or former guardian have established a home in Nebraska. Such documentation shall be the same as that required under section 3b(1) above; and
 - b) documentation that he or she is, for federal income tax purposes, the dependent of the parent or former guardian for the most recent tax year.
 - 2) There shall be no minimum period of residence under this subsection c.
- d. A person who has married a resident of Nebraska.

- 1) For the purpose of this section, an individual shall be required to verify that he or she is married to an individual who, prior to the marriage, had already established a home in Nebraska. Such verification shall consist of:
 - a) a valid marriage license; and
 - b) documentation of his or her spouse's Nebraska resident status, as required in section 3a(1) above.
- e. Except as provided below in Section 3(h), a person who is an alien and has applied to or has a petition pending with the United States Citizenship and Immigration Service to attain lawful status under federal immigration law and has established a home in Nebraska for a period of at least 12 months where he or she is habitually present with the bona fide intention to make this state his or her permanent residence.
 - 1) For the purposes of this subsection, an individual will be required to present documentation that he or she:
 - a) has been a resident of the State of Nebraska for a period of at least 12 months, verified as required in section 3a(1) above; and
 - b) is a holder of a permanent resident alien, asylee, or refugee status.
- f. A person who is able to verify that he or she is a staff member with at least a .5 FTE appointment, or the "spouse," "Adult Designee," a "dependent child," or "dependent child of the Adult Designee" (as those terms are defined by the Board of Regents), of such a staff member of the University of Nebraska, one of the Nebraska state colleges, or one of the community college areas.
- g. A person who is a member of either the armed forces (as defined in title 10, section 101 of the United States Code) or the Foreign Service (as defined in section 103 of the Foreign Service Act of 1980) on active duty with the armed services of the United States, and who is on active duty for a period of more than thirty (30) days and whose domicile or has been assigned a permanent duty station is in Nebraska, or who is a spouse or dependent of such a member of the armed services or the Foreign Service an individual who has been assigned a permanent duty station in Nebraska.
 - 1) Members of either the armed forces (Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard) or the Foreign Service A person on active duty with the United States armed services will be granted resident tuition status if he or she they can verifies verify that:
 - a) he or she is they are on active duty with the armed forces for a period of more than thirty (30) days; and
 - b) his or her their permanent duty station is in Nebraska, or
 - c) he or she they maintains Nebraska as their permanent home of record in Nebraska.
 - 2) A person who is a sSpouses or a and dependents s of a member of the armed forces or the Foreign Service person on active duty with the United States armed services will be granted resident tuition status if he or she they can verifies verify that he or she is they are a spouse or a dependent, for federal income tax purposes, of an individual meeting the qualifications outlined in section 3g(1) above.

3) ~~Once a member of the armed services or the Foreign Service, or their spouse or dependent, qualify for resident tuition status under this section, they will continue to be eligible for in-state tuition throughout the time they remain continuously enrolled at the University of Nebraska even if the member's permanent duty station is changed to a location outside the state of Nebraska. If the individual meeting the qualifications outlined in section 3g(1) is reassigned outside the state, such person, their spouse or dependent will maintain eligibility for in-state tuition while continuously enrolled.~~

4) There shall be no minimum period of residence under this section.

h. A person who resided with his or her parent, guardian, or conservator while the person was attending a public, private, denominational, or parochial high school in this state or a school in this state which elects pursuant to Neb. Rev. Stat. § 79-1601 not to meet accreditation or approval requirements and:

- 1) graduated from a public, private, denominational, or parochial high school in this state, completed the program of instruction offered by a school which elects pursuant to Neb. Rev. Stat. § 79-1601 not to meet accreditation or approval requirements, or received a diploma of high school equivalency issued pursuant to Neb. Rev. Stat. § 79-730;
- 2) resided in this state for at least three years before the date the student graduated from high school, completed the program of instruction, or received the diploma of high school equivalency;
- 3) registered as an entering student in a state postsecondary education institution not earlier than the 2006 fall semester; and
- 4) provided an affidavit stating that he or she will file an application to become a permanent resident at the earliest opportunity he or she is eligible to do so.

If the parent, guardian, or conservator with whom the student resided ceases to reside in this state, such student shall not lose his or her resident status under this subsection if the student has a bona fide intention to make this state his or her permanent residence, supported by documentary proof as required in section 3a(1) above.

- i. A person who has been enrolled at the University or one of the Nebraska state colleges as a resident student, shall be afforded that privilege during the balance of that and any subsequent enrollments at the University, provided the student is readmitted within a two year time period.
- j. Members of Native American Tribes that are indigenous to or have historically migrated to or from the State of Nebraska.
- k. A person who, because of his or her special talents and skills, was recruited to Nebraska for full-time employment in the state, or was transferred to Nebraska by a business entity, and the spouses or dependents of such a person, shall be exempted from the 12-month domicile rule.
- l. A person who has been honorably discharged from the United States armed services shall be exempted from the 12-month domicile rule if he or she is a graduate of a Nebraska high school and has established a home in Nebraska with the intent to make Nebraska a permanent residence demonstrated by documentation as required under section 3a(1) above.

- m. A person who enrolls in the University of Nebraska and who is a veteran as defined in Title 38 of the United States Code and was discharged or released from a period of not fewer than ninety days of service in the active military, naval, or air service, a spouse or dependent of such a veteran, an eligible recipient entitled to educational assistance of such a veteran as provided in 38 U.S.C. 3311 (b)(9), as such section existed on January 1, 2019, or entitled to rehabilitation pursuant to 38 U.S.C. 3102(a), as such section existed on January 1, 2019, if the person is registered to vote in Nebraska and demonstrates objective evidence of intent to be a resident of Nebraska, except that a person who is under the age of eighteen is not required to register to vote in Nebraska.
 - 1) For the purposes of this section, objective evidence of intent to be resident of Nebraska includes a Nebraska driver's license, a Nebraska state identification card, a Nebraska motor vehicle registration, or documentation that the individual is registered to vote in Nebraska.
 - 2) For purposes of this section, a person who is an eligible individual under 38 U.S.C. 3679(c)(2), as such section existed on January 1, 2015, or who is a spouse or dependent of such a veteran under eighteen years of age is not required to register to vote in Nebraska.
- n. A person currently serving in the Nebraska National Guard.
- o. A person who is qualified for a national service educational award or summer of service educational award from the National Service Trust pursuant to 42 U.S.C. 12602, as that section existed on January 1, 2021.

4. Non-Residents Who Pay Nebraska Income Tax

A person, who resides outside of Nebraska but pays Nebraska income tax, and the spouses or dependents of such a person, is entitled to tuition credit upon documented evidence of such payment to the State. The tuition credit granted shall equal the amount of Nebraska income tax paid for the immediately preceding calendar year except that the remaining obligation cannot be less than the amount of the resident tuition.

5. Affidavit

Individuals requesting resident tuition status shall be required to complete a notarized affidavit outlining the reasons under which they believe that they qualify and attesting to the accuracy of their statements. Completion of a falsified affidavit shall subject the individual to possible University disciplinary action.

6. Appeals

An individual who believes that he or she has been incorrectly denied a resident tuition determination may appeal that decision through channels established by the Chancellor of the campus where the adverse decision was made. The decision by the Chancellor or his or her designee shall be final in any such appeals.

7. Severability

If any section of these regulations or any part of any section shall be declared invalid or unconstitutional, such declaration shall not affect the validity or constitutionality of the remaining portions thereof.

Reference: BRUN, Minutes, 59, p. 56 (April 30, 1994).

BRUN, Minutes, 66, p. 27 (June 15, 2006).

BRUN, Minutes, 66, p. 42 (July 28, 2006).

BRUN, Minutes, 68, p. 41 (September 4, 2009).

BRUN, Minutes, 71, p. 65 (March 15, 2013). Corporation Secretary Revision: Amended in accordance with authority granted to the President in agenda item IX-B-6 on June 8, 2012.

BRUN, Minutes, 72, p. 30 (May 30, 2014).

BRUN, Minutes, 73, pp. 57-58 (December 3, 2015).

BRUN, Minutes, 74, p. 12 (March 31, 2017).

BRUN, Minutes, 76, p. 141 (February 11, 2022).

TO: The Board of Regents Addendum XI-A-3

Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: Creation of the Bachelor of Arts and Bachelor of Science degrees in Data Science to be administered by the Department of Mathematics in the College of Arts and Sciences, the Department of Statistics in the College of Agricultural Sciences and Natural Resources, and the School of Computing in the College of Engineering at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approval to create the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Data Science to be administered by the Department of Mathematics in the College of Arts and Sciences, the Department of Statistics in the College of Agricultural Sciences and Natural Resources, and the School of Computing in the College of Engineering at UNL

PREVIOUS ACTION: August 13, 2021 – The Board approved the creation of a BS in Statistics and Data Analytics in the College of Agricultural Science and Natural Resources at UNL.

EXPLANATION: The proposed Data Science major is designed to prepare students with skills and competency in data analysis, data interpretation, and algorithm design, coupled with skills to implement data-driven decisions and interdisciplinary problem solving. Thus, this program will enable students to take advantage of career and employment opportunities across diverse fields involving data-rich systems and applications. Students will gain foundational knowledge and expertise in: (a) the mathematical, statistical, and computational aspects of data science and (b) the application of computing and modeling to multidisciplinary problems. In addition, students will select two fields-of-interest/focal areas (Artificial Intelligence, Software Applications, Data Pipeline, Mathematical Modeling, Statistical Modeling, Applied Computing: Journalism and Humanities, Applied Computing: Sociology, and Applied Computing: Natural Resources). Depending upon their focal areas of interest, students can receive this interdisciplinary degree from the UNL College of Arts and Sciences (BS or BA), College of Agricultural Sciences and Natural Resources (BS in Data Science), or College of Engineering (BS in Data Science)

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

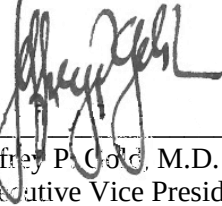
PROGRAM COST: \$16,500 for Year 1; \$1,748,485 over five years

SOURCE OF FUNDS: Tuition and fees

SPONSORS: Michael J. Boehm
Vice President, Agriculture and Natural Resources, University of Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources,
University of Nebraska-Lincoln

Katherine Ankerson
Executive Vice Chancellor

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

A handwritten signature in black ink, appearing to read "Jeffrey P. Gold", is written over a horizontal line.

RECOMMENDED:

Jeffrey P. Gold, M.D.
Executive Vice President and Provost

DATE:

May 19, 2022



March 6, 2022

Dr. Jeffrey Gold, Executive Vice President and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, Ne 68583-0745

Dear Dr. Gold,

I am forwarding materials related to a proposal to create a new shared undergraduate degree program in Data Science to be administered by the Department of Mathematics in the College of Arts and Sciences, the Department of Statistics in the College of Agricultural Sciences and Natural Resources, and the School of Computing in the College of Engineering. The major is designed to fill a significant demand for workers skilled and knowledgeable in data science to solve multidisciplinary problems.

The three departments currently have adequate resources to support this program and no new physical facilities are required. This proposed program has the full endorsement of the Academic Planning Committee, and Executive Vice Chancellor for Academic Affairs; the Deans of the College of Arts and Sciences, College of Agricultural Sciences and Natural Resources, and the College of Engineering; and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Ronnie D. Green, Ph.D.
Chancellor

c: Frauke Hachtmann, Chair, Academic Planning Committee
 Katherine Ankerson, Executive Vice Chancellor
 Michael Boehm, Vice Chancellor, IANR
 Mark Button, Dean, College of Arts and Sciences
 Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources
 Lance Perez, Dean College of Engineering
 Bertrand Clarke, Department Head, Statistics
 Marilyn Wolf, Director, School of Computing
 Tom Marley, Chairperson, Department of Mathematics
 Mike Zeleny, Associate to the Chancellor
 Renee Batman, Assistant Vice Chancellor
 Suzi Tamerius, Project Coordinator
 Karen Griffin, Coordinator of Faculty Governance, APC

University of Nebraska-Lincoln

New Undergraduate Major or Degree

I. Descriptive Information

Name of Institution Proposing New Major or Degree
University of Nebraska - Lincoln
Name of Proposed Major or Degree
Data Science
Degree to be Awarded to Graduates of the Major
Bachelor of Arts and Bachelor of Science (College of Arts and Sciences – CAS) Bachelor of Science in Data Science (College of Agricultural Sciences and Natural Resources – CASNR) Bachelor of Science in Data Science (College of Engineering – CoE)
Other Majors or Degrees Offered in this Field by Institution
None
CIP Code
30.7001 Data Science
Administrative Units for the Major or Degree
Department of Mathematics, College of Arts and Sciences, University of Nebraska – Lincoln Department of Statistics, College of Agricultural Sciences and Natural Resources, University of Nebraska-Lincoln School of Computing, College of Engineering, University of Nebraska-Lincoln
Proposed Delivery Site
University of Nebraska – Lincoln campus
Program will be Offered <i>[full program, not individual courses]</i>
☒ On-campus only ☐ Distance only ☐ Both (on-campus and distance)
Date Approved by the Governing Board
<i>[leave blank]</i>
Proposed Date the New Major or Degree will be Initiated
Fall 2022

II. Details

A. Purpose of the Proposed Major or Degree:

The purpose of the Data Science major is to prepare students with skills and competency in data analysis and interpretation, algorithm design and implementation, and help them develop aptitudes for interdisciplinary problem solving. Thus, this program enables students to take advantage of career and employment opportunities across diverse fields involving data-rich, data-driven systems and applications. Ultimately, this will help address the increasing societal and economic need for qualified workforce in today's digital age.

According to the NSF sponsored report “Data Science for Undergraduates: Opportunities and Options” published by the National Academy of Sciences, Engineering, and Medicine (available at <http://nap.edu/25104>):

“Today, the term “data scientist” typically describes a knowledge worker who is principally occupied with analyzing complex and massive data resources. However, data science spans a broader array of activities that involve applying principles for data collection, storage, integration, analysis, inference, communication, and ethics. In future decades, all undergraduates will benefit from a fundamental awareness of and competence in data science.” The report makes several recommendations for developing competency in data science in all undergraduates, developing faculty to teach in the field, attracting students with various backgrounds and preparing them for successful careers in data-science related fields through a diversity of educational pathways (e.g. full degrees, a range of minors and certificates).

Moreover, the letter from the Co-Chairs of the ACM Education Board, as part of the release of the ACM Data Science Task Force report on “Computing Competencies for Undergraduate Data Science Curricula” (Draft 2, December 2019) [1] states: “In 2009, Turing award winner Jim Gray spoke of data science as a fourth paradigm of science (empirical, theoretical, computational and data-driven) arising from and capitalizing on the huge amount of data that is now available for investigation. The confluence of the availability of data and increasingly sophisticated tools, processes, and algorithms for analyzing and drawing knowledge and insight from data has impacted every area of scientific engagement. It has also opened up exciting new opportunities for interdisciplinary work across the many fields including (but certainly not limited to) computer science, mathematics, statistics, and information science from which it draws foundational knowledge.” The design of this proposed interdisciplinary major is aligned with the elements emphasized in the idea of data science being a fourth paradigm of science.

The Colleges of Arts and Sciences, Agricultural Sciences and Natural Resources, and Engineering are seeking approval to establish an interdisciplinary major in Data Science. Students would be able to pursue the data science major through one of four degree program pathways:

- Bachelor of Arts (CAS)
- Bachelor of Science (CAS)
- Bachelor of Science in Data Science (CoE)
- Bachelor of Science in Data Science (CASNR)

B. Description of the Proposed Major or Degree:

The goal of the curricular content of the Data Science major is to develop foundational knowledge and expertise in: (a) the mathematical, statistical, and computational aspects of data science (processing, analyzing, modeling, and implementing software solutions for large data sets) and (b) the application of computing and modeling to multidisciplinary problems, and to develop professional skills and familiarity in communication, teamwork, problem solving in interdisciplinary settings and domains. In addition, students select two fields-of-interest/focal areas from a constellation of approved areas. These areas are Artificial Intelligence, Software Applications, Data Pipeline, Mathematical Modeling, Statistical Modeling, Applied Computing: Journalism and Humanities, Applied Computing: Sociology, and Applied Computing: Natural Resources. The curriculum and approved areas of focus also facilitate double majoring and dual matriculation in the focal discipline and Data Science by including a broad range of areas and using the most fundamental courses that could easily be used for the second major or a minor. The choice of computing-related courses also follows the guidance from the aforementioned report by ACM Data Science Task Force [1].

The goal of the curricular structure of the Data Science major is to prepare graduates to solve multidisciplinary problems as professional members of interdisciplinary teams. This structure engages student teams with real-world problems for which they have passion and see meaningful impacts. By completing the major, graduates are better prepared by this structure for the multi-faceted nature of Data Science in professional careers and graduate studies.

The goal of the curricular design of the Data Science major is three-fold. First, the Data Science major is designed to fill a significant demand from the industry for workers skilled and knowledgeable in data science to practice and carry out effective and efficient data-driven problem solving. Not all such job positions require a computer science graduate as not all such positions require workers to have a high level of programming skills and algorithm development knowledge, or involve the development of large software systems. Thus, the program is designed to support double majors. The Data Science major is designed to facilitate double majoring/dual matriculation with other disciplines such as journalism, sociology, agricultural economics and biosystems engineering. The set of focus areas will allow students to double major and graduate in a timely manner while preparing students better for a competitive job market. Graduates will have additional skills and expertise in data science, or for a graduate research career, or for an interdisciplinary position that solves complex, real-world problems and within a discipline that relies on data but is not data science. Third, the Data Science major is designed with meeting the N2025 strategic vision in mind, to broaden participation in computing by making data science accessible to our students, strengthening student pipelines for advanced, post-graduate research work, and accelerating data-rich, data-driven faculty research.

Student Learning Outcomes

The primary student learning outcomes of the interdisciplinary Data Science major are:

- foundational knowledge and expertise in the analysis of large-scale data sources from the interdisciplinary perspectives of applied computer science, data modeling, mathematics, and statistics;
- foundational knowledge and expertise in the application of computing, informatics, and modeling to solve multidisciplinary problems;
- abilities and professional skills to solve multidisciplinary data science problems as a member of an interdisciplinary team; and
- familiarity with ethical challenges in data science, including ethical collection of data, responsible use of data, and algorithmic bias.

Data Science Major Requirements

In the interdisciplinary Data Science major, described here and offered by the School of Computing, Department of Mathematics and Department of Statistics, the Data Science Foundations, Focus Areas, and Professional Experience comprise the major. The design of the proposed major is motivated with three key elements in mind: (1) analysis of large-scale data and its associated processes, (2) interdisciplinary contexts and experiences, and (3) professional development grounded on application-driven problem solving.

The Data Science Foundation courses consist of a set of core courses in Computer Science, Statistics, and Mathematics, customized for topics in Data Science. These courses will provide a strong foundation for students to pursue more advanced courses at a later stage of their Data Science degree program, in particular: computational thinking, fundamental programming skills, data structures, algorithm development and evaluation, statistical analysis, mathematical thinking, calculus, and linear algebra. See Appendix B for course descriptions for the Data Science Foundation Courses and the Professional Experience Courses. Most of these courses are considered foundational in their respective discipline. No new courses are required to offer the Data Science major. New courses may be created as enrollment grows.

The Data Science program has a strong interdisciplinary component. First, the Data Science program requires interdisciplinary coursework where students from different disciplines work as a team to solve an interdisciplinary problem, guided by faculty of different disciplines collaborating on data intensive projects. Second, another emphasis of the program is to partner with interested undergraduate degree programs to design and chart viable pathways to dual matriculate in a timely manner with the proposed Data Science degree and another degree program. Towards this emphasis, the program is committed to (1) regularly review and add new courses to the list of focus areas, (2) regularly review and add new field-of-study focus areas to the list, (3) coordinate advising to support students who double-major, and (4) coordinate course scheduling to accommodate students taking courses in the two majors. The degree program will provide professional experience in each of its four pathways, each tuned to the needs of its students.

The Data Science program has a strong application-driven, real-world component. As alluded to above, the Focus Area courses and the Professional Experience courses will encourage and facilitate real-world collaborative projects in advanced research and application development that are data-driven and data-rich. Many of these are collaborative.

Questions integral to the topic of data collection are mainly discussed as part of the statistics foundation courses. As part of this, students will receive training on ethical issues in data collection, processing, analysis, dissemination and sharing, and general use. Indeed, as data types and volumes have increased, ethical issues have come to the forefront and this is discussed in the foundational courses as appropriate, as well as part of the capstone experience.

The planned program of study especially with the Focus Area courses, will provide broad literacy and fluency in Data Science and the focal discipline, and provide the basis for life-long learning and for mastery in select sub-fields. There are too many important topics in data science to deeply cover all, given the explosion of knowledge in the information age.

Together, the Data Science curriculum meets several general education and college requirements and enriches students' experiences with interdisciplinary practice and professional development. The program is designed to support a wide variety of student interests and goals by specifically allowing for dual matriculation in other majors and encouraging the addition of minors from other disciplines.

Computer Science (9 hours)	
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3
CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3
CSCE 320: Data Analysis	3
Mathematics (9-12 hours)	
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3
Statistics (6 hours)	
STAT 101: Introduction to Data STAT 102: Principles of Statistical Analysis	6
TOTAL CORE REQUIREMENTS	24-27

Professional Experience/Capstone (varies by college)

- CAS – 3 hours of MATH 435
- CASNR – 3 hours of STAT 425, STAT 451, or STAT 471
- COE– 9 hours – Practicum and Capstone

Additional College-Specific Courses (varies by college)

- CAS – None
- CASNR – 10 hours of STAT
- COE - None

Focus Area Coursework (varies by college)

- CAS – 15 hours from at most two subareas
- CASNR – 15 hours from at most two subareas
- COE – 12 hours from at most two subareas

Total Hours in the Data Science Major (varies by college)

- CAS 42-45 hours
- CASNR 52-55 hours plus 12-18 hours for a Minor
- COE 45-48 hours

Data Science Focus Areas

The Data Science Focus Areas allow students to pursue topics of interest in breadth or depth. Students must complete 15 credits (for CAS and CASNR students) or 12 credits (for COE students) from at most two of the following areas:

- Artificial Intelligence
- Software Development
- Data Pipeline
- Mathematical Modeling
- Statistical Modeling
- Applied Computing: Journalism & Humanities
- Applied Computing: Sociology
- Applied Computing: Natural Resources

Since Data Science is an evolving field and it is critical for the curriculum to be current for its time, the list of courses in each subarea will be reviewed on an ongoing basis. We expect other units will add elective courses as the synergy developed in the Data Science program grows. Most of these courses do not have any prerequisites beyond the Data Science Foundations courses and several have prerequisites that count as Data Science Foundations or for the Focus Areas. This extensive list of frequently offered focus area courses allows students to easily meet the requirement without taking additional prerequisites, but also allows students with interests to choose focus area courses that require additional preparation.

Data Science Focus Areas	
<i>Artificial Intelligence</i> • CSCE421 Foundations of Constraint Processing • CSCE472 Digital Image Processing • CSCE473 Computer Vision • CSCE474 Introduction to Data Mining • CSCE475 Multiagent Systems	<i>Applied Data Science: Sociology</i> • SOCI 310 Applied Sociology: Community-Based Research • SOCI 333 Applied Research in Public Opinion Research • SOCI 362 Ethics and the Responsible Conduct of Research

• CSCE476 Introduction to Artificial Intelligence • CSCE478 Introduction to Machine Learning OR STAT 485 Statistical Learning • CSCE479 Introduction to Deep Learning	• SOCI 430 Advanced Social Network Analysis • SOCI 407 Strategies of Social Research: Qualitative Methods • SOCI 463 Advanced Social Research Methods • SOCI 465 Survey Design and Analysis • SOCI 485 Agent-Based Social Simulation
<i>Software Applications</i> • CSCE361 Software Engineering • CSCE378 Human-Computer Interaction • CSCE412 Data Visualization • CSCE460 Software Engineering for Robotics • CSCE461 Advanced Topics in Software Engineering • CSCE464 Internet Systems & Programming • CSCE466 Software Design and Architecture • CSCE467 Testing, Verification and Analysis • CSCE468 Advanced Topics in Software Engineering	<i>Data Pipeline</i> • STAT251 Statistical Computing I: Data Wrangling • STAT351 Statistical Computing II: Data Management and Visualization • CSCE411 Data Modeling for Systems Development • CSCE413 Introduction to Database Systems • CSCE436 Advanced Embedded Systems • CSCE438 Internet of Things • CSCE458 Molecular and Nanoscale Communication • CSCE463 Data and Network Security • CSCE465 Wireless Communication Networks
<i>Statistical Modeling</i> • STAT212 Principles of Study Design • STAT301 Mathematical Statistics and Modeling I • STAT302 Mathematical Statistics and Modeling II • STAT325 Statistical Collaboration I • STAT412 Advanced Statistical Design • STAT414 Survey Sampling • STAT432 Introduction to Spatial Statistics • STAT443 Statistical Analysis of Genomics Data • STAT450 Introduction to Regression Analysis • STAT462 Introduction to Mathematical Statistics I: Distribution Theory • STAT463 Introduction to Mathematical Statistics II: Statistical Inference • STAT464 Model Selection and Prediction • STAT474 Introduction to Nonparametric Statistics	<i>Mathematical Modeling</i> • Math 208 Calculus in three dimensions • Math 221 Differential Equations • Math 415 Theory of Linear Transformations • Math 424 Partial Differential Equations • Math 428 Principles of Operations Research • Math 433 Nonlinear Optimization • Math 440 Numerical Analysis • Math 450 Combinatorics • Math 452 Graph Theory • Math 447 Numerical Linear Algebra • Math 471 Introduction to Topology • Math 487 Probability Theory OR STAT 262 Probability • Math 489 Stochastic Processes

• STAT475 Introduction to Categorical Data • STAT478 Time Series Analysis • SOCI 465 Survey Design and Analysis • STAT486 Introduction to Bayesian Analysis • AGRO 420 Bioinformatics Applications in Agriculture	
<i>Applied Data Science: Journalism + Humanities</i> • HIST 461 Geospatial Approaches in Digital Humanities and Social Sciences • HIST 470 Digital History • JOMC 358 UX/UI Design • JOUR 307 Data Journalism • JOUR 407 Data Visualization • NSST 376 Analysis for the National Security Establishment • SPMC 350: Sports Data Visualization and Analytics	<i>Applied Data Science: Natural Resources</i> • NRES 218 Introduction to Geospatial Sciences • NRES 412 Introduction to GIS • NRES 415 GIS for Agriculture and Natural Resources • NRES 418 Introduction to Remote Sensing • AECN 401 Advanced Farm Management and Linear Programming • AECN 406 Commodity Price Forecasting • AGRO 420 Bioinformatics Applications in Agriculture • AGRO 431 Site-specific Crop Management • MSYM 433 Equipment and Tractor Testing

Admission Procedures

Admission requirements for the Data Science major are the same as admission to the University of Nebraska-Lincoln and the respective college for each degree program pathway. (For the College of Engineering, the requirements will be consistent with the exception of the physics and chemistry entrance requirements.) In particular, the program will seek:

- Students who demonstrate analytical interests and capabilities.
- Students with various fields-of-study and interests in multidisciplinary problem-solving.
- Equity with respect to gender, economic status, age, culture, disability, color, and national origin.
- Links to financial support that enable students to obtain their degree.

Advising

Students with a Data Science major will be assigned an advisor from one of three colleges, based on the planned degree program pathway. Data Science faculty will mentor students on career pathways, and the professional advisors will assist students with scheduling coursework, designing an academic success plan, and completing their degree in a timely fashion. Transferring between colleges within the Data Science major would be similar to standard processes, where additional hours may be required for degree completion based upon completed courses and at what point the decision to transfer is made.

Accreditation

Professional accreditation will not be sought for this program at this time.

Administration and Governance of the Major

All of the contributing units intend to follow and collaborate together in keeping with the Guidelines for the Administration and Governance of Shared Academic Programs (Appendix D).

III. Review Criteria

A. Centrality to UNL Role and Mission

As stated on the UNL Role and Mission website: “The University of Nebraska-Lincoln serves as both the land-grant and comprehensive public university of the State of Nebraska.” This proposed major addresses the imperative needs and demands for foundational knowledge and expertise in computing and informatics and the abilities and skills to apply those technologies in virtually every aspect of human endeavor. “[UNL] is the state’s primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge.” [3] With this proposed major, UNL will provide intellectual leadership in its “fundamental mission” of educating students for the 21st century.

The proposed program is consistent with the University of Nebraska-Lincoln’s 2025 Strategic Plan by:

- Increasing student enrollment by attracting in-state, out-of-state, and international students,
- Innovating student experiences that prepare graduates to be life-long learners and contributors to the workforce in Nebraska and the world,
- Focusing student experience to foster innovative, interdisciplinary endeavors and solve challenges critical to Nebraska and the world, and
- Building upon areas of strength within the Colleges of Arts and Sciences, Engineering, and Agricultural Sciences and Natural Resources.

B. Relationship of the proposal to the NU 5-Yr Strategy

The Data Science major delivers computing and informatics instruction in a cost-efficient unified program serving multiple fields and units, thereby potentially limiting more costly duplication of such instruction across those units.

The Data Science major provides a unique educational experience with interdisciplinary and cross-disciplinary elements that will attract high-school graduates, including high-achieving students from Nebraska and elsewhere, and appeal to more diverse demographics than are the current STEM- and computing-focused majors at UNL, thereby increasing enrollments and the diversity of students.

The School of Computing, Department of Mathematics, and Department of Statistics are all highly ranked programs for the University of Nebraska [4, 5]. This program will leverage the internationally recognized excellence of the Computer Science and Engineering, Mathematics, and Statistics faculty in areas of importance (Data Science) to Nebraska.

The practicum and capstone courses will incorporate instruction in entrepreneurship and undertake projects drawn from real-world business, education, government, military, and non-profit stakeholders and involve undergraduates in R&D activities of the faculty and the university. The experience will strengthen graduate research pipelines and facilitate prototyping of innovative and creative efforts of faculty participating in the courses and capstone project.

Across virtually every field of human endeavor, the workforce of the future will be more engaged with analytical, design, and computing methods and technologies for data analytics, informatics, robotics, intelligent systems, etc. These developments will allow workers to tackle ever more difficult and complex multidisciplinary problems which require interdisciplinary collaboration. Nebraska's future economic growth and development depend on having an educated workforce proficient in these ways. The Data Science major provides foundations in computing methods and technologies and in interdisciplinary collaboration to meet multidisciplinary challenges. This program will help the University of Nebraska deliver "robot-proof higher education in the age of artificial intelligence" [6].

The structure of the major involves students in interdisciplinary instruction and collaborative team projects infused with multidisciplinary problems and solutions.

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

The Nebraska Coordinating Commission for Post-Secondary Education's Comprehensive Statewide Plan for Postsecondary Education (CSPPE) [9] states: "Institutions will see a growing demand from business and from students for specialized knowledge and skill certifications (in professional, vocational, and technical areas such as information technology) to meet workforce needs." The revolutionary changes of the still-emerging information age are profound and Nebraska's institutions for post-secondary education face significant challenges to provide, as termed by Joseph Aoun [6], "robot-proof education in the age of artificial intelligence" for its students and a highly effective workforce and citizenry for the state's economic and societal future. Accordingly, one of the CCPE's major goals is that: Nebraska colleges and universities will foster critical thinking skills and provide their graduates with the knowledge and workplace skills needed to be successful employees, innovative entrepreneurs, and responsible citizens on a global stage.

The proposed Data Science program recognizes that an information-age education requires quantitative and analysis skills not only for professionals with mathematics, statistics, computer science and engineering degrees, but also for professionals across business, life sciences, agriculture, social sciences, education, journalism, humanities, arts, etc. This program is designed to provide an educational foundation in computing and informatics, but with a focus on their applications that encourages for a student's field of interest to guide personalization of their program and that supports diverse multidisciplinary problems.

Information-age educational programs that deliver value to students are fundamental to addressing demographic challenges. The CCPE notes: “Overall, institutions of higher education will see increased competition for traditional-age, in-state students.” In response, the CCPE calls for Nebraska institutions to intensify efforts to recruit and retain Nebraska students, out-of-state students, and students from demographically under-represented groups. Accordingly, one of the CCPE’s major goals is that: Nebraska’s institutions and policymakers will increase participation and success in postsecondary education, particularly for low-income and underrepresented populations, and ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities, unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location.

The proposed program offers a unique, enriched on-campus curriculum, training, and experience that bring together students and faculty from diverse disciplines to work on multidisciplinary, real-world problems that will excite the students’ passions for impact. With respect to the demographics of the current majors in the School of Computing, Department of Mathematics, and Department of Statistics, this program promises to help draw more women and members of other under-represented groups into the computing and information science and engineering, mathematical, and statistical aspects of not only the traditional science, technology, engineering, and mathematics (STEM) fields but also non-STEM fields that will increasingly be engaged with data science.

Information-age education that produces a future-ready workforce is fundamental to addressing economic challenges. The CCPE notes: “Employers are demanding a workforce that can keep pace with an explosion of knowledge and rapid technological change. Businesses are seeking technical assistance in using technology to become more productive and profitable. Economic growth in Nebraska is limited by shortages of workers, especially those with technical training.” Accordingly, one of the CCPE’s major goals is that: Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to sustain a knowledgeable, trained and skilled workforce in both rural and urban areas of the state.

The proposed program addresses the increasing need for workers with a foundational education in computing and information systems, particularly as computing is applied in diverse disciplines. Because computing and information systems are increasingly ubiquitous across domains, organizations frequently struggle to find computing personnel who have a sufficient foundation in the operational domains of the organization and domain personnel who have a sufficient foundation computing and information systems. There is a great and growing need in the workforce for personnel who can span or bridge both roles. The proposed program is specifically designed to educate students in using computing and information systems to solve multidisciplinary problems in diverse fields, using real-world examples from stakeholders such as business, government, and non-profit organizations.

The CCPE recognizes the growing “competition for state funding” and demands for “accountability and performance” in higher education. Accordingly, one of the CCPE’s major goals is that: Higher education in Nebraska will be effective in meeting the needs of students and the state, will be efficient in its expenditure of the state’s resources, and will be accountable for developing, sustaining, and demonstrating exemplary teaching, learning, research, and public service.

This new interdisciplinary Data Science program is a shared program for a single major. Building on the success of other shared program, the faculty and units will collectively work together to leverage resources and be effective in an exemplary way. Sharing courses and resources is what makes this program possible.

D. Evidence of Need and Demand

1. Need:

One of the most notable and disruptive impacts of the emerging age of artificial intelligence and robotics is the replacement of human work by ever-more-capable computing systems and associated machinery. These trends already are challenging the equilibrium of our society. Educational institutions have a great responsibility to prepare its graduates for the workforce of the twenty-first century, in which the workplace, lives, and careers will be significantly altered by these technologies. As summarized by Joseph Aoun, President of Northeastern University, universities must: “develop and empower a new generation of creators, women and men who can employ all the technological wonders of our age to thrive in an economy and society transformed by intelligent machines.”

The replacement of jobs in manufacturing is the leading edge of the broader revolution. Of course, this revolution creates jobs for math and computer science majors, but there are broader needs related to the broader changes. For example, Aoun cites:

- An executive at Wells Fargo who notes the replacement of tellers, bankers, and accountants with data scientists and applications developers who create, modify, and use sophisticated financial models based on massive stores and streams of financial data and provide diverse online customer services. These workers need analytical and computational skills, but also financial expertise.
- A CEO of a legal technology company who notes the replacement of legal professionals for research, fact-checking, and cross-referencing by AI systems that are more rapid, more accurate, and less expensive. Successful team members will understand how to effectively deploy and employ these computing and information technologies to meet legal needs.
- Executives in the media industry who note the increasing reliance on the power of big data and advanced analytics software to structure and deliver content and advertising. Media companies require employees who can understand and utilize these tools effectively and creatively.
- A vice president of an advanced engineering and manufacturing firm who notes the impact of sensors and the Internet of Things (IoT) not only for product engineering and manufacturing, but also for monitoring and maintenance of products even at customer sites, changing the nature of customer services. Employees in engineering, advanced manufacturing, maintenance, and customer service must utilize increasingly sophisticated product information systems.
- Medical experts who note the emerging use of AI for medical research, assistive diagnoses, and personalized medicine, and of robots for surgery. Creating and using these systems will require workers with proficiencies in data analytics, computing and informatics technologies, and medicine.

A theme across these examples is that the future workforce will require employees with foundations in both computing technologies and a field of application, but, beyond that, the ability to solve domain and multidisciplinary problems with computing technologies in an organizational context.

Projections about such a dynamic future are difficult and there are few sources for projections about the growth of technology-related jobs in diverse fields. (Most projections, e.g., from the Bureau of Labor Statistics, break down jobs by discipline without regard to the changing nature of those jobs.) However, IDC projected 14 million new jobs related to just cloud computing, with a 27% compound annual growth rate (CAGR) in banking, 28% CAGR in insurance, 26% in healthcare, and similar rates in other fields [10]. Taking just the banking industry, issues such as open banking, regulatory compliance, robo-advisers and voice assistants, cybersecurity, biometrics, and blockchain applications will transform the industry [11].

Furthermore, at the heart of these advances and emerging technologies is data. According to a report by World Economic Forum [12], “Volumes of data are growing at a rate of 40% per year and will increase 50 times by 2020. A measure of the speed of growth is the estimate from Singapore-based Aureus Analytics that 90% of all data in the world was created in the last two years. As mobile usage goes up, so do personal data volumes. Over half (51%) of all internet users worldwide are in Asia: China has 1.3 billion mobile

subscriptions out of a population of 1.36 billion, while India has 0.91 billion mobile subscriptions out of a 1.25 billion population.” Microsoft reported with the advances brought forth by cloud computing, there will be new jobs related to data science (e.g., big data analysts) created because of data volumes growing at a rate of 40% per year due to cloud computing [13].

Indeed, Data Scientist was ranked #1 on Best Jobs in America (https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm) in 2016, 2017, 2018, and 2019, and is ranked #3 in 2020, with a Job Satisfaction rates of at least 4.0 out of 5 each year. The demand for Data Scientist in terms of the number of job openings has increased each year from 1,700+ to 6,000+, and is expected to grow further.

Additional indications of need are provided by other research universities that offer informatics degrees, even if they differ with the innovative program proposed for UNL. The University of Indiana Luddy School of Informatics, Computing, and Engineering offers a Bachelor of Science in Informatics degree, which requires more informatics coursework and less coursework in the cognate focal area and which does not have an interdisciplinary core [14]. The program’s class of 2017 & 2016 graduates had a 96% placement rate (with 86% in jobs and 10% in graduate school) and class of 2018 & 2017 graduates had a 95% placement rate (with 84% in jobs and 11% in graduate school) [15]. The University of Washington Information School offers a Bachelor of Science in Informatics degree, with five concentrations including one in data science, and the curriculum does not particularly emphasize interdisciplinary aspects [16]. It has a 90% employment rate in various fields, including IT, consulting, business/finance, and retail [17], with the median starting salary for full-time employment is \$85,000. In addition, 89% of the survey respondents completed at least one internship [17], indicating the demand for students with skills in informatics as well as a practicum opportunity for better preparing and training students.

The proposed Data Science major will offer a broader interdisciplinary experience than is the case for many computing institutions. It will also offer an integrated approach as opposed to a Computer Science + X (also known as CS+X) approach where additional discipline-based courses are added to existing computing curriculum, without providing data science-flavored or -oriented computing courses. To compare, a B.S. in Data Science or similar field is offered through these colleges: the Luddy School of Informatics, Computing, and Engineering at Indiana University; the School of Informatics and Computing at IUPUI; the College of Engineering at the University of Michigan; the College of Natural Science at Michigan State; the Data Science Program at Iowa State; the College of Liberal Arts and Sciences at the University of Iowa; the College of Natural Sciences at Colorado State University.

Online degrees and M. S. degrees are offered by several institutions, including: an online M.S. by UIUC; both campus and online M.S. degrees in Analytics at Georgia Tech. We believe that a bachelor’s level degree that can be obtained in person will be attractive to many students.

2. Demand:

In Nebraska, the workforce demands for Data Scientists are significant and growing. On a monthly basis, there are over 8,000 positions posted in LinkedIn for Data Scientists. Employers like Kiewit, Union Pacific, Spreetail, and Bryan Health are actively recruiting in Nebraska for these high-skill, high-demand, and high paying positions. National and international companies, like Google, Amazon, and Facebook, also recruit in Nebraska to help supply their need for data-driven decision making.

The increasing demand from students for coursework and degrees in the computing field can be seen in the numbers of students in the School of Computing, Department of Mathematics, and Department of Statistics. In particular, there are over a dozen students already enrolled in the new Statistics and Data Science option offered by the Department of Mathematics in Fall 2020. We believe that the proposed Data Science major will attract new students who come to UNL because of this major. This program will be unique in the Big 10

region; although there are programs with some similarities, e.g., the CS+X programs at Illinois and the Informatics program at Indiana, none offer the integrated program that is proposed. It is somewhat difficult to quantify the numbers, but high student interest in computing and the career opportunities indicate that there will be more than a viable number of students.

The structure of the program requires at least one viable batch of approximately 20 entering students. We have sized the program with up to 20 students for the first cohort and then ramping up to 40 entering students per year for a steady-state of 160 majors within five years.

Note also that based on data from the National Center for Education Statistics (NCES)'s Integrated Postsecondary Education Data System (IPEDS), using all six-digit CIP codes related to Data Science, there has been a steady growth in terms of number of bachelor degrees conferred:

Year	# Bachelor Degrees Conferred
2013	3,903
2014	3,633
2015	4,186
2016	4,407
2017	4,907
2018	5,370
2019	6,867

In particular, the University of Indiana's Informatics program's graduation numbers for the past five years are: 2014-2015: 307, 2015-2016: 371, 2016-2017: 433, 2017-2018: 548, 2018-2019: 501, showing steady growth over the years. Meanwhile, the University of Illinois's CS+X program and the University of Washington graduate more than 100 students per year, which indicates viable demand from students. The CS+X program is fairly new and limited to a few arts and sciences fields, but already had enrollments in the fall of 2017 of 172 majors with 69 students in CS+Linguistics, 46 in CS+Chemistry, 31 in CS+Astronomy, and 26 in CS+Anthropology. It graduated 77 students in 2017. Although the University of Illinois is a larger school than the University of Nebraska, the proposed focal areas at UNL span more disciplines and the program features an attractive interdisciplinary core.

The U. S. Bureau of Labor Statistics provides employment and projections in several areas related to data science.

- The total number of Data Science jobs will increase by 28% through 2026, representing 11.5 million new jobs in the field.
- Computer and information research scientists: \$126,830 median annual pay in 2020; 33,000 jobs in 2020, 22% growth in 2020-30
- Mathematicians and statisticians: \$93,290 median annual pay in 2020; 44,800 jobs in 2020; 33% growth in 2020-30.

E. Avoidance of Unnecessary Duplication

Data Science is the combination of Statistics, Mathematics, Computer Science, and subject-matter knowledge. The essential breadth of data science precludes the focus on any one of these aspects. The proposed degree program gives students exposure to all facets of data science.

A key challenge for UNL and other universities is how to address the growing need for computing education across disciplines and, in that, a key issue is how to avoid unnecessary programmatic duplication. The Data Science major delivers mathematical modeling, statistics, and computing and informatics instruction in a cost-

efficient, unified program serving students across fields and units, thereby avoiding more costly duplication of such instruction across those units.

The Department of Mathematics rolled out the Statistics and Data Science option for math majors in Fall 2020, an option that has already seen a lot of interest from our students. This major, however, requires a heavy load of advanced mathematics courses, many of them proof-theory based courses which are not needed by users in many data science fields, where practical applications are more important than theoretical questions. The proposed Data Science major offers a pathway for scientists focused on implementation and communication, rather than design of algorithms.

The Department of Statistics has an undergraduate major in Statistics and Data Analysis starting in Fall 2022. This major requires students to complete significant math and statistical prerequisites, and most of the computing load is taught within the statistics department. Specifically, the degree program focuses on data collection, data analysis, and making decisions based on data. Students develop an understanding of the theory underlying the methods they are learning, a depth not possible given the breadth of the data science curriculum. The proposed Data Science major offers a pathway for students to develop a more interdisciplinary view of the field of data science. In addition, students who are double majoring in other CASNR areas will be able develop interdisciplinary data science skills along with their discipline-specific skills.

The proposed major shares some elements with existing minor programs at UNL, which also avoids duplication. Two courses, CSCE 155T and CSCE 311, can be taken for the computer science, computational biology and bioinformatics, digital humanities, and informatics minors. Although these minors share some elements with the proposed program, they do not deliver the breadth of content and interdisciplinary professional development for students as the proposed program, nor engender the same level interdisciplinary collaboration among faculty and units as the proposed program as a catalyst for graduate and research programs, or have the same potential for engagement with external stakeholders, and do not have the potential that a major degree program has for providing a signature attraction for the university.

The proposed data science undergraduate degree program would be unique within the NU system. The University of Nebraska Kearney provides a data analytics minor. The University of Nebraska at Omaha provides a master of data science, as well as a certificate in data analytics. Creighton University offers a bachelor of science in data science and the degree program offers specializations in advanced computing and in advanced mathematics and statistics. The degree requires 23 credits from mathematics; 21 credits from journalism, media, and computing; and a collaborative capstone. The UNL program allows for more interdisciplinary with more and broader focus areas and will be more accessible at a public, land-grant institution.

F. Adequacy of Resources:

1. Faculty/Staff

The three departments currently have adequate resources to support this program for the Year One for approximately 20 data science majors. As the number of majors increase, additional faculty and other instructional resources, such as Graduate Teaching Assistants (GTAs) or possibly undergraduate teaching assistants (UGTAs) will be needed.

Table 1 indicates the extra resources that will be needed year-over-year for the first five years of the operation of the program; these are essentially all personnel. In year two, three additional GTA positions will be required for the operation of the program, assigned to first-year and second-year courses. In year three, another three Graduate Teaching Assistants (GTA) positions and one new tenure-track faculty member will be needed. The GTA positions will be required to handle the volume of students entering

the first and second year of the programs; the additional faculty member will be required to ensure that upper-level undergraduate courses can be accommodated. Likewise, in year five, two additional tenure-track faculty members will be required to ensure the steady state of the data science program. A director will be selected from the current faculty and will receive an administrative stipend and course buyout for overseeing the program, estimated at \$14,000.

General program operating for recruitment and experiential learning are also included and are expected to increase as enrollment in the program grows by \$2,500 each year, total year five, \$12,500.

The instructional salary for year two would be supported through the Colleges' existing budgets and future instructional salaries would be supported through enrollment growth revenue within the University's budget model. Support for operational expenses will include sources from within the College deans' offices. Colleges will have the opportunity to submit cross-collaborative requests for seed funding for faculty positions through established strategic hiring processes.

2. Physical Facilities and Equipment

At this time no additional physical facilities are required for this program.

3. Instructional Equipment and Informational/Library Resources

No additional instructional equipment and informational/library resources are required to support the program as described in this proposal.

4. Budget Projections

There are no course and lab fees associated with the courses in the major. Projected enrollment is 2022-23 (20-new students), 2023-24 (40-new students; 60 total), 2024-25 (40- new students; 100 total), 2025-26 (40-new students; 140 total), and 2026-27 (40-new students; 160 total). Projected revenue is using the Fall 2020 proportion of resident vs. non-resident undergraduate students for an estimated total revenue of \$6,187,968. See Table 2. Some of the proposed courses for the major fall under existing differential tuition practices. Those courses will be charged at the differential rate.

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V. Appendices

- A. Course Listings and Four-Year Plans
- B. Course Descriptions of the Data Science Foundation and Professional Experience Courses
- C. Catalog Text
- D. Guidelines for the Administration and Governance of the Data Science Program
- E. Internal Letters of Support
- F. External Letters of Support
- G. ADV Report

Appendix A

Course Listings and Four Year Plans

- College of Arts and Sciences Track
- College of Agricultural Sciences and Natural Resources Track
- College of Engineering Track
- Side-by-Side Comparison

College of Arts and Sciences Track (BA/BS)

The Data Science major has three components, for a total of at least 42 required credit hours:

- Data Science Foundations, including statistics [at least 24 credits].
- Data Science Focus Area [15 credits], with courses chosen from at most 2 focus areas.
- Data Science Professional Experience [3 credits]

Core Requirements

Data Science Foundations [24-27 credits]	
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3
CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3
CSCE 320: Data Analysis	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3
STAT 101 and STAT 102	6
Data Science Professional Experience [3 credits]	
MATH 435: Math in the City	3
Total Core Credit Hours	27-30 hrs

Example Four-Year Program of Study

First Semester	Hours
CSCE 155T (ACE 3)	3
MATH 104 or 106	3
Elective (ACE 1, Writing)	3
Foreign Language III (CDR Lang)	3
Elective (ACE 6, Social Science)	3
Total	15

Second Semester	Hours
CSCE 311	3
MATH 203 or 107	3
Elective (ACE 5, Humanities)	3
Foreign Language IV (CDR Lang)	3
Elective (CDR Humanities)	3
Total	15

Third Semester	Hours
Statistics 1	3

Fourth Semester	Hours
CSCE 320	3

MATH 315 or 314	3
Elective (ACE 4, Science)	3
Elective (CDR Writing)	3
Elective (ACE 8, Ethics)	3
Total	15

Statistics 2	3
Focus Area Course 1	3
Elective (ACE 2, Communication)	4
Elective (CDR Science + Lab)	3
Total	16

Fifth Semester	Hours
Focus Area Course 2	3
Focus / 2 nd major 1	3
Focus / 2 nd major 2	3
Elective (ACE 7, Arts)	3
Elective (ACE 9, Diversity)	3
Total	15

Sixth Semester	Hours
Focus Area Course 3	3
Focus / 2 nd major 3	3
Focus / 2 nd major 4	3
Elective (CDR Social Sciences)	3
Elective (CDR Human Diversity)	3
Total	15

Seventh Semester	Hours
MATH 435 (ACE 10)	3
Focus Area Course 4	3
Focus / 2 nd major 5	3
Elective (or Focus / 2 nd major 7)	3
Elective (or Focus / 2 nd major 8)	3
Total	15

Eighth Semester	Hours
Focus Area Course 5	3
Focus / 2 nd major 6	3
Elective (or Focus / 2 nd major 9)	3
Elective (or Focus / 2 nd major 10)	3
Elective (or Focus / 2 nd major 11)	2
Total	14

College of Agricultural Sciences and Natural Resources Track (BS)

The Data Science major has three components, for a total of at least 42 required credit hours:

- Data Science Foundations, including statistics [at least 24 credits].
- Data Science Focus Area [15 credits], with courses chosen from at most 2 focus areas.
- Data Science Professional Experience [3 credits]

Core Requirements

Data Science Foundations [24-28 credits]	
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3
CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3
CSCE 320: Data Analysis	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3

Select courses from the following: (college-level requirements) STAT 101 and STAT 102 -	6
Data Science Professional Experience [ACE 10; 3 credits] Choose one of: (Prerequisites that are not part of the core will be addressed through advising and consideration of prior coursework)	
STAT 425: Statistical Collaboration II	3
STAT 471: Analysis of Messy Data	3
STAT451: Development of Statistical Software	3
Total Core Credit Hours	27-30 hrs

Additional Requirements for Data Science (CASNR)	
STAT 212: Principles of Study Design	4
STAT 325: Statistical Collaboration I	3
STAT 349: Technical Skills for Statisticians	3
Select any CASNR minor in consultation with an academic advisor	12-18
Total Credit Hours	22-28 hrs

Note: CASNR students must meet the CASNR residency requirement of 30 CASNR credits, 18 at 300 level or higher.

Example Four-Year Program of Study

First Semester	Hours
CSCE 155T (ACE 3)	3
MATH 106	5
STAT 101	3
SCIL 101 (ACE 8)	3
Total	14

Second Semester	Hours
CSCE 311	3
MATH 107	4
ENGL 150 (ACE 1)	3
ALEC 102 (ACE 2)	3
STAT 102	3
Total	16

Third Semester	Hours
STAT 212	3
MATH 315 or 314	3
LIFE 120/120L (ACE 4)	4
AECN 141 (ACE 6)	3
Total	14

Fourth Semester	Hours
ACE 5	3
CSCE 320	3
ACE 7	3
CHEM 105A/105L (ACE 4)	4
STAT 349	3
Total	16

Fifth Semester	Hours
Focus Area Course 1	3

Sixth Semester	Hours
Focus Area Course 2	3

STAT 325	3
CASNR Minor 1	3
ACE 9	3
Elective	3
Total	15

CASNR Minor 2	3
CASNR Minor 3	3
Elective	3
Elective	3
Total	15

Seventh Semester	Hours
Focus Area Course 3	3
Focus Area Course 4	3
CASNR Minor 4	3
Elective (or CASNR Minor 5)	3
Elective	3
Total	15

Eighth Semester	Hours
Capstone (ACE 10)	3
Elective (or CASNR Minor 6)	3
Focus Area Course 5	3
Elective	3
Elective	3
Total	15

College of Engineering Track (BS)

The Data Science major has four components, for a total of 45-48 required credit hours:

- Data Science Foundations [24 or 27 credits].
- Data Science Focus Area [12 credits]
- Data Science Professional Experience [9 credits]

Core Requirements

Data Science Foundations [21 or 24 credits]	
CSCE 155T Computer Science I: Informatics Focus <i>CSCE 155T is recommended, but any of the CSCE 155 courses may be used.</i>	3
CSCE 311 Data Structures & Algorithms for Informatics <i>CSCE311 is recommended, but CSCE310 may be used.</i>	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
CSCE 320 Data Analysis	3
MATH 315 Linear Algebra for Data Science [NEW]	3
STAT 101 and STAT 102	6
Data Science Professional Experience [9 credits]	
CSCE 495 Internship in Computing Practice, OR CSCE 492 Special Topics in Computer Science, OR <i>If project is related to Data Science</i> CSCE 386 Professional Practice and Development: Design and Implementation [NEW]	3
CSCE 486 Professional Practice and Development: Capstone Prep <i>May be replaced by a student's second major's capstone</i>	3

CSCE 487 Computer Science Senior Design Project, OR CSCE 493A Interdisciplinary Capstone, OR MATH 435 Math in the City	3
Total Core Credit Hours	33 - 36 hrs

Students that are Data Science majors in the College of Engineering must complete 12 credits with at least two of the areas. Students may take at most one course in the Applied Data Science subarea and that course must be outside of their focal area unless it is used to complete a double major. In addition, students also may complete an approved internship for up to 3 credits in the Applied Data Science subarea.

Example Four-Year Program of Study (with Statistics Option 1; for Statistics Option 2, replace one of the Focus courses with the second Statistics course)

First Semester	Hours
CSCE 155T (ACE 3)	3
MATH 104	3
STAT 101	3
Elective (ACE 1, Writing)	3
Elective (ACE 6, Social Science)	3
Total	15

Second Semester	Hours
CSCE 311	3
MATH 203	3
Elective (ACE 5, Humanities)	3
STAT 102	3
Elective (Ancillary Requirement Breadth: Arts, Humanities, and Social Science)	3
Total	15

Third Semester	Hours
CSCE 320	3
MATH 315	3
Elective (ACE 4, Science)	3
Elective (Ancillary Requirement Technical Writing)	3
Elective (ACE 8, Ethics)	3
Total	15

Fourth Semester	Hours
Focus / 2 nd major 1	3
Focus / 2 nd major 2	3
Elective (ACE 2, Communication)	3
Elective (Ancillary Requirement Science: Chemistry, Physics & Astronomy, Biological Sciences, Earth & Atmospheric Sciences)	4
DS Elective 1	3
Total	16

Fifth Semester	Hours
DS Elective 2	3
CSCE 386	3
Focus / 2 nd major 3	3
Elective (ACE 7, Arts)	3
Elective (ACE 9, Diversity)	3

Sixth Semester	Hours
DS Elective 3	3
Focus / 2 nd major 4	3
Focus / 2 nd major 5	3
Elective (Ancillary Requirement Breadth: Arts, Humanities, and Social Science)	3
Elective (Ancillary Requirement Science: Chemistry, Physics & Astronomy, Biological Sciences, Earth & Atmospheric Sciences)	3

Total	15

Astronomy, Biological Sciences, Earth & Atmospheric Sciences)	
Total	15

Seventh Semester	Hours
CSCE 486 (or CSCE486H) (satisfies ACE 8)	3
DS Elective 4	3
Focus / 2 nd major 6	3
Elective (or Focus / 2 nd major 7)	3
Elective (or Focus / 2 nd major 8)	3
Total	15

Eighth Semester	Hours
CSCE 487 or CSCE 493A (ACE 10, Capstone) or CSCE 487H	3
DS Elective 5	3
Elective (or Focus / 2 nd major 9)	3
Elective (or Focus / 2 nd major 10)	3
Elective (or Focus / 2 nd major 11)	2
Total	14

Side-by-Side Track Comparison

Arts and Sciences Track		Agricultural Sciences and Natural Resources Track		Engineering Track	
Data Science Foundations					
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3	CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3	CSCE 155T Computer Science I: Informatics Focus <i>CSCE 155T is recommended, but any of the CSCE 155 courses may be used.</i>	3
CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3	CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3	CSCE 311 Data Structures & Algorithms for Informatics <i>CSCE311 is recommended, but CSCE310 may be used.</i>	3
CSCE 320: Data Analysis	3	CSCE 320: Data Analysis	3	CSCE 320 Data Analysis	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5	MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5	MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4	MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4	MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3	MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3	MATH 315 Linear Algebra for Data Science [NEW]	3
Select two courses from the following: STAT 101 and STAT 102	6	Select courses from the following: (college-level requirements) STAT 101 and STAT 102 -	6	Select courses from the following: STAT 101 and STAT 102	6
Foundations Subtotal	24-27	Foundations Subtotal	24-27	Foundations Subtotal	24-27
Data Science Professional Experience					
MATH 435: Math in the City	3	Choose One STAT 425: Statistical Collaboration II STAT 471: Analysis of Messy Data STAT451: Development of Statistical Software	3	Choose One: CSCE 495 Internship in Computing Practice CSCE 492 Special Topics in Computer Science (If project is related to Data Science) CSCE 386 Professional Practice and Development: Design and Implementation [NEW]	3
				CSCE 486 Professional Practice and Development: Capstone Prep	3

				May be replaced by a student's second major's capstone and also CSCE486H, the honors version of the above course	
				Choose One CSCE 487 Computer Science Senior Design Project CSCE 493A Interdisciplinary Capstone MATH 435 Math in the City	3
Professional Experience Subtotal	3	Professional Experience Subtotal	3	Professional Experience Subtotal	9
Data Science Focus Areas					
Select 5 courses from at most 2 of the focus areas below for at least 15 hours	15	Select 5 courses from at most 2 of the focus areas below for at least 15 hours; Courses used above may not count toward these 15 credits	15	Select 4 courses from at most 2 of the focus areas below for at least 12 hours	12
Focus Area Subtotal	15	Focus Area Subtotal	15	Focus Area Subtotal	12
		Additional Requirements			
		STAT 212: Principles of Study Design	4		
		STAT 325: Statistical Collaboration I	3		
		STAT 349: Technical Skills for Statisticians	3		
		Select any CASNR minor in consultation with an academic advisor	12-18		
		Additional Requirements Subtotal	22-28		
Total Credit Hour Requirement	42-45	Total Credit Hour Requirement	67-73	Total Credit Hour Requirement	45-48

Appendix B

Data Science Major Course Descriptions

Data Science Foundation

- **CSCE 155T COMPUTER SCIENCE I: INFORMATICS FOCUS**
Prerequisites: Appropriate score on the School of Computing Placement Exam or CSCE101; MATH 103 or equivalent
Description: Introduction to computers and problem-solving with computers. Topics include problem solving methods, software development principles, computer programming, and computing in society.
Credit Hours: 3
ACE: ACE 3 Math/Stat/Reasoning
Note: For the College of Engineering, CSCE 155A, 155E, 155H, or 155N can be substituted for CSCE 155T.
- **CSCE 311 DATA STRUCTURES AND ALGORITHMS FOR INFORMATICS**
Prerequisites: Grade of "Pass" or "C" or better in CSCE 155A, CSCE 155E, CSCE 155H, CSCE 155N, CSCE 155T, or SOFT 160.
Description: An introduction to algorithms and data structures for informatics. Foundational coverage of algorithms includes both problems (such as indexing, searching, sorting, and pattern matching) and methods (such as greedy, divide-and-conquer, and dynamic programming). Foundational coverage of data structures includes lists, tables, relational databases, regular expressions, trees, graphs, and multidimensional arrays. The topics will be studied in the context of informatics applications.
Credit Hours: 3
Note: For the College of Engineering, CSCE 310 can be substituted for CSCE 311.
- **CSCE 320 Data Analysis**
Prerequisites: CSCE 220
Description: Practical experience on how to model data through existing techniques including object-oriented and relational models. These models then can be used at the center of systems to promote efficient and effective data processing and analysis.
Credit Hours: 3
CSCE 320 will be updated with new prerequisites (including "versions of CSCE155").
- **MATH 104 APPLIED CALCULUS**
Prerequisites: Appropriate score on the Math Placement Exam; or grade of P, C, or better in MATH 101, MATH 102, or MATH 103
Description: Rudiments of differential and integral calculus with applications to problems from business, economics, and social sciences
Credit Hours: 3
ACE: ACE 3 Math/Stat/Reasoning
- **MATH 203/203J CONTEMPORARY MATH**
Prerequisites: None
Description: Applications of quantitative reasoning and methods to problems and decision making in the areas of management, statistics, and social choice. Includes networks, critical paths, linear programming, sampling, central tendency, inference, voting methods, power index, game theory, and fair division problems.

Credit Hours: 3

ACE: ACE 3 Math/Stat/Reasoning

- **MATH 315 LINEAR ALGEBRA FOR DATA SCIENCE**

Prerequisites: A grade of P, C, or better in MATH 104 and MATH 203

Description: Fundamental concepts of linear algebra, including properties of matrix arithmetic, systems of linear equations, vector spaces, inner products, determinants, eigenvalues and eigenvectors, and diagonalization, with emphasis in data science applications.

Credit Hours: 3

Note: MATH 315 cannot be used toward a major in Mathematics. Students that would like to pursue a math major will be advised to take Math 106, Math 107, and Math 314 instead of 104, 203, and 315. Students that would like to pursue a computer science major will be advised to take CSCE 155E and CSCE 310 instead of CSCE 155T and CSCE 311 in addition to the alternative math courses previously listed. Students that are Data Science majors are not eligible to double major in Math under the Statistics and Data Science option, or to pursue a Math minor.

- **STAT 101 INTRODUCTION TO DATA (NEW)**

Prerequisites: Removal of all entrance deficiencies in mathematics

Description: An introduction to statistics through exploratory data analysis and data visualization.

Topics include data types, chart types, methods for working with and reducing data, simple regression, regression diagnostics. Focuses on how to communicate statistical information and how to critically consume statistical information presented in the media and popular press.

Credit Hours: 3

ACE: ACE 3 Math/Stat/Reasoning

Note: This is the first course of a two-course sequence for Statistics Alternative 2

- **STAT 102 PRINCIPLES OF STATISTICAL ANALYSIS (NEW)**

Prerequisites: Stat 101, Concurrent enrollment in STAT 151 (Introduction to Statistical Computing)

Description: An introduction to statistics through exploratory data analysis and data visualization.

Topics include data types, chart types, methods for working with and reducing data, simple regression, regression diagnostics. Focuses on how to communicate statistical information and how to critically consume statistical information presented in the media and popular press. Introduction to formal statistical inference and elementary probability for statistics majors. Explores the practical application of statistical techniques to meaningful scientific problems. Inference topics will be implemented using both simulation-based approaches and classical, theory-based methods.

Credit Hours: 3

ACE: ACE 3 Math/Stat/Reasoning

Note: Students that would like to pursue a math or statistics major will be advised to take Math 106, Math 107, and Math 314 instead of 104, 203, and 315. Students that would like to pursue a computer science major will be advised to take CSCE 155E and CSCE 310 instead of CSCE 155T and CSCE 311 in addition to the alternative math courses previously listed. Students who intend to complete courses in the statistics focus area will be advised to take Stat 101 and Stat 102 instead of Stat 218, 318, 380, or 462. This is the second course of a 2-course sequence for Statistics Alternative 2

Data Science Professional Experience

- **MATH 435 MATH IN THE CITY**

Prerequisites: Grade of “Pass” or “C” in MATH 104 (or MATH 106), MATH 203 (or MATH 107), and MATH 315 (or MATH 314).

Description: A research experience modeling problems of current interest to the local community, businesses, or government. Professional practice through interactions with local collaborator.

Credit Hours: 3

ACE: ACE 10 Creative or Scholarly Product

- **CSCE 486 (or 486H) COMPUTER SCIENCE PROFESSIONAL DEVELOPMENT**
Prerequisites: Grade of “Pass” of “C” in SOFT 261, CSCE 361, or CSCE361H; Must be taken exactly one semester before CSCE 487
Description: Preparation for the senior design project. Professional practice through familiarity with current tools, resources, and technologies. Professional standards, practices and ethics, and the oral and written report styles used specifically in the field of computer science.
Credit Hours: 3
Note: In the case of dual matriculation where a student has a capstone project associated with a second major, this class may be waived.
- **CSCE 487 (or 487H) COMPUTER SCIENCE SENIOR DESIGN PROJECT**
Prerequisites: CSCE486; Must be taken in the immediate next term after CSCE486.
Description: A substantial computer science project requiring design, planning and scheduling, teamwork, written and oral communications, and the integration and application of technical and analytical aspects of computer science and software engineering.
Credit Hours: 3
Note: In the case of dual matriculation where a student has a capstone project associated with a second major, this class may be replaced by CSCE493A
- **CSCE 493A INTERDISCIPLINARY CAPSTONE**
Prerequisites: Grade of “Pass” of “C” in CSCE 486, taken exactly one semester previous.
Description: Innovative team projects executed under the guidance of members of the faculty of the Department of Computer Science and Managing Director of the CSCE Innovation Lab. Work in teams and collaboration with School of Computing research faculty and sponsors that include private sectors and UNL faculty to design and develop real-world systems to solve interdisciplinary problems.
Credit Hours: 3
- **CSCE 386 PRACTICE AND PROFESSIONAL DEVELOPMENT: DESIGN AND IMPLEMENTATION**
Prerequisites: Grade of “Pass” of “C” in CSCE 311 and STAT 218 (or approved statistics class).
Description: Studies in informatics practice and professional development. Students across informatics fields work together on several short modules in multidisciplinary applications of informatics with involvement of faculty and other experts in those applications. The modules focus on design and implementation skills — especially design methods and program design and implementation. Informatics topics include data-centric and model-driven approaches; information and knowledge structures, organization, and access; searching and mining; and visualization. Professional development involves instruction in career development, entrepreneurship, professional ethics, and professional communications.
Credit Hours: 3

Appendix C

Catalog Copy – Data Science Major in the College of Arts and Sciences

Quick Points

College: Arts and Sciences

Degree Offered: Bachelor of Arts or Bachelor of Science

Hours Required: 120

Minimum Cumulative GPA: 2.0

Minor Available: No

Advisor: TBD

Overview Tab

Description

The Data Science major prepares students with skills and competency in data analysis and interpretation, algorithm design and implementation, and helps them develop aptitudes for interdisciplinary problem solving. The interdisciplinary program enables students to take advantage of career and employment opportunities across diverse fields involving data-rich, data-driven systems and applications. Ultimately, this will help address the increasing societal and economic need for a qualified workforce in our digital age.

Students can select a major of Data Science through one of three colleges: Arts and Sciences (Department of Mathematics), Engineering (School of Computing), or Agricultural Science and Natural Resources (Department of Statistics). Students in the College of Arts and Sciences will have the opportunity to pair the major with a strong liberal arts education offering flexibility and a multidisciplinary set of courses across the college. In addition, CAS students may choose to add a minor that both compliments and enhances the Data Science major.

Major Tab

Major Requirements

Complete the Data Science Foundations

Core Requirements

Data Science Foundations	
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A: Computer Science I	3
CSCE 311: Data Structures & Algorithms for Informatics or CSCE 310: Data Structures & Algorithms	3
CSCE 320: Data Analysis	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
MATH 315: Linear Algebra for Data Science [NEW] or MATH 314: Linear Algebra	3
STAT 101 and STAT 102	6

Data Science Professional Experience	
MATH 435: Math in the City	3
Total Core Requirements Credit Hours	27-30 hrs

Specific Major Requirements

Data Science Focus Areas Select 5 courses from at most 2 of the focus areas below for at least 15 hours
Artificial Intelligence • CSCE421 Foundations of Constraint Processing • CSCE472 Digital Image Processing • CSCE473 Computer Vision • CSCE474 Introduction to Data Mining • CSCE475 Multiagent Systems • CSCE476 Introduction to Artificial Intelligence • CSCE478 Introduction to Machine Learning OR STAT 485 Statistical Learning • CSCE479 Introduction to Deep Learning
Applied Data Science: Sociology • SOCI 310 Applied Sociology: Community-Based Research • SOCI 333 Applied Research in Public Opinion Research • SOCI 362 Ethics and the Responsible Conduct of Research • SOCI 430 Advanced Social Network Analysis • SOCI 407 Strategies of Social Research: Qualitative Methods • SOCI 463 Advanced Social Research Methods • SOCI 465 Survey Design and Analysis • SOCI 485 Agent-Based Social Simulation
Software Applications • CSCE361 Software Engineering • CSCE378 Human-Computer Interaction • CSCE412 Data Visualization • CSCE460 Software Engineering for Robotics • CSCE461 Advanced Topics in Software Engineering • CSCE464 Internet Systems & Programming • CSCE466 Software Design and Architecture • CSCE467 Testing, Verification and Analysis • CSCE468 Advanced Topics in Software Engineering
Data Pipeline • STAT251 Statistical Computing I: Data Wrangling • STAT251 Statistical Computing II: Data Management and Visualization • CSCE411 Data Modeling for Systems Development • CSCE413 Introduction to Database Systems • CSCE436 Advanced Embedded Systems • CSCE438 Internet of Things • CSCE458 Molecular and Nanoscale Communication • CSCE463 Data and Network Security • CSCE465 Wireless Communication Networks
Statistical Modeling • STAT212 Statistical Design • STAT301 Mathematical Statistics and Modeling I

- STAT302 Mathematical Statistics and Modeling II
- STAT325 Statistical Collaboration I
- STAT412 Advanced Statistical Design
- STAT414 Survey Sampling
- STAT432 Introduction to Survey Statistics
- STAT443 Statistical Analysis of Genomics Data
- STAT450 Introduction to Regression Analysis
- STAT462 Introduction to Mathematical Statistics I: Distribution Theory
- STAT463 Introduction to Mathematical Statistics II: Statistical Inference
- STAT464 Model Selection and Prediction
- STAT474 Introduction to Nonparametric Statistics
- STAT475 Introduction to Categorical Data
- STAT478 Time Series Analysis
- SOCI 465 Survey Design and Analysis
- STAT486 Introduction to Bayesian Analysis
- AGRO 420 Bioinformatics Applications in Agriculture

Mathematical Modeling

- Math 208 Calculus in three dimensions
- Math 221 Differential Equations
- Math 415 Theory of Linear Transformations
- Math 424 Partial Differential Equations
- Math 428 Principles of Operations Research
- Math 433 Nonlinear Optimization
- Math 440 Numerical Analysis
- Math 450 Combinatorics
- Math 452 Graph Theory
- Math 447 Numerical Linear Algebra
- Math 471 Introduction to Topology
- Math 487 Probability Theory OR STAT 262 Probability
- Math 489 Stochastic Processes

Applied Data Science: Journalism + Humanities

- HIST 461 Geospatial Approaches in Digital Humanities and Social Sciences
- HIST 470 Digital History
- JOMC 358 UX/UI Design
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- NSST 376 Analysis for the National Security Establishment
- SPMC 350: Sports Data Visualization and Analytics

Applied Data Science: Natural Resources

- NRES 218 Introduction to Geospatial Sciences
- NRES 412 Introduction to GIS
- NRES 415 GIS for Agriculture and Natural Resources
- NRES 418 Introduction to Remote Sensing
- AECN 401 Advanced Farm Management and Linear Programming
- AECN 406 Commodity Price Forecasting
- AGRO 420 Bioinformatics Applications in Agriculture
- AGRO 431 Site-specific Crop Management
- MSYM 433 Equipment and Tractor Testing

Additional Major Requirements

Grade Rules

C- and D Grades

A grade of C or above is required for all courses in the major.

Pass/No Pass

No course taken Pass/No Pass will be counted toward the major, unless offered exclusively with a grade option of Pass/No Pass.

Restriction

Data Science majors, regardless of degree-seeking college, are not eligible for the Mathematics major with Option in Statistics and Data Science, or the Mathematics minor.

Learning Outcomes Tab

The primary student learning outcomes of the interdisciplinary Data Science major are:

- foundational knowledge and expertise in the analysis of large-scale data sources from the interdisciplinary perspectives of applied computer science, data modeling, mathematics, and statistics.
- foundational knowledge and expertise in the application of computing, informatics, and modeling to solve multidisciplinary problems; and
- abilities and professional skills to solve multidisciplinary data science problems as a member of an interdisciplinary team.

Catalog Copy – College of Agricultural Sciences and Natural Resources Track (BS)

DESCRIPTION

The Data Science major prepares students with skills and competency in data analysis and interpretation, algorithm design and implementation, and helps them develop aptitudes for interdisciplinary problem solving. The interdisciplinary program enables students to take advantage of career and employment opportunities across diverse fields involving data-rich, data-driven systems and applications. Ultimately, this will help address the increasing societal and economic need for a qualified workforce in our digital age.

Students can select a major of Data Science through one of three colleges: Arts and Sciences (Department of Mathematics), Engineering (School of Computing), or Agricultural Science and Natural Resources (Department of Statistics). Students in the College of Agricultural Sciences and Natural Resources (CASNR) will take additional courses geared specifically toward developing communication and collaboration skills and gain breadth in an allied discipline by selecting a CASNR minor

COLLEGE REQUIREMENTS

College Admission

Requirements for admission into the College of Agricultural Sciences and Natural Resources (CASNR) are consistent with general University admission requirements (one unit equals one high school year): 4 units of English, 4 units of mathematics, 3 units of natural sciences, 3 units of social studies, and 2 units of foreign language. Students must also meet performance requirements: ACT composite of 20 or higher OR combined SAT score of 1040 or higher OR rank in the top one-half of graduating class; transfer students must have a 2.0 (on a 4.0 scale) cumulative grade point average and 2.0 on the most recent term of attendance.

Admission Deficiencies/Removal of Deficiencies

Students who are admitted to CASNR with core course deficiencies must remove these deficiencies within the first 30 credit hours at University of Nebraska – Lincoln, or within the first calendar year at Nebraska, whichever takes longer, excluding foreign languages. Students have up to 60 credit hours to remove foreign language deficiencies. College-level coursework taken to remove deficiencies may be used to meet degree requirements in CASNR.

Deficiencies in the required entrance subjects can be removed by completion of specified courses in the University or by correspondence.

The Office of Admissions, Alexander Building (south entrance), City Campus, provides information to new students on how deficiencies can be removed.

COLLEGE DEGREE REQUIREMENTS

Curriculum Requirements

The curriculum requirements of the College consist of three areas: ACE (Achievement-Centered Education), College of Agricultural Sciences and Natural Resources Core, and Degree Program requirements and electives. All three areas of the College Curriculum Requirements are incorporated within the description of the Major/Degree Program sections of the catalog. The individual major/degree program listings of classes ensures that a student will meet the minimum curriculum requirements of the College.

World Languages/Language Requirement

Two units of a foreign language are required. This requirement is usually met with two years of high school language.

Minimum Hours Required for Graduation

The College grants the bachelors degree in programs associated with agricultural sciences, natural resources, and related programs. Students working toward a degree must earn at least 120 semester hours of credit. A minimum cumulative grade point average of C (2.0 on a 4.0 scale) must be maintained throughout the course of studies and is required for graduation. Some degree programs have a higher cumulative grade point average required for graduation. Please check the degree program on its graduation cumulative grade point average.

Grade Rules

Removal of C-, D, and F Grades

Only the most recent letter grade received in a given course will be used in computing a student's cumulative grade point average if the student has completed the course more than once and previously received a grade or grades below C in that course.

The previous grade (or grades) will not be used in the computation of the cumulative grade point average, but it will remain a part of the academic record and will appear on any transcript.

A student can remove from his/her cumulative average a course grade of C-, D+, D, D-, or F if the student repeats the same course at the University of Nebraska and receives a grade other than P (pass), I (incomplete), N (no pass), W (withdrew), or NR (no report). If a course is no longer being offered, it is not eligible for the revised grade point average computation process.

For complete procedures and regulations, see the Office of the University Registrar website at <http://www.unl.edu/regrec/course-repeats> (<http://www.unl.edu/regrec/course-repeats/>).

Pass/No Pass

Students in CASNR may take any course offered on a Pass/No Pass basis within the 24-hour limitation established by the Faculty Senate. However, a department may specify that the Pass/No Pass status of its courses be limited to non-majors or may choose to offer some courses for letter grades only.

GPA Requirements

A minimum cumulative grade point average of C (2.0 on a 4.0 scale) must be maintained throughout the course of studies and is required for graduation. Some degree programs have a higher cumulative grade point average required for graduation. Please check the degree program on its graduation cumulative grade point average.

Transfer Credit Rules

To be considered for admission, a transfer student, Nebraska resident or nonresident, must have an accumulated average of C (2.0 on a 4.0 scale) and a minimum C average in the last semester of attendance at another college. Transfer students who have completed less than 12 credit hours of college study must submit either ACT or SAT scores.

Ordinarily, credits earned at an accredited college are accepted by the University. The College, however, will evaluate all hours submitted on an application for transfer and reserves the right to accept or reject any of them. Sixty (60) is the maximum number of hours the University will accept on transfer from a two-year college. Ninety (90) is the maximum number of hours the University will accept from a four-year college. Transfer credit in the degree program must be approved by the degree program advisor on a Request for Substitution Form to meet specific course requirements, group requirements, or course level requirements in the major. At least 9 hours in the major field, including the capstone course, must be completed at the University of Nebraska–Lincoln regardless of the number of hours transferred.

The College will accept no more than 10 semester hours of C-, D+, D, and D- grades from other schools. The C-, D+, D, and D- grades can only be applied to free electives. This policy does not apply to the transfer of grades from UNO or UNK to the University of Nebraska–Lincoln.

Joint Academic Transfer Programs

The College of Agricultural Sciences and Natural Resources has agreements with many institutions to support joint academic programs. The transfer programs include dual degree programs and cooperative degree programs. Dual degree programs offer students the opportunity to receive a degree from a participating institution and also to complete requirements for a bachelor of science degree in CASNR. Cooperative programs result in a single degree from either the University of Nebraska–Lincoln or the cooperating institution.

Dual Degree Programs

A to B Programs

The A to B Program, a joint academic program offered by the CASNR and participating community colleges, allows students to complete the first two years of a degree program at the participating community college and continue their education and study in a degree program leading toward a bachelor of science degree.

The A to B Program provides a basic knowledge plus specialized coursework. Students transfer into CASNR with junior standing.

Depending on the community college, students enrolled in the A to B Program may complete the requirements for an associate of science at the community college, transfer to the University of Nebraska–Lincoln, and work toward a bachelor of science degree.

Participating community colleges include:

Central Community College

Metropolitan Community College

Mid-Plains Community College

Nebraska College of Technical Agriculture

Northeast Community College

Southeast Community College

Western Nebraska Community College

3+2 Programs

Two specialized degree programs in animal science and veterinary science are offered jointly with an accredited college or school of veterinary medicine. These two programs permit CASNR animal science or veterinary science students to receive a bachelor of science degree from the University of Nebraska–Lincoln with a degree in animal science or veterinary science after successfully completing two years of the professional curriculum in veterinary medicine at an accredited veterinary school. Students who successfully complete the 3+2 Program, must provide transcripts and complete the Application for Degree form via MyRED. Students without MyRED access may apply for graduation in person at Husker Hub in the Canfield Administration Building, or by mail. Students should discuss these degree programs with their academic advisor.

Cooperative Degree Programs

Academic credit from the University and a cooperating institution is applied towards a four-year degree from either the University of Nebraska–Lincoln (University degree-granting program) or the cooperating institution (non University degree-granting program). All have approved programs of study.

UNL Degree-Granting Programs

A University of Nebraska–Lincoln degree-granting program is designed to provide students the opportunity to complete a two-year program of study at one of the four-year institutions listed below, transfer to CASNR, and complete the requirements for a bachelor of science degree.

Chadron State College. Chadron State College offers a 2+2 program leading to a grassland ecology and management degree program and a transfer program leading to a bachelor of science in agricultural education in the teaching option.

Wayne State College. Wayne State College offers a 3+1 program leading to a bachelor of science in plant biology in the ecology and management option and a 3+1 program leading to a bachelor of science in Applied Science.

University of Nebraska at Kearney. Transfer programs are available for students pursuing degree programs leading to a bachelor of science degree.

University of Nebraska at Omaha. The University of Nebraska at Omaha (UNO) cooperates with CASNR in providing four-semester pre-agricultural sciences, pre-natural resources, pre-food science and technology, pre- horticulture, and pre-turfgrass and landscape management transfer programs.

Non University of Nebraska–Lincoln Degree-Granting Programs

CASNR cooperates with other institutions to provide coursework that is applied towards a degree at the cooperating institution. Pre-professional programs offered by CASNR allow students to complete the first two or three years of a degree program at the University prior to transferring and completing a degree at the cooperating institution.

Chadron State College–Range Science. The 3+1 Program in range science allows Chadron State College students to pursue a range science degree through Chadron State College. Students complete three years of coursework at Chadron State College and one year of specialized range science coursework (32 credit hours) at CASNR.

Dordt College (Iowa)–Agricultural Education: Teaching Option. This program allows students to pursue an Agricultural Education Teaching Option degree leading toward a bachelor of science in agricultural education. Students at Dordt College will complete 90 credit hours in the Agricultural Education: Teaching Option Transfer Program.

Residency

Students must complete at least 30 of the total hours for their degree using University of Nebraska–Lincoln credits. At least 18 of the 30 credit hours must be in courses offered through CASNR¹ (>299) including the appropriate ACE 10 degree requirement or an approved ACE 10 substitution offered through another Nebraska college and excluding independent study regardless of the number of hours transferred. Credit earned during education abroad may be used toward the residency requirement if students register through UNL and participate in prior- approved education abroad programs. University of Nebraska–Lincoln open enrollment and summer independent study courses count toward residence.

¹ Includes courses taught by CASNR faculty through interdisciplinary prefixes (e.g., LIFE, MBIO, ENVR, SCIL, EAEP, HRTM, ENSC) and CASNR crosslisted courses taught by non-CASNR faculty.

Online and Distance Education

There are many opportunities to earn college credit online through the University of Nebraska–Lincoln. Some of these credits may be applicable not only as elective credits, but also toward the fulfillment of the College's education requirements. Credits earned online may count toward residency. However, certain offerings may not be counted toward scholarship requirements or academic recognition criteria.

For further information, contact:

Office of Online and Distance Education University of Nebraska–Lincoln

305 Brace Labs

Lincoln, NE 68588-0109

402-472-4681

<http://online.unl.edu/>

Independent Study Rules

Students wishing to take part in independent studies must obtain permission; complete and sign a contract form; and furnish copies of the contract to the instructor, advisor, departmental office, and the Dean's Office. The contract should be completed before registration. Forms are available in 103 Agricultural Hall or online at the CASNR website.

Independent study projects include research, literature review or extension of coursework under supervision and evaluation of a departmental faculty member.

Students may only count 12 hours of independent study toward their degrees and no more than 6 hours can be counted during their last 36 hours earned, excluding senior thesis, internships, and courses taught under an independent study number.

Other College Degree Requirements

Capstone Course Requirement

A capstone course is required for each CASNR degree program. A capstone course is defined as a course in which students are required to integrate diverse bodies of knowledge to solve a problem or formulate a policy of societal importance.

ACE REQUIREMENTS

All students must fulfill the Achievement Centered Education (ACE) requirements. Information about the ACE program may be viewed at ace.unl.edu (<https://ace.unl.edu/>).

The minimum requirements of CASNR reflect the common core of courses that apply to students pursuing degrees in the college. Students should work with an advisor to satisfy ACE outcomes 1, 2, 3, 4, 6, and 10 with the college requirements.

CATALOG RULE

Students must fulfill the requirements stated in the catalog for the academic year in which they are first admitted to the University of Nebraska–Lincoln or when they were first admitted to a Joint Academic Transfer Program. In consultation with advisors, a student may choose to follow a subsequent catalog for any academic year in which they are admitted to and enrolled as a degree-seeking student at Nebraska in the College of Agricultural Sciences and Natural Resources. Students must complete all degree requirements from a single catalog year. The catalog which a student follows for degree requirements may not be more than 10 years old at the time of graduation.

Learning Outcomes

The primary student learning outcomes of the interdisciplinary Data Science major are:

- foundational knowledge and expertise in the analysis of large-scale data sources from the interdisciplinary perspectives of applied computer science, data modeling, mathematics, and statistics.
- foundational knowledge and expertise in the application of computing, informatics, and modeling to solve multidisciplinary problems; and
- abilities and professional skills to solve multidisciplinary data science problems as a member of an interdisciplinary team.

Major Requirements

College Integrative Course (ACE 8)		Credits
SCIL 101	Science and Decision-Making for a Complex World	3
Credit Hours Subtotal		3

Communications		
Written Communication (ACE 1)		
Select one of the following:		3
ENGL 150	Writing and Inquiry	
ENGL 151	Writing and Argument	
ENGL 254	Writing and Communities	
JGEN 120	Basic Business Communication	

JGEN 200	Technical Communication I	
JGEN 300	Technical Communication II	
Oral Communication (ACE 2)		
Select one of the following:		3
ALEC 102	Interpersonal Skills for Leadership	
COMM 101	Communication in the 21st Century	
COMM 209	Public Speaking	
COMM 210	Communicating in Small Groups	
COMM 215	Visual Communication	
COMM 283	Interpersonal Communication	
	Business and Professional	
COMM 286	Communication	
JGEN 300	Technical Communication II	
NRES 301	Environmental Communication Skills	
	Visual Communication and	
TMFD 121	Presentation	
	<i>Credit Hours Subtotal</i>	6

Natural Sciences (ACE 4)		
Select one each from two of the following areas:		8
Select from CASNR Approved Life Sciences:		
AGRO 131/HORT 131/ & AGRO 132	Plant Science and Agronomic Plant Science Laboratory	
BIOS 101 & BIOS 101L	General Biology and General Biology Laboratory	
ENTO 115/BIOS 115 & ENTO 116/BIOS 116	Insect Biology and Insect Identification	
LIFE 120 & LIFE 120L	Fundamentals of Biology I and Fundamentals of Biology I Laboratory	
LIFE 121 & LIFE 121L	Fundamentals of Biology II and Fundamentals of Biology II Laboratory	
Select from the following:		
CHEM 105	Chemistry in Context I	
CHEM 109	General Chemistry I	
Select from the following:		
MYSM 109	Physical Principles in Agriculture and Life Sciences	
PHYS 141	Elementary General Physics I	
PHYS 151	Elements of Physics	
PHYS 211	General Physics I	
	<i>Credit Hours Subtotal</i>	8

Economics, Humanities, and Social Sciences

Select one of the following (ACE 6)

3

ECON 211

Principles of Macroeconomics

ECON 212

Principles of Microeconomics

AECN 141

Introduction to the Economics of
Agriculture

ACE Courses

Select one course each from ACE outcomes
5, 7, and 9

9

Credit Hours Subtotal

12

Data Science Requirements		
Data Science Foundations		
CSCE 155T, CSCE 155E, CSCE 155N, CSCE 155H, or CSCE 155A	Computer Science I	3
CSCE 311 or CSCE 310	Data Structures & Algorithms for Informatics or Data Structures & Algorithms	3
CSCE 320	Data Analysis	3
MATH 104 or 106 (ACE 3)	Applied Calculus or Calculus I	3 or 5
MATH 107 or MATH 203/203J	Calculus II or Contemporary Mathematics	3 or 4
MATH 315 or MATH 314	Linear Algebra for Data Science or Linear Algebra	3
STAT 101	Introduction to Data	3
STAT 102	Principles of Statistical Analysis	3
STAT 425 or STAT 451 or STAT 471	Statistical Collaboration II or Development of Statistical Software or Analysis of Messy Data	3
	<i>Credit Hours Subtotal</i>	27-30
Additional Requirements for Data Science (CASNR)		
STAT 212	Principles of Study Design	4
STAT 325	Statistical Collaboration I	3
STAT 349	Technical Skills for Statisticians	3
Select any CASNR minor		12-18
	<i>Credit Hours Subtotal</i>	22-28

Data Science Focus Areas	
Select 5 courses from at most 2 of the focus areas below for at least 15 hours	
Artificial Intelligence	
• CSCE421 Foundations of Constraint Processing • CSCE472 Digital Image Processing • CSCE473 Computer Vision • CSCE474 Introduction to Data Mining • CSCE475 Multiagent Systems • CSCE476 Introduction to Artificial Intelligence • CSCE478 Introduction to Machine Learning OR STAT 485 Statistical Learning • CSCE479 Introduction to Deep Learning	
Applied Data Science: Sociology	
• SOCI 310 Applied Sociology: Community-Based Research • SOCI 333 Applied Research in Public Opinion Research • SOCI 362 Ethics and the Responsible Conduct of Research • SOCI 430 Advanced Social Network Analysis • SOCI 407 Strategies of Social Research: Qualitative Methods • SOCI 463 Advanced Social Research Methods • SOCI 465 Survey Design and Analysis	

• SOCI 485 Agent-Based Social Simulation
Software Applications • CSCE361 Software Engineering • CSCE378 Human-Computer Interaction • CSCE412 Data Visualization • CSCE460 Software Engineering for Robotics • CSCE461 Advanced Topics in Software Engineering • CSCE464 Internet Systems & Programming • CSCE466 Software Design and Architecture • CSCE467 Testing, Verification and Analysis • CSCE468 Advanced Topics in Software Engineering
Data Pipeline • STAT251 Statistical Computing I: Data Wrangling • STAT351 Statistical Computing II: Data Management and Visualization • CSCE411 Data Modeling for Systems Development • CSCE413 Introduction to Database Systems • CSCE436 Advanced Embedded Systems • CSCE438 Internet of Things • CSCE458 Molecular and Nanoscale Communication • CSCE463 Data and Network Security • CSCE465 Wireless Communication Networks
Statistical Modeling • <i>STAT212 Statistical Design</i> • <i>STAT301</i> Mathematical Statistics and Modeling I • <i>STAT302</i> Mathematical Statistics and Modeling II • <i>STAT325</i> Statistical Collaboration I • <i>STAT412</i> Advanced Statistical Design • <i>STAT414</i> Survey Sampling • <i>STAT432</i> Introduction to Survey Statistics • <i>STAT443</i> Statistical Analysis of Genomics Data • <i>STAT450</i> Introduction to Regression Analysis • <i>STAT462</i> Introduction to Mathematical Statistics I: Distribution Theory • <i>STAT463</i> Introduction to Mathematical Statistics II: Statistical Inference • <i>STAT464</i> Model Selection and Prediction • <i>STAT474</i> Introduction to Nonparametric Statistics • <i>STAT475</i> Introduction to Categorical Data • <i>STAT478</i> Time Series Analysis • <i>SOCI 465</i> Survey Design and Analysis • <i>STAT486</i> Introduction to Bayesian Analysis • <i>AGRO 420</i> Bioinformatics Applications in Agriculture
Mathematical Modeling • Math 208 Calculus in three dimensions • Math 221 Differential Equations • Math 415 Theory of Linear Transformations • Math 424 Partial Differential Equations • Math 428 Principles of Operations Research • Math 433 Nonlinear Optimization • Math 440 Numerical Analysis • Math 450 Combinatorics • Math 452 Graph Theory

- Math 447 Numerical Linear Algebra
- Math 471 Introduction to Topology
- Math 487 Probability Theory OR STAT 262 Probability
- Math 489 Stochastic Processes

Applied Data Science: Journalism + Humanities

- HIST 461 Geospatial Approaches in Digital Humanities and Social Sciences
- HIST 470 Digital History
- JOMC 358 UX/UI Design
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- NSST 376 Analysis for the National Security Establishment
- SPMC 350: Sports Data Visualization and Analytics

Applied Data Science: Natural Resources

- NRES 218 Introduction to Geospatial Sciences
- NRES 412 Introduction to GIS
- NRES 415 GIS for Agriculture and Natural Resources
- NRES 418 Introduction to Remote Sensing
- AECN 401 Advanced Farm Management and Linear Programming
- AECN 406 Commodity Price Forecasting
- AGRO 420 Bioinformatics Applications in Agriculture
- AGRO 431 Site-specific Crop Management
- MSYM 433 Equipment and Tractor Testing

Note: CASNR students must meet the CASNR Residency Requirement of 30 CASNR credits, 18 at 300 level or higher.

Additional Major Requirements:

Grade Rules - Pass/No Pass: Students in Data Science (CASNR) may not take major courses Pass/No Pass unless the course is offered exclusively with a grade option of Pass/No Pass

Catalog Copy - Data Science Major in the College of Engineering

Quick Points

College: Engineering

Degree Offered: Bachelor of Science

Hours Required: 120

Minimum Cumulative GPA: 2.0

Minor Available: No

Advisor: TBD

Overview Tab

Description

The Data Science major prepares students with skills and competency in data analysis and interpretation, algorithm design and implementation, and helps them develop aptitudes for interdisciplinary problem solving. The interdisciplinary program enables students to take advantage of career and employment opportunities across diverse fields involving data-rich, data-driven systems and applications. Ultimately, this will help address the increasing societal and economic need for a qualified workforce in our digital age.

Students can select a major of Data Science through one of three colleges: Arts and Sciences (Department of Mathematics), Engineering (School of Computing), or Agricultural Science and Natural Resources (Department of Statistics). Students in the College of Engineering (COE) will have the opportunity to investigate and learn about the various aspects of the Data Science from data collection to data visualization, from foundations of computational methodologies to software and hardware applications in Data Science. In particular, students in the COE track will have a year-long senior capstone and a practicum to enrich their experience in building Data Science solutions and working with research and development in Data Science. The Data Science program offers flexibility for non-engineering students to earn a dual degree in Data Science and their chosen discipline's degree program. In addition, students may choose to add a minor that both compliments and enhances the Data Science major.

Major Tab

Major Requirements

Complete the Data Science Foundations

Core Requirements

Data Science Foundations [21 or 24 credits]	
CSCE 155T Computer Science I: Informatics Focus <i>CSCE 155T is recommended, but any of the CSCE 155 courses may be used.</i>	3
CSCE 311 Data Structures & Algorithms for Informatics <i>CSCE311 is recommended, but CSCE310 may be used.</i>	3
MATH 104: Applied Calculus or MATH 106: Calculus I	3 or 5
MATH 203/203J: Contemporary Mathematics or MATH 107: Calculus II	3 or 4
CSCE 320 Data Analysis	3
MATH 315 Linear Algebra for Data Science [NEW]	3
STAT 101 and STAT 102	6
Data Science Professional Experience [3-9 credits]	
CSCE 495 Internship in Computing Practice, OR CSCE 492 Special Topics in Computer Science, OR <i>If project is related to Data Science</i> CSCE 386 Professional Practice and Development: Design and Implementation [NEW]	3
CSCE 486 Professional Practice and Development: Capstone Prep <i>May be replaced by a student's second major's capstone and also CSCE486H, the honors version of the above course</i>	3
CSCE 487 Computer Science Senior Design Project, OR CSCE 493A Interdisciplinary Capstone, OR MATH 435 Math in the City	3
Total Core Credit Hours	33 -36 hrs

Specific Major Requirements

Data Science Focus Areas

Select 4 courses from at most 2 of the focus areas below for at least 12 hours

Artificial Intelligence

- CSCE421 Foundations of Constraint Processing
- CSCE472 Digital Image Processing
- CSCE473 Computer Vision
- CSCE474 Introduction to Data Mining
- CSCE475 Multiagent Systems
- CSCE476 Introduction to Artificial Intelligence
- CSCE478 Introduction to Machine Learning OR STAT 485 Statistical Learning
- CSCE479 Introduction to Deep Learning

Applied Data Science: Sociology

- SOCI 310 Applied Sociology: Community-Based Research
- SOCI 333 Applied Research in Public Opinion Research
- SOCI 362 Ethics and the Responsible Conduct of Research
- SOCI 430 Advanced Social Network Analysis
- SOCI 407 Strategies of Social Research: Qualitative Methods
- SOCI 463 Advanced Social Research Methods
- SOCI 465 Survey Design and Analysis
- SOCI 485 Agent-Based Social Simulation

Software Applications

- CSCE361 Software Engineering
- CSCE378 Human-Computer Interaction
- CSCE412 Data Visualization
- CSCE460 Software Engineering for Robotics
- CSCE461 Advanced Topics in Software Engineering
- CSCE464 Internet Systems & Programming
- CSCE466 Software Design and Architecture
- CSCE467 Testing, Verification and Analysis
- CSCE468 Advanced Topics in Software Engineering

Data Pipeline

- STAT251 Statistical Computing I: Data Wrangling
- STAT351 Statistical Computing II: Data Management and Visualization
- CSCE411 Data Modeling for Systems Development
- CSCE413 Introduction to Database Systems
- CSCE436 Advanced Embedded Systems
- CSCE438 Internet of Things
- CSCE458 Molecular and Nanoscale Communication
- CSCE463 Data and Network Security
- CSCE465 Wireless Communication Networks

Statistical Modeling

- STAT212 Statistical Design
- STAT301 Mathematical Statistics and Modeling I
- STAT302 Mathematical Statistics and Modeling II
- STAT325 Statistical Collaboration I
- STAT412 Advanced Statistical Design
- STAT414 Survey Sampling
- STAT432 Introduction to Survey Statistics
- STAT443 Statistical Analysis of Genomics Data

- STAT450 Introduction to Regression Analysis
- STAT462 Introduction to Mathematical Statistics I: Distribution Theory
- STAT463 Introduction to Mathematical Statistics II: Statistical Inference
- STAT464 Model Selection and Prediction
- STAT474 Introduction to Nonparametric Statistics
- STAT475 Introduction to Categorical Data
- STAT478 Time Series Analysis
- SOCI 465 Survey Design and Analysis
- STAT486 Introduction to Bayesian Analysis
- AGRO 420 Bioinformatics Applications in Agriculture

Mathematical Modeling

- Math 208 Calculus in three dimensions
- Math 221 Differential Equations
- Math 415 Theory of Linear Transformations
- Math 424 Partial Differential Equations
- Math 428 Principles of Operations Research
- Math 433 Nonlinear Optimization
- Math 440 Numerical Analysis
- Math 450 Combinatorics
- Math 452 Graph Theory
- Math 447 Numerical Linear Algebra
- Math 471 Introduction to Topology
- Math 487 Probability Theory OR STAT 262 Probability
- Math 489 Stochastic Processes

Applied Data Science: Journalism + Humanities

- HIST 461 Geospatial Approaches in Digital Humanities and Social Sciences
- HIST 470 Digital History
- JOMC 358 UX/UI Design
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- NSST 376 Analysis for the National Security Establishment
- SPMC 350: Sports Data Visualization and Analytics

Applied Data Science: Natural Resources

- NRES 218 Introduction to Geospatial Sciences
- NRES 412 Introduction to GIS
- NRES 415 GIS for Agriculture and Natural Resources
- NRES 418 Introduction to Remote Sensing
- AECN 401 Advanced Farm Management and Linear Programming
- AECN 406 Commodity Price Forecasting
- AGRO 420 Bioinformatics Applications in Agriculture
- AGRO 431 Site-specific Crop Management
- MSYM 433 Equipment and Tractor Testing

Ancillary Requirements

CODE	TITLE	CREDIT HOURS
BREADTH COURSES - ARTS, HUMANITIES AND SOCIAL SCIENCES		6

<i>Fulfilled by the completion of six (6) credit hours in Arts, Humanities and Social Sciences courses.</i>		
<i>Select from a set of approved courses in Anthropology, Art History, Classics, Communication Studies, Economics, English History, Ethnic Studies, Geography, Foreign Languages & Literature, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Women's and Gender Studies as listed in the degree audit.</i>		
<i>Credit Hours Subtotal:</i>		6
TECHNICAL WRITING		
JGEN 200	Technical Communication I	3
or BSAD 220H	Honors Business Writing	
<i>Credit Hours Subtotal:</i>		3
FOREIGN LANGUAGE		
<i>Fulfilled by the completion of the 6-credit-hour second-year sequence in a single foreign language in one of the following departments: Classics and religious studies or modern languages and literatures. Instruction is currently available in Arabic, Chinese, Czech, French, German, Greek, Japanese, Latin, Russian, and Spanish.</i>		
<i>A student who has completed the fourth-year level of one foreign language in high school is exempt from the language requirement, but encouraged to continue on in their language study.</i>		
SCIENCE		
<i>Select 6 credit hours of courses intended for science or engineering majors including at least one laboratory. Acceptable disciplines and courses are (not an exhaustive list):</i>		6
<i>Chemistry</i>		
CHEM 109A & CHEM 109L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 110A & CHEM 110L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 221	Elementary Quantitative Analysis	
CHEM 113A & CHEM 113L	Fundamental Chemistry I and Fundamental Chemistry I Laboratory	4
CHEM 114	Fundamental Chemistry II	
<i>Physics and Astronomy</i>		
PHYS 141	Elementary General Physics I	
PHYS 142	Elementary General Physics II	

PHYS 211	General Physics I	
PHYS 221	General Physics Laboratory I	
PHYS 212	General Physics II	
PHYS 222	General Physics Laboratory II	
PHYS 213	General Physics III	
PHYS 223	General Physics Laboratory III	
ASTR 204	Introduction to Astronomy and Astrophysics	
ASTR 224	Astronomy and Astrophysics Laboratory	
<i>Biological Sciences</i>		
BIOS 111	Introduction to Microbiology and Human Health	
BIOS 205	Genetics, Molecular and Cellular Biology Laboratory	
BIOS 206	General Genetics	
BIOS 207	Ecology and Evolution	
LIFE 120 & LIFE 120L	Fundamentals of Biology I and Fundamentals of Biology I laboratory	
LIFE 121 & LIFE 121L	Fundamentals of Biology II and Fundamentals of Biology II Laboratory	
<i>Earth and Atmospheric Sciences</i>		
GEOG 155	Elements of Physical Geography	
GEOL 101	Dynamic Earth	
GEOL 103H	Honors: Historical Geology	
GEOL 410	Geochemistry	
METR 100	Weather and Climate	
METR 205	Introduction to Atmospheric Science	
METR 370	Applied Climatology	
<i>Anthropology</i>		
ANTH 242	Introduction to Biological Anthropology	
ANTH 242L	Introduction to Biological	

	Anthropology Laboratory	
<i>Credit Hours Subtotal:</i>		15
Total Credit Hours		45-51

Additional Major Requirements

Grade Rules

C- and D Grades

A grade of C or above is required for all courses in the major.

Pass/No Pass

No course taken Pass/No Pass will be counted toward the major, unless offered exclusively with a grade option of Pass/No Pass.

Graduation Requirements

1. ***Total Credits Applying Toward 120 Total Hours***
2. A minimum 2.000 GPA required for graduation.
3. Complete 30 hours in residence at UNL.
4. Complete 30 hours at the 300 or 400 level.
5. Complete 60 hours of Scientific-Base courses in the Natural and Mathematical Sciences.

Learning Outcomes Tab

The primary student learning outcomes of the interdisciplinary Data Science major are:

- foundational knowledge and expertise in the analysis of large-scale data sources from the interdisciplinary perspectives of applied computer science, data modeling, mathematics, and statistics.
- foundational knowledge and expertise in the application of computing, informatics, and modeling to solve multidisciplinary problems; and
- abilities and professional skills to solve multidisciplinary data science problems as a member of an interdisciplinary team.

Appendix D

Guidelines for the Administration and Governance of the Data Science Program

These guidelines are intended to provide a framework for the administration and governance of the Data Science Program

1. Administrative Home:

The Data Science Program will have a designated administrative home. The designated administrative unit will have responsibility for the administrative tasks associated with the degrees offered by the program, such as oversight over student advising, coordination with home units for scheduling of courses, maintaining financial accounts associated with the Program, ensuring timely communications with the Office of the University Registrar and Academic Services and Enrollment Management (ASEM). Funding to support costs associated with the Program, including Director compensation, will be proportionally shared by the constituent units.

2. Program Director:

Administrative oversight of the Data Science Program will be the primary responsibility of the Program Director. The Program Director will be recruited through an approved internal recruitment process and will typically be appointed to a 3-year term; they may also be selected through an approved national search process, through the established faculty hiring approval process in one or more of the constituent colleges.

The Director is responsible for providing primary leadership for the academic administration of the data science major. The Director's responsibilities include convening the Academic Program Faculty, collaborating with DEOs of the academic units to ensure the delivery of the curriculum, appropriate academic advising for majors, supporting Program Faculty on ongoing curricular development, and working with ASEM to support recruitment efforts in for the Program. In keeping with established university practices, the Director may also provide input into annual performance reviews of Academic Program Faculty for consideration by their home departments. The Director will advance input for each of these areas of responsibility in consultation and close coordination with the Academic Program Faculty, the deans and DEOs of the academic units contributing to the shared degree program, ASEM, and other university stakeholders.

3. Academic Program Faculty:

Primary governance responsibility for the Program falls to the Academic Program Faculty. Academic Program Faculty should be faculty with research expertise and teaching responsibilities in the disciplines and subdisciplines of the shared academic degree program. The Academic Program Faculty will be responsible for reviewing the credentials of proposed and interested Program Faculty members. The Academic Program Faculty will recommend approved Academic Program Faculty appointments to the Personnel Committee of the faculty member's existing College. The Director will be responsible for providing annually a list of all Academic Program Faculty to the Personnel Committee of each participating College.

Academic Program Faculty will have voting rights within the Program and have primary governance responsibilities over such matters as curriculum development, modification, and review. The Program Director will be responsible for convening meetings of the Academic Program Faculty at regular intervals and at least once per semester.

4. Administrative Oversight and Partnership with Contributing Colleges, Schools, and other Academic Units

The Director will be responsible for convening an administrative Stakeholder Group that will include the deans of participating Colleges and the DEOs of participating departments and schools. The Director will be responsible for ensuring that the collaborating units are informed on an ongoing basis about the status of the shared degree program and will report on enrollment, academic progress, and financial outcomes at least annually. The Director will be responsible for consulting with the Stakeholder Group about strategic initiatives, including proposed curricular changes.

The Stakeholder Group has responsibility for responding to requests for consultation and collaborating to ensure the success of the shared academic program.

5. Curricular Development, Approval and Consultation Process

Modifications to the degree program and curriculum are the primary responsibility of the Program Faculty. The Faculty Program Committee are responsible for developing, reviewing, and approving, by majority vote, additions and/or modifications to the established curriculum. Any new course that will be offered by one of the constituent departments, under an established departmental prefix, will require approval through the curriculum committee of that college. Any new course that will be offered by the Program, under a Program-specific prefix, will require approval through the curriculum committees of all colleges that are participating in the shared degree program. Proposed modifications to the degree program that would impact either the contributing departments, or other academic units, require written consultation with the affected units. Such consultations align with established university practice and should be undertaken as early in the process as practical.

Appendix E

Internal Letters of Support

- Martha Mamo, Professor and Head, Agronomy and Horticulture
- Larry Van Tassell, Professor and Head, Agricultural Economics
- David Jones, Professor and Head, Biological Systems Engineering
- John Carroll, Professor and Director, School of Natural Resources
- Adam Wagler, Associate Professor and Associate Dean, College of Journalism and Mass Communications
- Megan Elliott, Director, Johnny Carson Center for Emerging Media Arts
- Tom Marley, Professor and Chair, Mathematics
- Kevin Smith, Professor and Chair, Political Science
- Marilyn Wolf, Professor and Chair, Computer Science and Engineering/Director, School of Computing
- Jolene Smyth, Professor and Chair, Sociology
- James Le Sueur, Professor and Chair, History
- Bertrand Clarke, Professor and Chair, Statistics

September 20, 2021

Dr. Clarke:

On behalf of the Department of Agronomy and Horticulture, I confirm that we will be glad to accept students from your proposed major into AGRO 420-Bioinformatics Applications in Agriculture and AGRO 431-Site Specific Crop Management.

Thank you for including these courses in the program. We wish you success with your new major.

Sincerely,



Martha Mamo
Professor and Head



September 20, 2021

Dear Profs. Clarke, Marley, Wolf:

I am writing in support of your proposal for an undergraduate major in Data Science. In particular, on behalf of the Department of Agricultural Economics I confirm that we will be glad to accept students from your proposed major into our quantitatively oriented courses as listed in the proposal, including AECN 401 Advanced Farm Management and Linear Programming and AECN 406 Commodity Price Forecasting.

I wish you every success with your new major.

Sincerely,

Larry W Van Tassell
Department Head and Professor

September 14, 2021

Dear Profs. Clarke, Marley, Wolf,

I am writing in support of your proposal for an undergraduate major in Data Science.

In particular, on behalf of the Department of Biological Systems Engineering, I confirm that we will be glad to accept students into AGEN, BSEN, and MSYM courses provided they meet the appropriate pre-requisites.

I wish you every success with your new major.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Jones".

David Jones, PhD, PE
Professor and Department Head
david.jones@unl.edu



15 September 2021

Dear Profs. Clarke, Marley, Wolf:

I am writing in support of your proposed undergraduate major in Data Science. In particular, on behalf of the School of Natural Resources I confirm that we will be glad to accept students from your proposed major into our quantitatively oriented courses as listed in the proposal, including NRES 312 Introduction to Spatial Sciences, NRES 412 Introduction to GIS, NRES 415 GIS for Agriculture and Natural Resources and NRES 418 Introduction to Remote Sensing.

I wish you every success with your new major.

Sincerely,

John P Carroll
Director
School of Natural Resources

September 14, 2021

Bertrand Clarke, Ph.D.
Professor and Department Head
Department of Statistics
bclarke3@unl.edu

Tom Marely, Ph.D.
Professor and Chair
Department of Mathematics
tmarley1@unl.edu

Marilyn Wolf, Ph.D.
Professor and Chair
Computer Science & Engineering
mwolf@unl.edu

CC: Shari Veil, Dean, CoJMC; John Bender, Associate Dean, CoJMC

Dear Professors Clarke, Marley, and Wolf,

The College of Journalism and Mass Communications (CoJMC) faculty voted on February 19, 2021 and April 16, 2021 to support the inclusion of the following CoJMC courses in the proposed Data Science undergraduate major as part of the focus area Applied Computing: Journalism + Humanities:

- JOMC 358 UX/UI Design
- JOUR 307 Data Journalism
- JOUR 407 Data Visualization
- SPMC 350: Sports Data Visualization and Analytics

In addition, the committee supported the following courses be considered.

- ADPR 434: Digital Insights & Analytics
- ADPR 458 Interactive Media Design
- SPMC 460: Advanced Sports Data Analysis

Sincerely,



Adam Wagler, Ph.D.
Associate Dean for Academic Programs
Associate Professor of Advertising and Public Relations
College of Journalism and Mass Communications
University of Nebraska–Lincoln
132 Andersen Hall
adamwagler@unl.edu



April 7, 2021

Dear Profs. Clarke, Marley, Wolf,

I am writing in support of your proposal for an undergraduate major in Data Science.

The rise of ubiquitous sensing, scalable cloud infrastructure, and new methods in data storage, analysis, and visualization have contributed to an epochal shift in how math, the sciences, and traditional STEM disciplines are conducted. Less obvious are the impacts of these changes on traditionally “soft” disciplines such as the arts and humanities. The three proposed Data Science majors are the ideal place to examine this emerging condition: considering both how analytic techniques enable new understandings of culture, and how the proliferation of data in everyday life changes the ways that culture is produced, distributed, and influenced.

In my capacity as the Director of the Johnny Carson Center for Emerging Media Arts, I need to plan for a future which is partially unknowable, equipping our students to chart new paths in emerging fields of technology, culture, and media as they are coming into formation. I find the same pioneering spirit evident in these proposed Data Science majors and am tremendously excited by what it will add to our academic community: educating students with the necessary mix of mathematical analysis, statistical knowledge, computational abilities, and critical thought to make meaningful contributions to their chosen subject domains.

Looking forward, the Emerging Media Arts program would seek an active role in a new Data Science major, seeking Data Science students for dual matriculation in Emerging Media Arts, and working to establish an additional focus area around Data Science and the Arts alongside the current subareas. The proposed curriculum aligns well with our courses in Human Computer Interaction, Machine Learning for the Arts, Data + Art, and Augmented and Virtual Worlds. Crucially, illuminating these subjects through the histories of cultural production complements technical knowledge from CS and STEM. Our faculty have previous experience teaching in an undergraduate data science (Prof. Twomey), extensive interdisciplinary research, and would be valuable partners to the new degree through Capstone and Practicum projects and lectures.

I am convinced that the Data Science curricula presented in these proposals would produce students who are as literate with the means and methods of quantitative analysis as they are with the application domains they specialize in: whether AI, Mathematical & Statistical Modeling, Journalism and Humanities, or eventually Emerging Media Arts.

I look forward to fruitful collaborations with our colleagues in these proposed Data Science majors. Do not hesitate to contact me if you have any questions.

I wish you every success with your new major.

Yours,

Megan Elliott
Director, Johnny Carson Center for Emerging Media Arts



September 13, 2021

To: Bert Clarke
Chair, Department of Statistics

Marilyn Wolf
Director, School of Computing

From: Tom Marley
Chair, Department of Mathematics

Re: Support for use of mathematics courses in the proposed Data Science program

Dear Profs. Clarke and Wolf,

I am writing to confirm for the use of the following Mathematics courses in the proposed Data Science major:

Math 104: Applied Calculus
Math 106: Calculus I
Math 203/203J: Contemporary Mathematics
Math 107: Calculus II
Math 314: Linear Algebra
Math 315: Linear Algebra for Data Science (new)
Math 208: Calculus III
Math 221: Differential Equations
Math 487: Probability Theory
Math 415: Theory of Linear Transformations
Math 424: Introduction to Partial Differential Equations
Math 428: Principles of Operations Research
Math 433: Nonlinear Optimization
Math 440: Numerical Analysis I
Math 450: Combinatorics
Math 452: Graph Theory
Math 447: Numerical Linear Algebra

Math 471: Introduction to Topology
Math 489: Stochastic Processes

We are happy to accommodate the anticipated students in this proposed major in these courses. We are pleased to support this exciting new major!

Best regards,

A handwritten signature in cursive script, appearing to read "Tom Marley".

Tom Marley
Chair, Department of Mathematics

September 14, 2021

Dear Profs. Clarke, Marley, Wolf,

I am writing in support of your proposal for undergraduate major in Data Science, specifically with regard to the focus area Applied Computing: Journalism + Humanities. In particular, on behalf of the Department of Political Science, I confirm that we will be glad to accept students from your proposed major into our quantitatively oriented courses as listed in the proposal, including in particular NSST 376 Analysis for the National Security Establishment.

I wish you every success with your new major.

Yours,



Kevin B. Smith, Chair
Department of Political Science



14 September 2021

Dear Profs. Clarke and Marley,

I am pleased to write this letter to express the wholehearted support of the School of Computing for the proposed major in Data Science. This major is part of a broad effort across the university to enhance our data science offerings. The proposed major is a critical component of that effort. We will be happy to collaborate with Mathematics and Statistics to make this major a success. Please feel free to contact me with any questions you may have.

Sincerely,

Marilyn Wolf

Marilyn C. Wolf
Koch Professor of Engineering
Director, School of Computing
University of Nebraska–Lincoln



September 22, 2021

Dear Professors Clarke, Marley, and Wolf,

I am writing in support of your proposal for an undergraduate major in Data Science, specifically with regard to the focus area Applied Computing: Sociology.

In particular, on behalf of the Department of Sociology, I confirm that we will be glad to accept students from your proposed majors into our quantitatively oriented courses as listed in the proposal, including in particular

- SOCI 206 Introduction to Social Research II

as an elective and

- SOCI 310 Applied Sociology: Community-Based Research
- SOCI 333 Applied Research in Public Opinion Research
- SOCI 362 Ethics and the Responsible Conduct of Research
- SOCI 430 Advanced Social Network Analysis
- SOCI 407 Strategies of Social Research: Qualitative Methods
- SOCI 465 Survey Design and Analysis
- SOCI 485 Agent-Based Social Simulation

as part of the focus area in Computing and Sociology.

I wish you every success with your new program.

Sincerely,

A handwritten signature in blue ink that reads "Jolene D. Smyth".

Jolene D. Smyth
Professor and Chair
Department of Sociology



September 27, 2021

Dear Professors Wolf, Marley, and Clarke,

I am writing to confirm our support for including the following History courses in the proposed Data Science undergraduate major. We are very pleased to see Applied Computing: Journalism + Humanities included.

On behalf of the Department of History, I assure you that our department will be happy to accommodate students who wish to take our courses:

- HIST 461: Geospatial Approaches in Digital Humanities and Social Sciences
- HIST 470: Digital History
- HIST 472: Digital Humanities Practicum

as part of their program.

With kind wishes,



James D. Le Sueur

Samuel Clark Waugh Distinguished Professor of International Relations

- o Chair of the [Department of History](#)
- o Director of [The Art of Dissent](#)
- o & [Four Seasons of COVID – Pandemic on the Plains](#)
- o Editor of [France Overseas Series](#) with the University of Nebraska Press

[University of Nebraska, Lincoln](#)

612 Oldfather Hall, 68588-0327

[402 472 2414](#)

[Department page](#)

[The Art of Dissent site](#)

[IMDb page](#)

[For more about](#)



Department of History

660 N. 12th Street, OLDH 612 | Lincoln, NE 68588-0327 | 402.472.2414

history.unl.edu

September 14, 2021

Dear Profs. Marley and Wolf

I am pleased to write this letter to express the wholehearted support of the Department of Statistics for the proposed major in Data Science. This major is part of a broad effort across the university to enhance our data science offerings. The proposed major is a critical component of that effort. We will be happy to collaborate with Mathematics and the School of Computing to make this major a success. Please feel free to contact me with any questions you may have.

Regards,

Bertrand Clarke

Bertrand Clarke
Chair & Professor
Department of Statistics
University of Nebraska Lincoln

Appendix F

External Letters of Support

- Lucas Sabalka, Chief Scientist, Ocuvra, LLC
- Michael Parks, Manager, Computational Mathematics Dept., Sandia National Laboratories
- Dandan Zheng, Professor and Director of Medical Physics Residency, University of Nebraska Medical Center
- Christopher Hans, Associate Professor of Statistics; Co-director, Undergraduate Data Analytics Major; Director of Undergraduate Major and Minor Programs in Statistics
- Mike Lechtenberger, Chief Information Officer, Mutual of Omaha
- Brian Kaiser, Chief Technology Officer, Hudl

29 March 2021

To Whom It May Concern:

This letter is in support of the new Data Science program at UNL. I am an alum of the UNL Department of Mathematics. I work for Ocuvra, a medical technology company headquartered in Lincoln, Nebraska. Ocuvra uses three-dimensional cameras called depth cameras together with machine-learned algorithms to automatically monitor patients in hospital settings. If the patient's risk of falling increases (for example, if they try to get out of bed when they're not supposed to be up without help), the Ocuvra system automatically sends a video-based alert to nurses. I am the Chief Scientist for Ocuvra. I am a co-engineer of many of the computer vision and data science algorithms that underpin the Ocuvra system. I am also responsible for data analysis for per-deployment and aggregate system performance, and I am the Principal Investigator on close to \$1 million of state and federal grants.

As a local business, I can categorically state that we would not exist if there was not talent being generated in data science and machine learning from UNL. Over half of our engineers hold UNL degrees. Data science, including machine learning, computer vision, and 3D geometry, are critical to our jobs every day. It is difficult to understate how important data science is to my job, but more importantly to you, core competency with data science will be a key skill we plan to seek in many future hires.

Ocuvra has filled more than 8 internships in recent years from the UNL Departments of Mathematics and Computer Science. Their focus has been on data science, computer vision, and most recently machine learning. These internships have produced valuable progress for us as a company. Moreover, they help us identify future job candidates while helping develop an interdisciplinary problem-solving perspective for the students. In fact, we have a UNL graduate starting for us in May as a result of an internship, and we have another intern returning to us this summer because of her tremendous work.

I have also worked in Lincoln as a data science consultant, both through Ocuvra and its sister companies and on my own time. There is significantly more demand in the broader Lincoln community than can be met by the current data science labor supply.

The proposed major is well-timed: jobs in data science have exploded in demand recently. Jobs in data science are frequently ranked as some of the fastest growing jobs in the nation. The interdisciplinary emphasis is needed as technology continues to blur the boundaries between traditional disciplines, especially computer science and engineering and the pure mathematical disciplines.

The emphasis on real-world learning through courses like the capstone Math in the City accomplishes something I'm passionate about: translating abstract academic lessons to real-world implementation. That's a skill that everyone in industry must learn and producing students that have already made that mental adaptation reduces valuable time from the training and onboarding timeline.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lucas Sabalka', with a stylized flourish at the end.

Dr. Lucas Sabalka
Chief Scientist
Ocuvra, LLC



Sandia National Laboratories

Operated for the U.S. Department of Energy by
National Technology and Engineering Solutions of Sandia, LLC
P.O. Box 5800
Albuquerque, NM 87185-1320

September 22, 2021

To Whom It May Concern:

I am writing in strong support of the proposed new undergraduate major of Data Science by the University of Nebraska-Lincoln. I manage the Computational Mathematics Department at Sandia National Laboratories and have long-standing research collaborations with faculty in the Department of Mathematics at UNL. Sandia is a multi-mission lab operated for the U.S. Department of Energy's (DOE) National Nuclear Security Administration (NNSA) and supports numerous federal, state, and local government agencies, companies, and organizations. Sandia employs over 14,000 scientists and researchers and has an annual operating budget of approximately \$3.8 billion. A strong science, technology, and engineering foundation enables Sandia's missions in nuclear weapons, national security programs, energy, and global security through a capable research staff working at the forefront of innovation, collaborative research with universities and companies, and discretionary research projects. Data science is an evolving need in all of Sandia's mission areas.

The Data Science major proposed at the University of Nebraska-Lincoln offers an interdisciplinary degree in this fast-growing discipline, with balanced foundational courses in the three core disciplines (mathematics, computer science, and statistics). The variety of focus areas leverages the broad applicability of data science and offers students a wide perspective towards its implementation in different fields. The capstone course Math in the City offers students a hands-on experience which allows students to immerse in real-world projects, thus preparing them for their future careers. Students graduating from this program would have the technical skills and knowledge to pursue a variety of opportunities in this space at a time when tens of thousands of positions need to be filled. In research, business, and government positions the skills provided by Data Science are valuable in understanding, organizing, classifying data sets towards optimizing efficiency and performance. The newest research in data science shows its deep and wide capabilities and provides user-friendly tools towards applicability at all scales, from a small office to large industries.

At Sandia, there is a very strong interest in data science, especially with a mathematical emphasis. As one highly visible example, you may be aware of the SIAM Journal on Mathematics of Data Science (SIMODS), the newest journal of the Society of Industrial and Applied Mathematics (SIAM). The founding editor for SIMODS is Dr. Tamara (Tammy) Kolda, a retired Distinguished Member of the Technical Staff at Sandia. Tammy is an internationally recognized researcher for her work in the mathematical analysis of tensor decompositions with application to problems of DOE interest.

Data science research and applications is the primary focus of several departments at Sandia. There are active research projects on the accurate characterization of real networks, counter-adversarial graph analytics, counter-adversarial data analytics, algorithms and models for infinite streams, and

graph algorithms for autonomous data centers, to name only a few. Data science tools are used for national security applications to allow high-confidence decisions to be made in short time windows.

To execute cutting-edge data science projects with national security implications, we must recruit the best data science talent in the nation. Active recruiting of talented newly graduated data scientists is such a priority for Sandia that it has established a named Postdoctoral Fellowship in Data Science¹. This prestigious Fellowship comes with a salary much greater than our ordinary postdoc salary and allows Fellows to pursue self-directed research in data science while also working to address complex problems in support of broad-ranging national security areas.

Traditional academic disciplines (mathematics, computer science, statistics) by themselves do not produce graduates with the proper skills in data science to join Sandia or similar institutions and have immediate impact. The interdisciplinary training required by the proposed Data Science major provides graduates with the skills to be sought-after job candidates. The key differentiating features of this program as compared to other data science programs are (1) a strong mathematical emphasis, and (2) a strong application-driven, real-world component. This educational focus will produce graduates with the requisite skills and experience have impact on real-world applications.

Sincerely,

A handwritten signature in cursive script that reads "Michael L. Parks".

Dr. Michael L. Parks
Manager, Computational Mathematics Dept.
Center for Computing Research
Sandia National Laboratories

¹ <https://www.sandia.gov/careers/career-possibilities/students-and-postdocs/fellowships/data-science-fellowship/>

September 22, 2021

To Whom It May Concern,

I am writing to enthusiastically recommend the new undergraduate major proposal of "Data Science" by University of Nebraska-Lincoln. I am a Professor of Radiation Oncology at the UNMC Campus and my research is focused on using radiomics and clinical data science to develop clinical decision support models, with the ultimate goal of advancing these studies into early detecting aggressive cancers and offering optimal personalized treatments to therapy-resistant cancer patients. For this research, I actively collaborate with researchers from UNL departments of mathematics, biology, and computer science to leverage the multidisciplinary expertise for innovative approaches and synergistic breakthroughs that would be otherwise unattainable with a single-field endeavor.

I am excited to hear that a new Data Science major is under consideration at UNL. As big data based artificial intelligence reaches almost every aspect of our lives, data science has become one of the most demanded expertise on today's job market. From self-driving vehicles, personalized recommendations from webpages for movies and products, to multi-omics propelled discoveries in biology and healthcare, artificial intelligence has been bringing transformative changes into our everyday lives. The explosive amount of big data being generated in every aspect of our lives is a treasure mine for AI, and data scientists who know how best to mine these data is the key. Having such a new major at UNL will both offer students in and around Nebraska an opportunity to develop their careers in this important field, and serve the industries as well as universities in the region with a steady input of graduates in this much demanded field.

In healthcare, with the wide usage of electronic medical charting, increasing application of advanced digital medical imaging, together with the genomics and proteomics data that are increasingly collected medically or even voluntarily with commercial products such as 23&me, data science plays a critical role in standardizing and optimizing how data should be accumulated, as well as analyzing the data for all kinds of important purposes. I have worked with several undergraduate and graduate students from various UN campuses and Creighton University who went on pursuing a data science certificate from UNO for better job opportunities or for acquiring needed skills, some even after completing an M.S. degree. While the certificate program gives graduates from other majors an opportunity to get trained in data science, a new Data Science major at UNL could directly provide a more systematical education and training for many students in the region interested in such a career and supply a healthy stream of quality graduates to the companies, hospitals, and laboratories in the region.

In reviewing the new major, I believe that the proposal meets the educational needs of the students interested in data science. Especially, as data science is in itself a multidisciplinary subject, having three different majors will be a strength of this program, and will benefit the entire field by developing unique yet complementary perspectives from

mathematics, computer science, and statistics for this evolving discipline and outputting data scientists with integrative knowledge base and skill sets.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Zheng', is positioned below the word 'Sincerely,'.

Dandan Zheng, Ph.D., DABR
Professor and Director of Medical Physics Residency
Radiation Oncology
University of Nebraska Medical Center
42nd and Emile, Omaha, NE 68198



September 30, 2021

Dear Professors Clarke, Marley and Wolf,

I am writing in support of your proposal to establish a new, interdisciplinary major in Data Science at the University of Nebraska-Lincoln. I have reviewed the proposal documents and believe that the proposed curriculum is well structured and properly aligned with the knowledge, competencies and skills that are generally expected of undergraduate students earning degrees with majors in Data Science. In addition, the general structure of the major and its proposed curriculum are broadly compatible with similar programs at other major research universities. Based on my experience with a similar program at Ohio State University, I expect that the implementation of your proposed major will lead to successful achievement of its learning outcomes and that students in your major will be well-prepared to engage in a wide range of career and employment opportunities.

By way of background, I have served as Co-Director of Ohio State University's interdisciplinary undergraduate major in Data Analytics since its establishment in 2014 and was one of the members of the committee that designed the major. Our major is co-directed by two departments in two different colleges (the Department of Statistics in the College of Arts and Sciences and the Department of Computer Science and Engineering in the College of Engineering) and has additional curricular partnerships with the College of Medicine, the College of Public Health, and the Fisher College of Business. The major's curriculum was developed by a small committee of faculty from across the university, with input from other university stakeholders and large regional and national employers. The major has grown considerably over the past seven years; we have had nearly 200 students graduate with a major in Data Analytics, and we started this academic year with 379 students in the program. Our program was one of the first of its kind at a major research university when it was established in February of 2014, with similar programs appearing at other universities in subsequent months and years. In 2014, the terms "Data Analytics" and "Data Science" were less-well differentiated than they are today; our major is, I believe, more strongly aligned with what is now typically described as "Data Science."

The proposal for a major in Data Science at the University of Nebraska-Lincoln uses an interdisciplinary curriculum to meet three learning outcomes (paraphrased as): foundations and expertise in large-scale data analysis from an interdisciplinary perspective; foundations and expertise in applied, multidisciplinary problem solving; and abilities and skills for team-based problem solving. To achieve these outcomes, the curriculum is structured to have three components: Data Science Foundations, Data Science Focus Areas, and Data Science Professional Experience. The Foundations courses focus on areas of computer science, mathematics, statistics, and data analysis that are fundamental to all areas of Data Science; the Focus Areas are comprised of elective courses that provide students with breadth and depth in specific areas of Data Science; and the Professional Experience component can be completed via a variety of courses/experiences that build professional practice and development. Finally, there are three different degree program pathways via which students can pursue the major. The different pathways reflect the fact that students interested in Data Science tend to have a wide range of general academic interests and diverse backgrounds, and as a result the students' points of entry to the university may be spread across different colleges and institutes. While the different pathways through the major have slightly different



course requirements, the pathways appear to be structured in a way that allows the learning outcomes to be achieved no matter the path a student takes.

I believe the proposed major curriculum is sensibly structured and is broadly comparable to similar programs at other universities. For example, though different in number and wording, the learning outcomes for our Data Analytics major at Ohio State touch on knowledge and key competencies that are similar to the ones described in your outcomes. Our curriculum is based on a hub-and-spoke model: a Core Curriculum is at the center with areas of Specialization attached as spokes, and the curriculum is tied together with a Capstone Experience that has an emphasis on data analytics problem solving in practice. This roughly mirrors the structure in your proposal. While the details of our two programs are somewhat different—e.g., our students have a slightly more uniform experience in the Foundations/Core component with a slightly different balance of disciplinary courses—both seem to me to be appropriate structures for a Data Science major and reflect natural diversity across institutions. Other institutions have Data Science majors with similar structures, e.g., the University of Michigan's Data Science major has a Core covering topics in mathematics, computer science and statistics, additional required courses in areas relevant to Data Science, advanced technical electives in areas of application, and a capstone experience. UNL's proposed major fits squarely within the constellation of undergraduate Data Science education.

Beyond the structure of the proposed major, the courses, topics and areas of knowledge covered in each of the curricular components are appropriate for a major in Data Science and appear to be at the right level of rigor. The required courses in computer science, mathematics, and statistics have significant overlap with similar requirements at Ohio State (and other peer institutions). The foundational work in programming, data structures, algorithms, mathematics through calculus II and linear algebra, probability, inferential statistics, and data analysis will set the students up to succeed in the more advanced data science focus area courses. The curriculum will ultimately familiarize the students with the topics, concepts, and skills they will need in careers in Data Science. Overall, the courses in and the pathways through the curriculum provide an intellectually sound basis for an interdisciplinary major in Data Science.

Based on our experiences at Ohio State, I recommend careful monitoring and assessment of the major, especially during its first few years. Early feedback from students, advisors and faculty led to revisions to our major that made the curriculum easier for students to navigate. The revisions included the addition of two new specializations as well as a major revision of one of the original specializations that introduced the College of Public Health as a new curricular partner. Your proposal recognizes the need for regular review of the curriculum (page 15), and I expect that the proposed shared governance structure will provide an appropriate framework for evolving the major as needed as it grows over its first few years.

Congratulations on a well-structured proposal for an exciting, interdisciplinary major. I look forward to hearing of its future success.

Sincerely,

Christopher M. Hans, Ph.D.
Associate Professor of Statistics
Co-director, Undergraduate Data Analytics Major
Director of Undergraduate Major and Minor Programs in Statistics

February 21, 2022

Dr. Lance Pérez
Dean
College of Engineering
University of Nebraska-Lincoln

Dear Dr. Pérez,

I am writing to express my strong support for the proposed Data Science Degree program at UNL. Developing this academic program is strategically important to provide industry with talent in an emergent discipline, and students with opportunities to advance into compelling career fields. Industry clearly has a strong need for more and better prepared graduates in data science. As a leader in industry, I appreciate the contemplation of the wide variety of data science skills and problem-solving domains considered within the proposed program. The program also provides students the opportunity to pursue data science degree pathways that will prepare them to impact the companies they join.

Companies like Mutual of Omaha are leveraging vast amounts of data with advanced analytics, modeling, artificial intelligence and machine learning to deliver products and services to benefit our customers. Thus, we are seeking graduates who have a command of data science principles and disciplines to operate and advance our business strategies. It goes without saying that data science enables companies to innovate and develop competitive differentiation in the marketplace. I am very excited for the possibilities the Data Science Degree program offers to provide more and better trained graduates.

Mutual of Omaha hires nationally and thus has a general awareness of other higher education technology programs like the proposed Data Science Degree program. It is not surprising that peer universities in the Big 10 and elsewhere are also investing significantly in similar degree programs. Making this investment in the University of Nebraska Lincoln is a wise decision and will promote the ongoing relevance for the State and the University.

I appreciate the opportunity to express my support for this new degree program. I am excited that the University is developing this important academic program. If you have any questions I am happy to provide additional input.

Sincerely,



Mike Lechtenberger
Chief Information Officer
Mutual of Omaha

Cc: Gail Graeve, Brian Poppe



Agile Sports Technologies, Inc. dba Hudl

(402) 817-0060
hudl.com

600 P Street Suite #400
Lincoln, NE 68508

February 28, 2022

University of Nebraska-Lincoln
1400 R St.
Lincoln, NE 68508

Dr. Perez,

I'm writing in support of the proposed Data Science major at the University of Nebraska-Lincoln.

As co-founder and Chief Technology Officer of Hudl, a Nebraska-based sports technology company, my undergraduate education at UNL enabled me and my co-founders, David Graff and John Wirtz, to create a product that revolutionized the world of sport. Since 2006, we've been dedicated to helping coaches and athletes prepare for and stay ahead of the competition with video. We offer a complete suite of products that empower more than 200,000 global sports teams at every level—from grassroots to professional organizations—to combine video and data to improve performance and showcase talent.

Beyond Hudl, there's an undeniable fact: we exist in a data-driven world. More often than not, the success or failure of a business depends on their ability to identify opportunities, understand their customer and make informed, data-backed decisions. Because of this, we've seen increased competition when recruiting and retaining talent with data science expertise, especially in Nebraska. Establishing the undergraduate Data Science program would foster a talent pipeline that would benefit a wide range of local industries.

As a Lincoln-based company, Hudl would be able to stay closely aligned and lend support to the ongoing success of both the program and its students. We can offer a variety of potential partnerships, speaking opportunities and internship programs to provide students with real-world experience.

In conclusion, I fully support establishing the new undergraduate Data Science major. This program will not only provide students with a world-class education, it will prepare them for success in a range of disciplines.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Kaiser", written over a horizontal line.

Brian Kaiser
Chief Technology Officer

Appendix G

ADV Report on Data Science



gderoo@advmrc.com | 603.686.1928 | advmarketresearch.com

University of Nebraska-Lincoln

Data Science

January 2021

Grant De Roo

Economic and Technological Context for a Data Science Program

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We Generate and Collect Data Like Never Before

- We are in an unprecedented period of generating and collecting data on human behavior, enabled by a combination of:
 - Growing recognition of the use of data in business decisions;
 - Enhanced methods of collecting traditional data (demographic and, increasingly, digital behavior);
 - New forms of data generation and collection (i.e., wearable technology);
 - Greater access to stored data (i.e., cloud storage); and
 - Declining costs of data storage
- Billions of people worldwide have gradually shifted more of their lives online, using their smartphones as ever-present personal command centers.
- Figures on the amount of data generated, stored, and used today are staggering. It is estimated, for instance, that **90% of all data in the world was created in the past two years** and that **every two days humans create as much information as we did from the beginning of time until 2003**.
- At the same time, it is estimated that **just 0.5% of all the data generated and stored is ever used**.

Notable statistics for big data today

- The data analytics market is set to reach \$103 billion by 2023
- Neglecting to use customer data costs the U.S. economy \$1.3 trillion annually
- 97.2% of Fortune 1000 companies are investing in big data initiatives
 - 62.5% have appointed a Chief Data Officer
- Every person generates approximately 1.7 megabytes of information per second
- Google receives 3.5 billion searches every day
- The amount of computing power a dollar can buy has increased 10x every four years in that past quarter century

95%

of large and medium-sized businesses cite the need to manage unstructured data as a problem for their business

Harnessing and using this collected data holds enormous potential

- Virtually no sector is untouched by the potential to enhance operations, sales, customer engagement, etc. by collecting, analyzing, and acting upon data.
- In a sense, data is the new corporate asset and has evolved the relationship between a company and its customers. Whereas customers used to exchange money for a good or service, they now are increasingly exchanging their data as well *or instead of* their money. In fact, many companies such as Facebook, Google, LinkedIn, and countless others charge no fee for using their service; instead, users consent to providing their data in exchange for free use of services.
- This wealth of collected information has enabled several business enhancements and disruptions that are sure to continue evolving in the coming years:
 - Enhanced decision-making
 - Radical personalization
 - Hyperscale, real-time matching
 - Massive data integration capabilities (i.e., breaking silos within an organization)
 - Data-driven discovery (e.g., new product or service lines)
 - Business models enabled by orthogonal data (e.g., new forms of data from products like wearable technology)

This potential is limited by the available talent

- The enormous potential of this unprecedented collection and storage of data is constrained by access to a workforce able to take advantage of it. Human capital has proven to be one of the biggest barriers standing in the way of realizing the full potential of data and analytics.
- There are four broad roles to consider (with some overlapping responsibilities):
 1. Data Architects who design data systems
 2. Data Engineers who scale data solutions and build products
 3. Data Scientists who analyze data with increasingly sophisticated techniques to derive insights
 4. Business Translators who have technical and domain knowledge to be able to interpret data insights into business implications
- Added to these four broad categories has been added the Data Visualizer who is able to translate data findings into interpretable insights (a “last mile” role in discovering value).
- Companies report that finding the right talent in these roles is the biggest hurdle they face in trying to integrate data and analytics into their operations. In a recent McKinsey & Company survey, half of executives reported greater difficulty recruiting analytical talent than filling any other kind of role. Forty percent say retention is also an issue.

Rising demand for data scientists

- Demand for data scientists has risen sharply as a result of businesses' growing desire to act on the data they've collected combined with the challenge of finding top talent.
- Average wages for data scientists in the United States rose by approximately 16 percent a year from 2012 to 2014 (beating the economy-wide average of 2%).
- Further, Data Scientist has been on LinkedIn's list of top jobs in each of the past five years, topping the list in 2017, 2018, and 2019 due to employer demand and salary.

56%

year-over-year growth in LinkedIn job postings for Data Scientists

...offering a median salary of
\$130k

Emerging role of the business translator

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

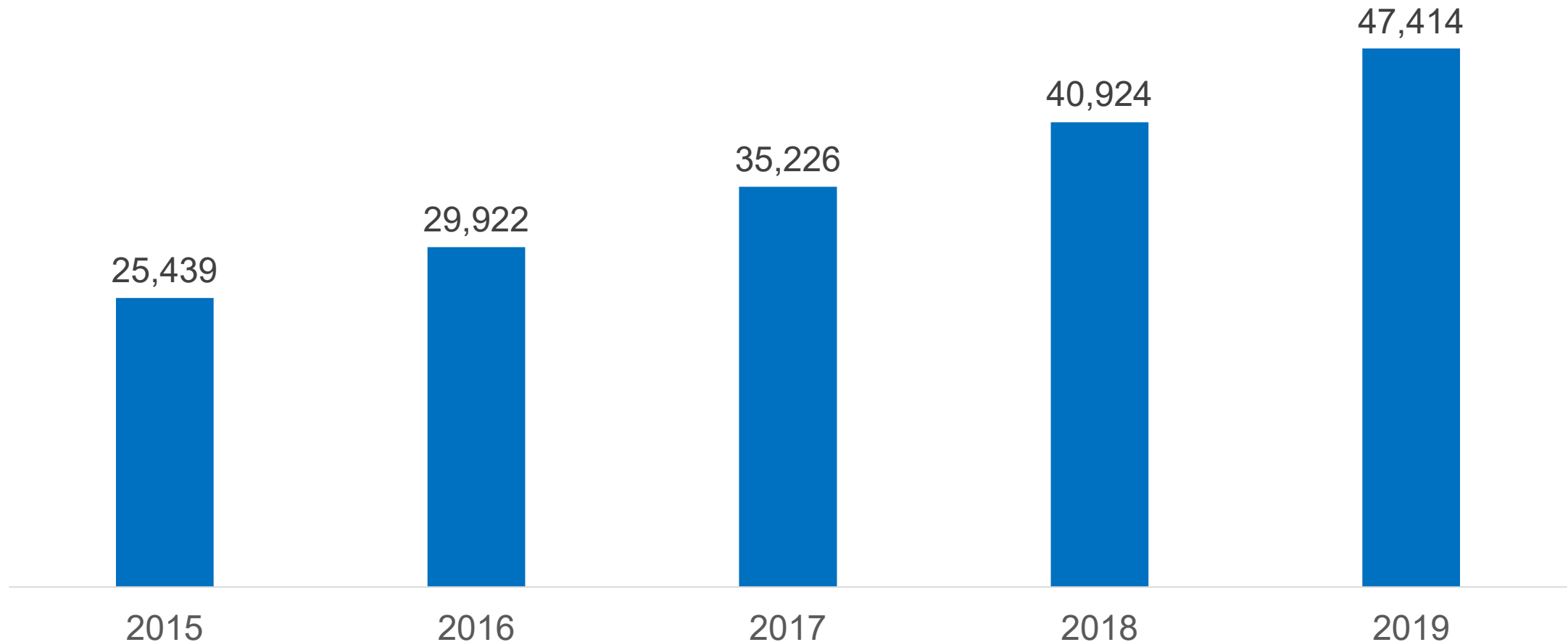
Student Demand for Data Science

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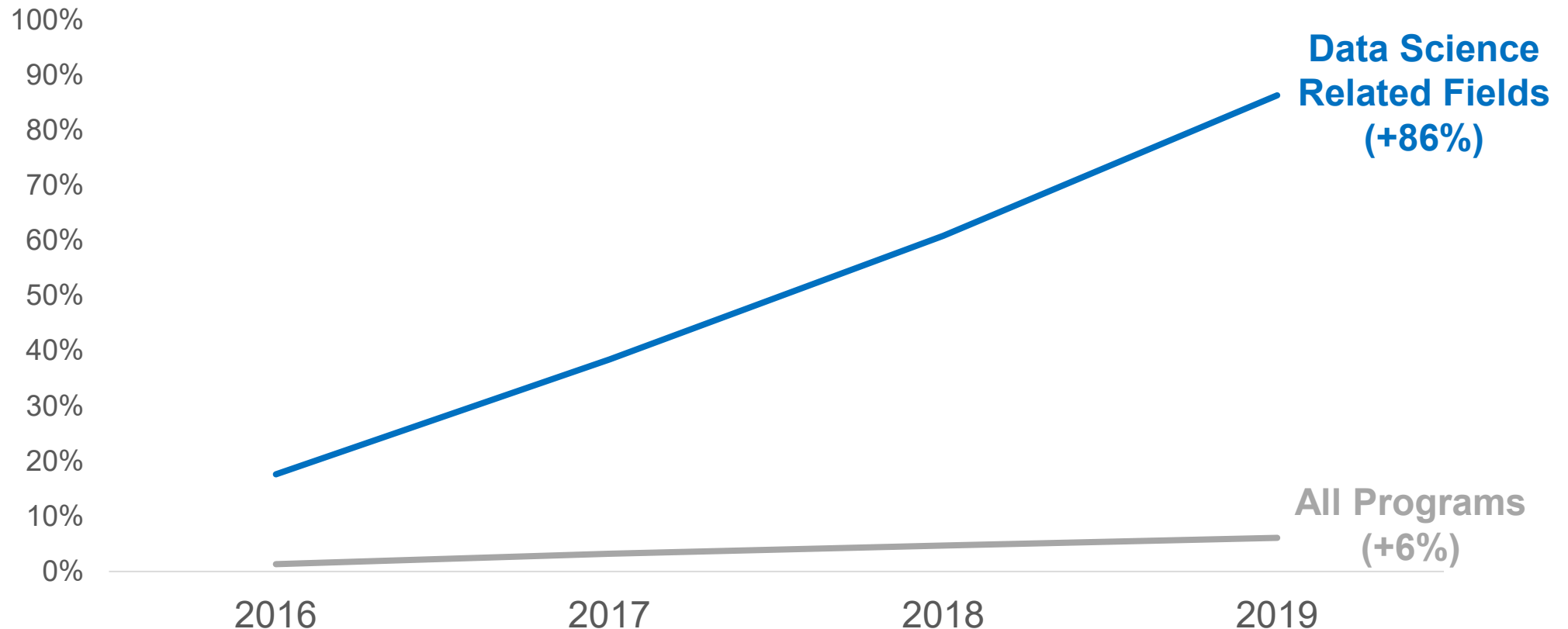
Rising demand for Data Science programs

Bachelor's Degrees Awarded in Data Science-Related Programs – Nationally, All Institutions



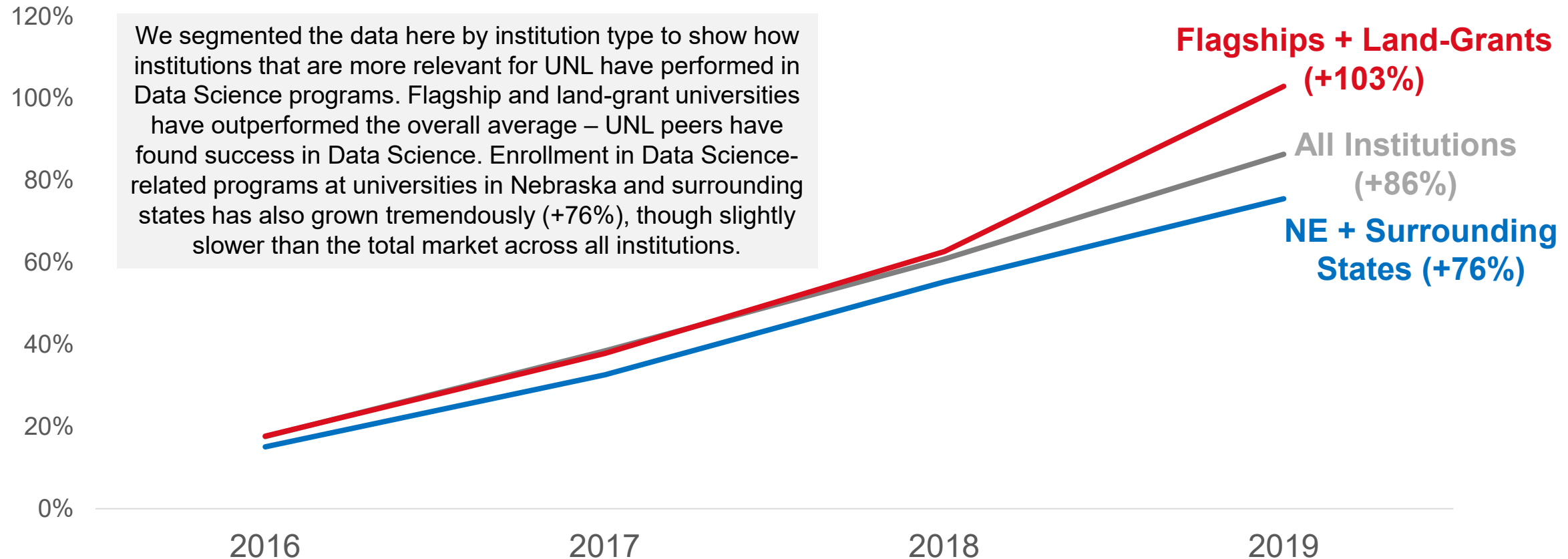
Demand for Data Science rose *much faster* than the average for BA programs

Bachelor's Degrees Awarded – Nationally, All Institutions
Cumulative % Growth in Degrees Since 2015



Strong demand for Data Science among UNL-like universities

Bachelor's Degrees Awarded in Data-Science Related Fields by Institution Category Cumulative % Growth in Degrees Since 2015



Growth across all fields related to Data Science

Program Category	Average Degrees/Year (2015-2019)	5-Year Change (%)	Share of Total
Computer Science	23,924	92%	67%
Management Science	3,940	32%	11%
Statistics, General	2,830	92%	8%
Applied Mathematics	2,540	45%	7%
Management Sciences and Quant. Methods, Other	913	411%	3%
Business Statistics	349	309%	1%
Mathematical Statistics and Probability	244	9%	1%
Computational and Applied Mathematics	229	253%	1%
Computational Mathematics	198	71%	1%
Statistics, Other	169	285%	0%
Data Modeling/Warehousing and Database Admin.	166	15%	0%
Mathematics and Statistics	113	135%	0%
Data Processing	112	159%	0%
Computational Science	56	323%	0%

- The table at left shows trend data for the 14 Data Science-related programs we included in the analysis.
- All related programs experienced growth between 2015 and 2019, many *substantial* growth.
- Computer Science is by far the largest related program and accounts for two-thirds of degrees in Data Science-related fields.
- Even after removing Computer Science, however, collective growth in these areas is still impressive.

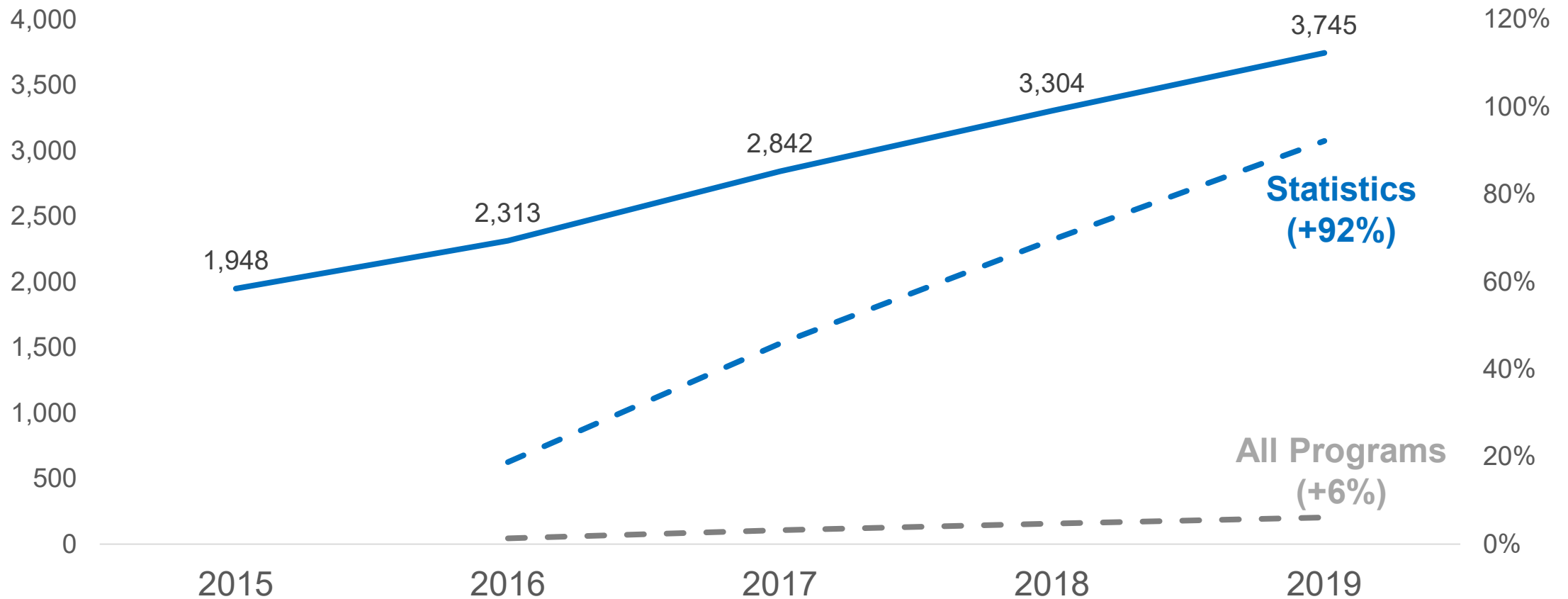
Encouraging trends for Statistics programs as well

- As discussed later in the report, the curriculum of the CASNR proposal emphasizes statistical applications in data science (as opposed to other mathematical areas and computing sciences found in the other proposals).
- Therefore, it is worth focusing on student demand for Statistics programs alone (rather than as one program in a suite of Data Science-related fields).
- The chart on the following page shows that demand for Statistics has grown rapidly in recent years (+92%).
- In 2015, Statistics was the 148th most popular degree field (in terms of number of degrees awarded). By 2019, it had become the 98th.
- *Thus, there is strong demand for both Data Science and Statistics at the bachelor's degree level based on degrees students have earned in the past several years.*

Rapid growth in statistics programs

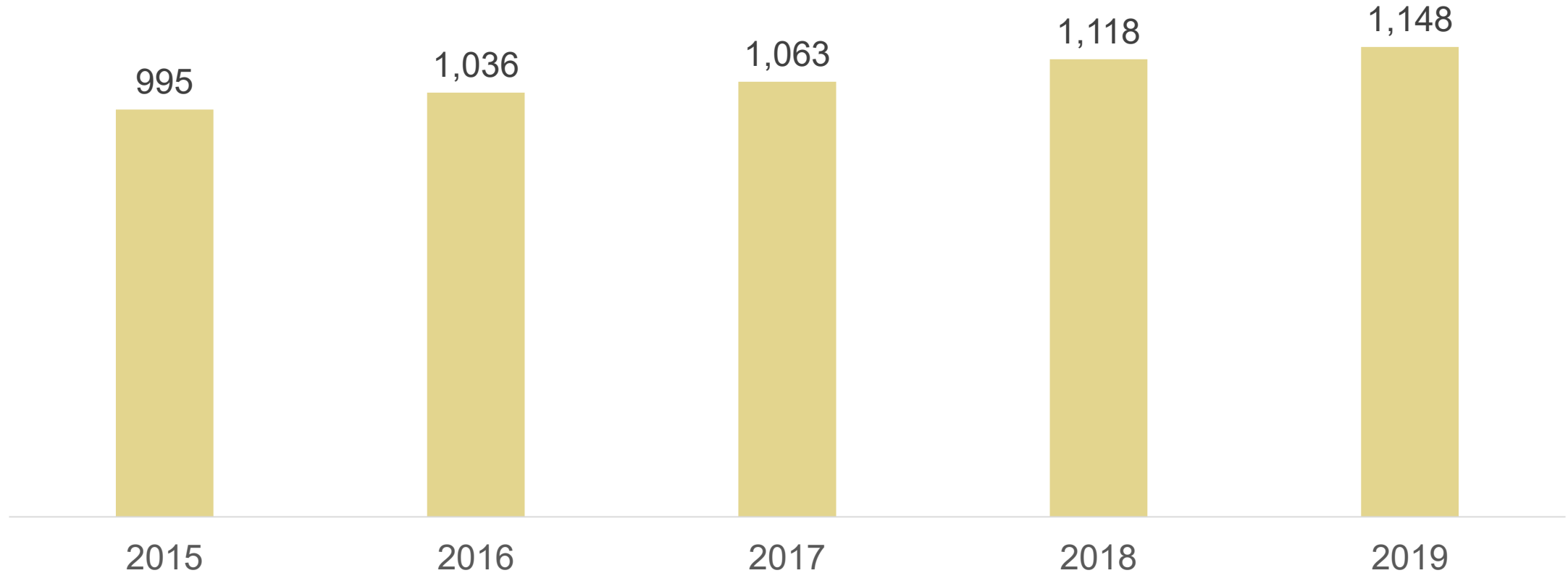
Bachelor's Degrees Awarded in Statistics – Nationally, All Institutions

Actual Number and Cumulative % Growth in Degrees Since 2015



Competition for Data Science programs has also increased

Universities Awarding Degrees in Data Science-Related Programs – Nationally, All Institutions

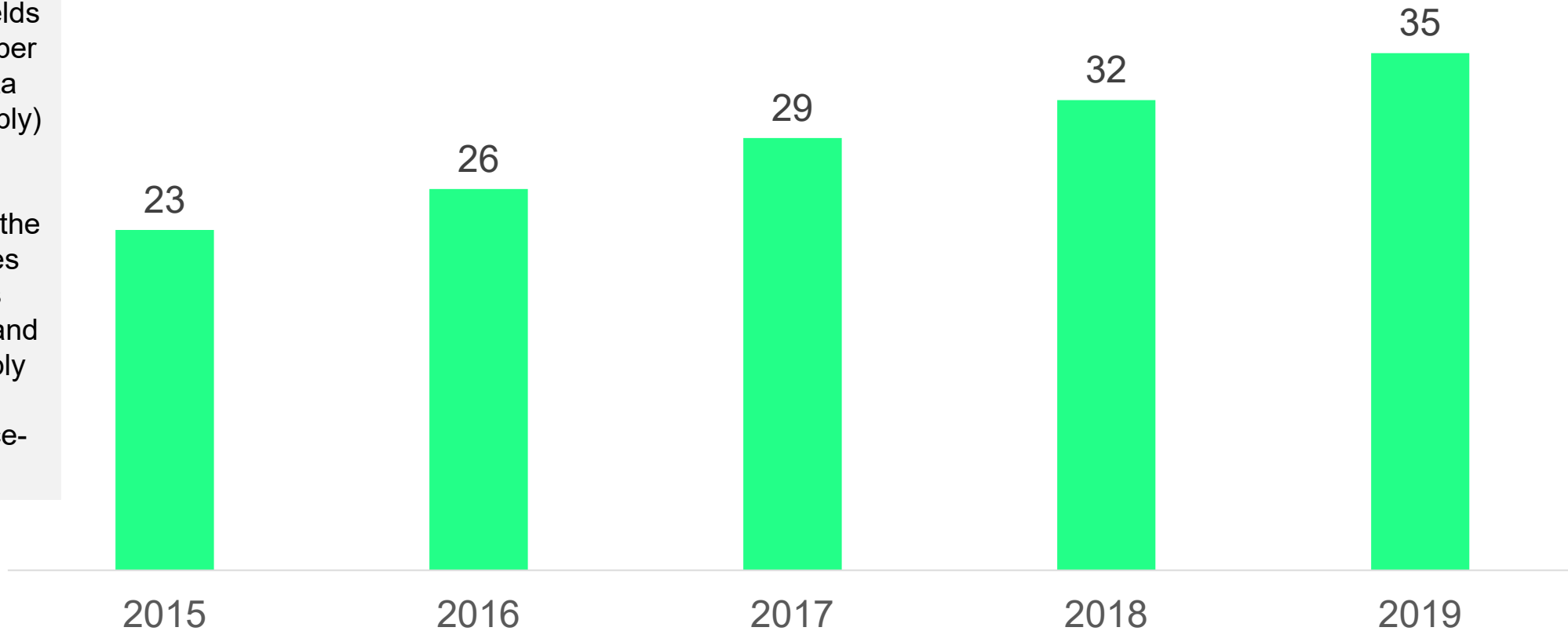


But average enrollments per institution are still growing

Avg. Degrees Awarded per Institution in Data Science-Related Fields – Nationally, All Institutions

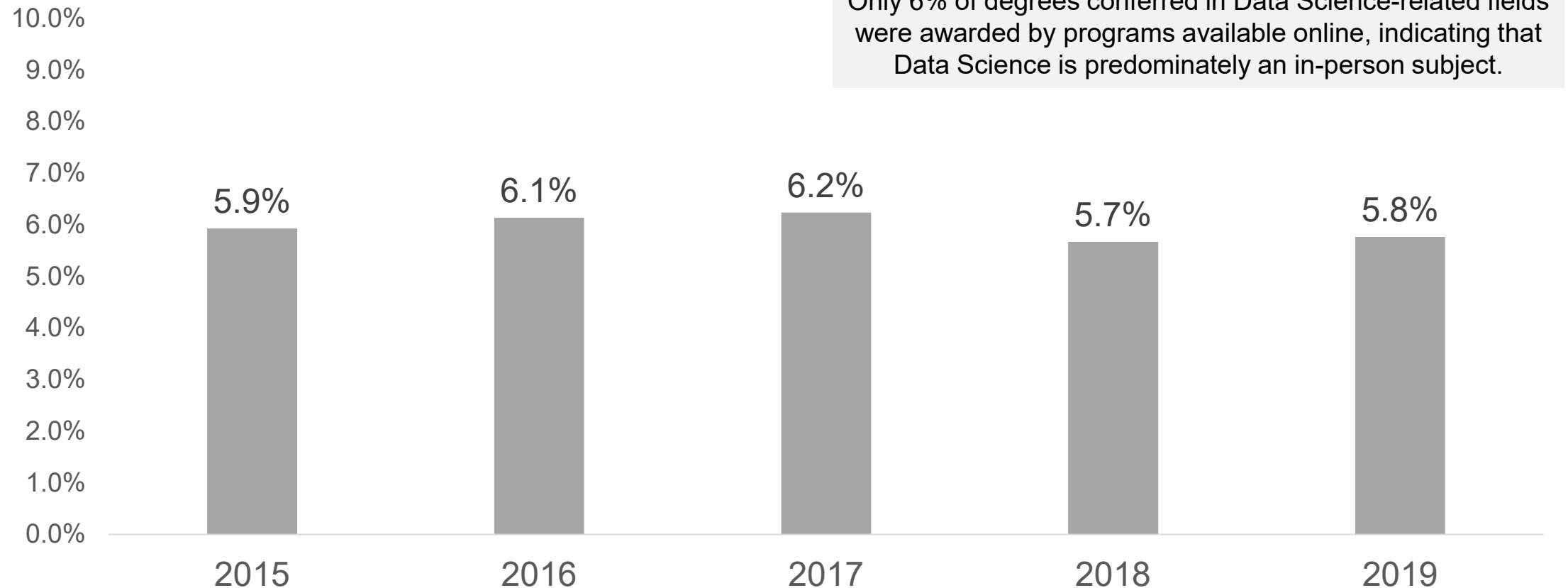
Both the number of students enrolling in Data Science fields (i.e., demand) and the number of universities offering Data Science programs (i.e., supply) have grown.

Encouragingly, the fact that the average number of degrees awarded per institution is growing indicates that demand is growing faster than supply and the market is not yet saturated with Data Science-related programs.



Data Science fields are predominately delivered in-person

Degrees Awarded in Data Science-Related Fields by Programs Available Online % of All Degrees Awarded



Summary: Student Demand for Data Science is Strong and Growing

- Nationally, students' interest in bachelor's programs in Data Science is large and growing rapidly (nearly 15x the average for all bachelor's degree programs). *Data Science is clearly a high-demand field.*
- And while other universities have taken note of this demand and begin offering Data Science programs, *the growth in demand has exceeded the growth in supply – a favorable market for a new entrant.*
- In such an environment, *UNL should be able to find sufficient demand to meet enrollment goals of 30 students per year initially before ramping up to 30-40 students/year.* This is consistent with the experience of UNL peers such as Big 10 or Big 12 universities and other large public research universities.

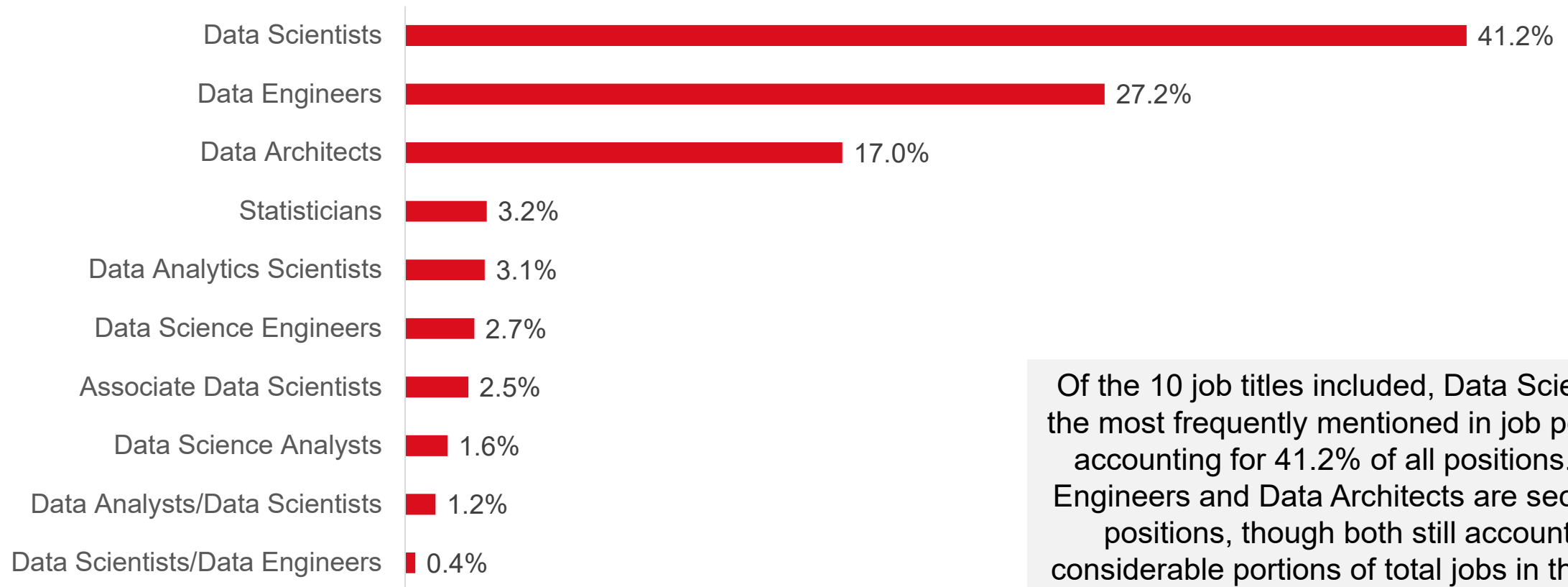
Labor Market Demand

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“Data Scientist” leads among related job titles

Job Title's Share of Total Related Postings for Data Scientists % of Total Related Postings Coming from Each Job Title



Of the 10 job titles included, Data Scientist is the most frequently mentioned in job postings, accounting for 41.2% of all positions. Data Engineers and Data Architects are secondary positions, though both still account for considerable portions of total jobs in this field.

Above-Average Demand

175,090

*Unique job postings between
Jan. 2017 and Dec. 2020*

There were 175k+ unique job postings for data scientists and related positions in the past four years, indicating high demand for professionals in this field.

5:1

*Ratio of total postings to
unique postings*

A ratio of 5:1 means that for every unique position, the posting was placed five times (exceeding the 4:1 average for all jobs). This indicates that employers are applying extra effort to hire data scientists.

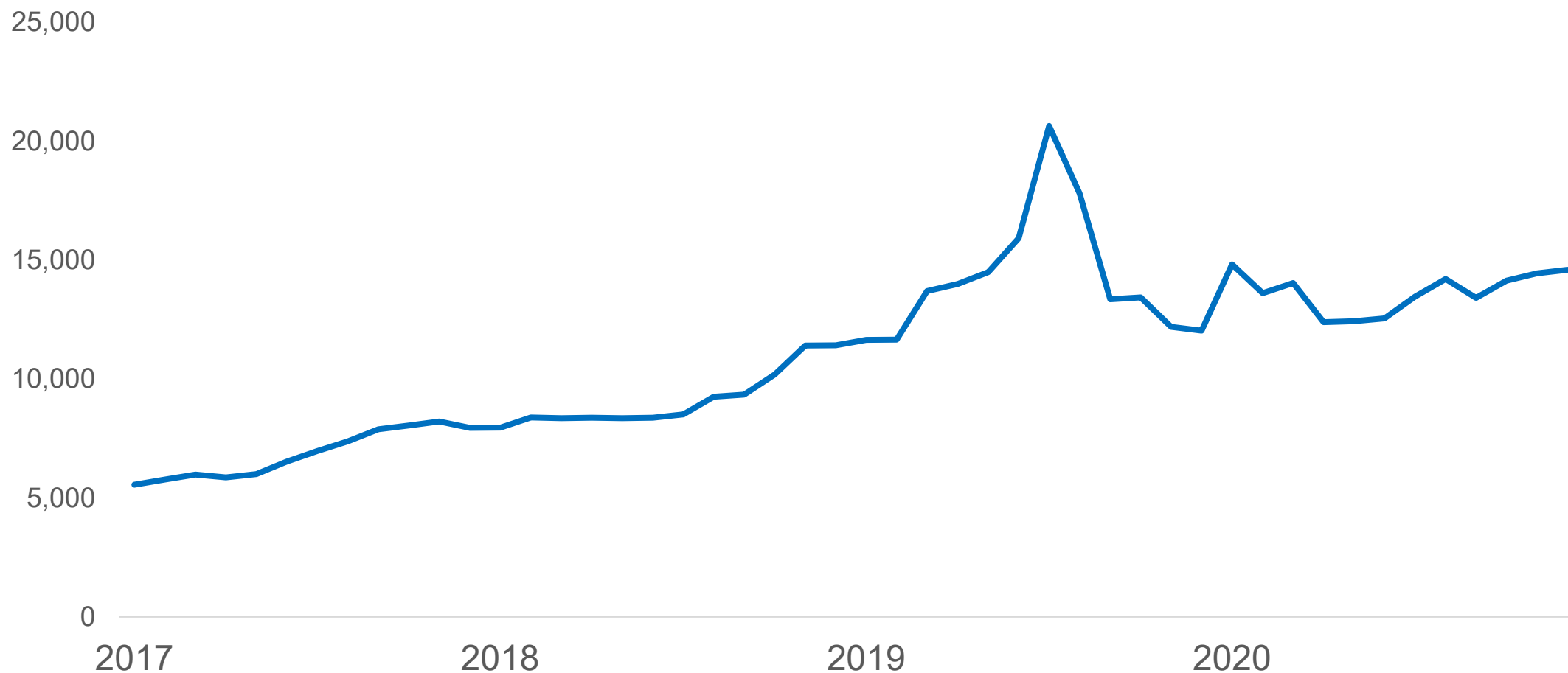
34

*Median duration for a job
posting*

The typical data scientist position is posting for 34 days before being filled, exceeding the average of 31 days for all positions. This demonstrates that employers find it more challenging to fill data scientist roles than other positions.

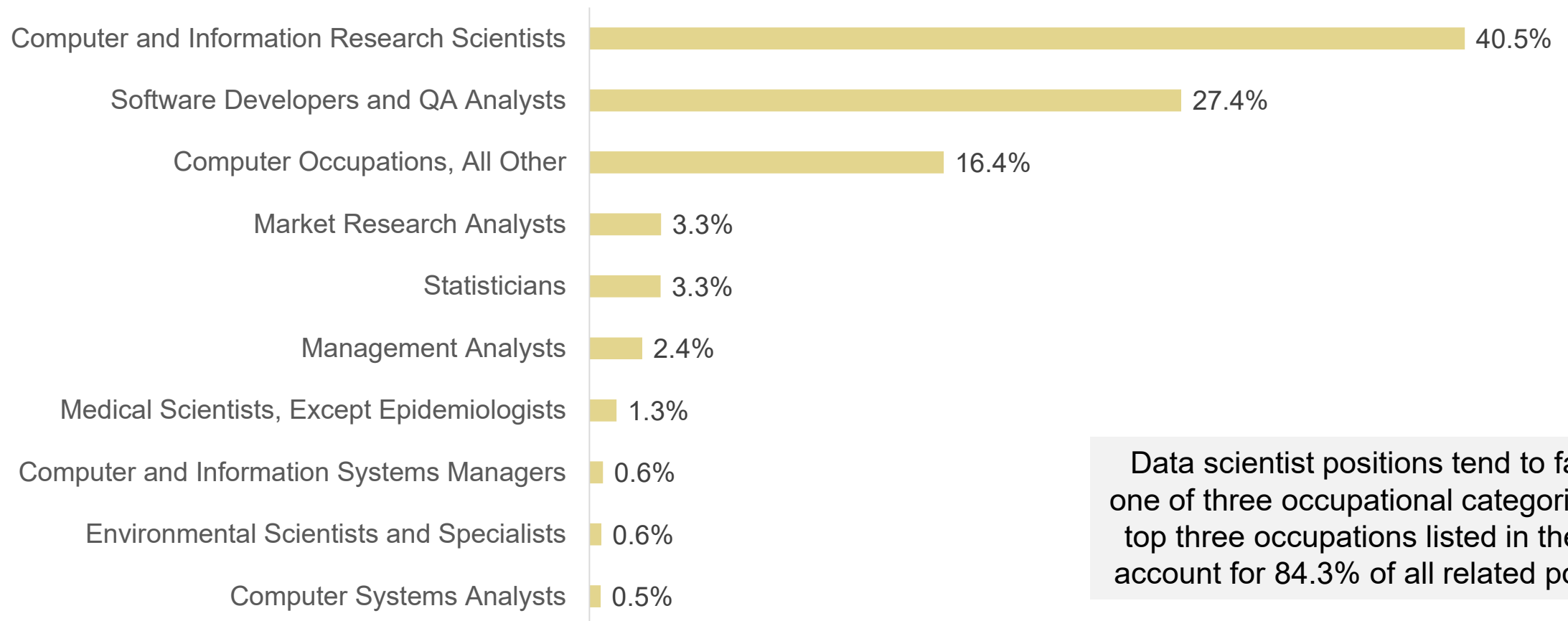
Job postings for data scientists have risen steadily in recent years

Unique Job Postings for Data Scientists (Jan. 2017 – Dec. 2020)



Data science positions categorized into three top occupations

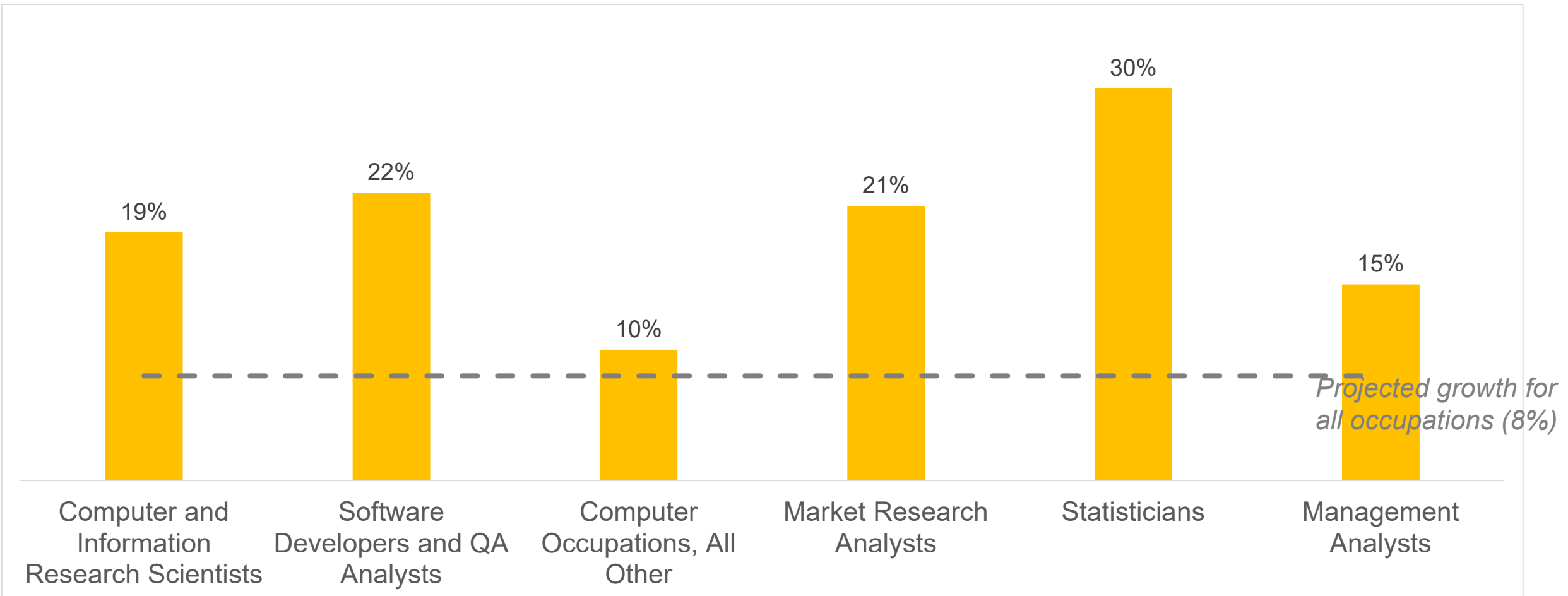
Occupation Categories for Data Scientist Positions



Data scientist positions tend to fall into one of three occupational categories. The top three occupations listed in the chart account for 84.3% of all related postings.

Data science occupations projected to grow in the 2020s, especially statisticians

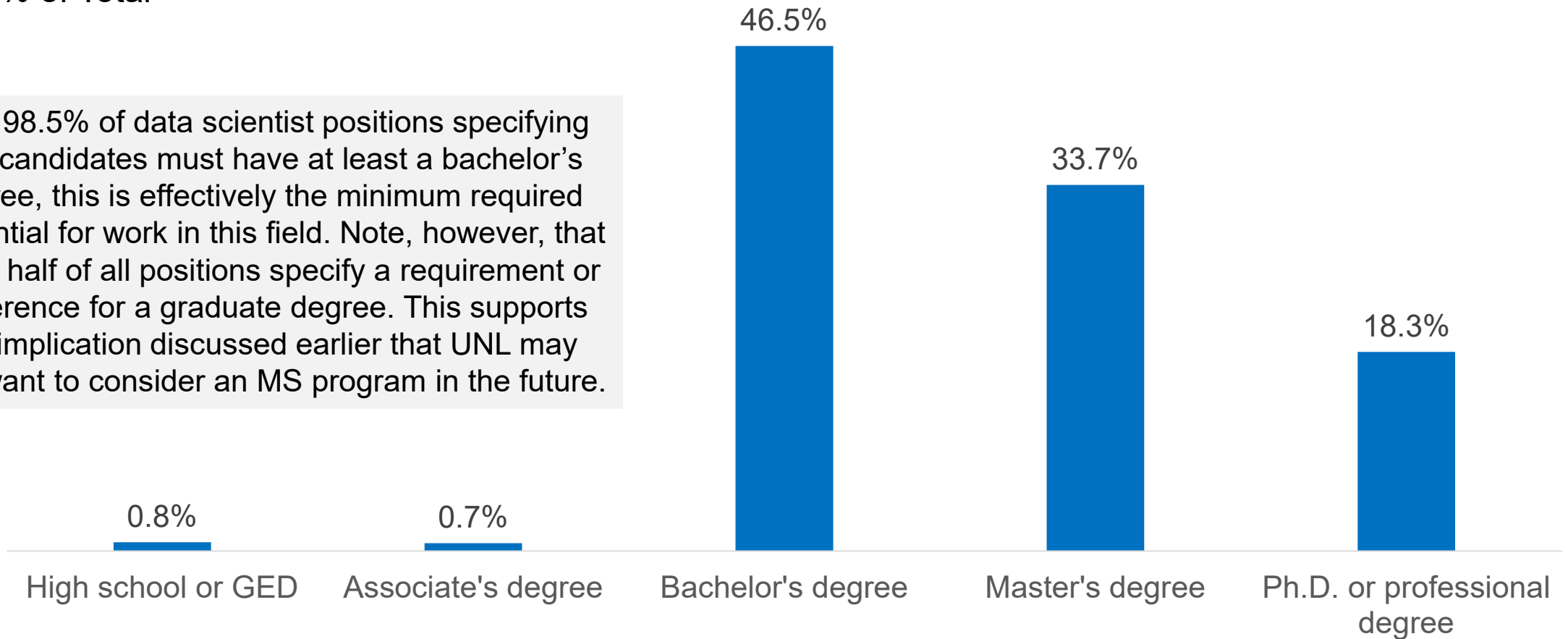
Projected Growth in Employment for Top Occupations for Data Scientists, 2019-2029



BS is the minimum required credential; some preference for MS or higher

Education Level Specified in Job Posting % of Total

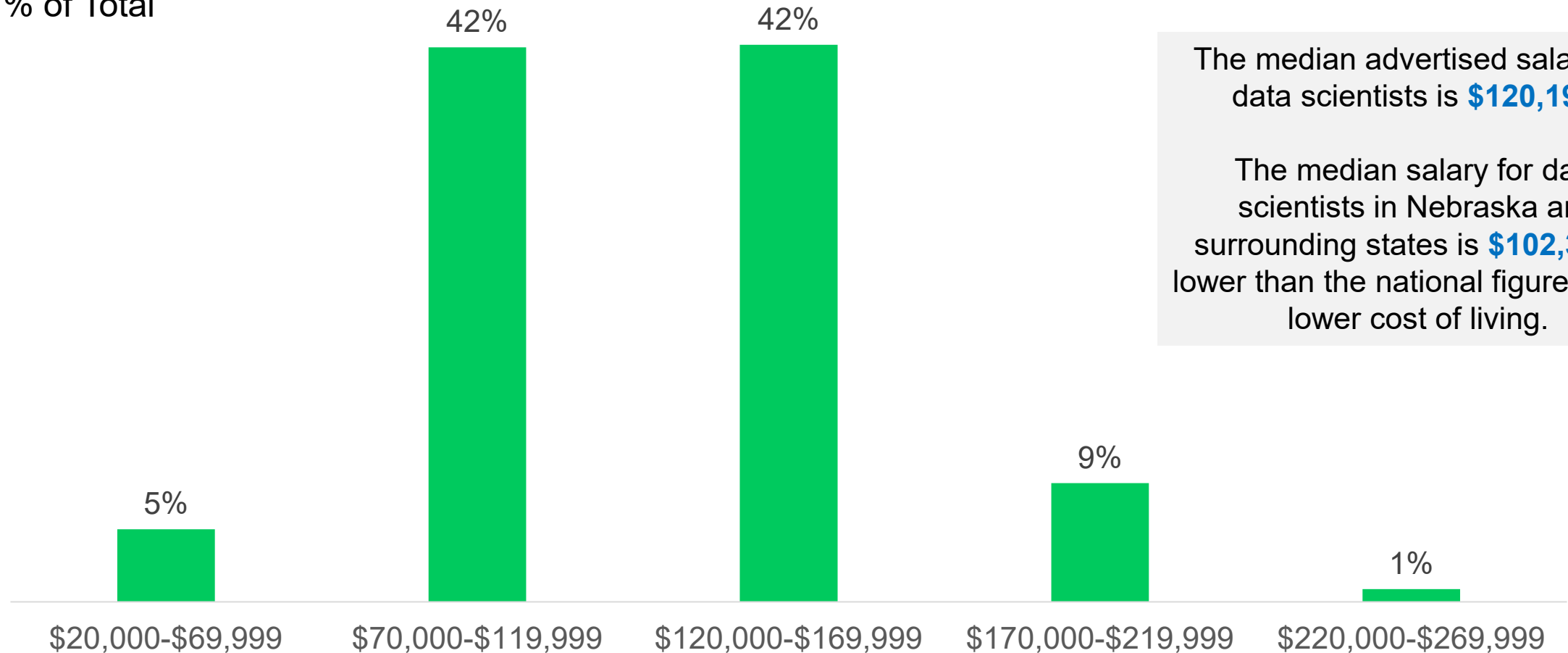
With 98.5% of data scientist positions specifying that candidates must have at least a bachelor's degree, this is effectively the minimum required credential for work in this field. Note, however, that about half of all positions specify a requirement or preference for a graduate degree. This supports the implication discussed earlier that UNL may also want to consider an MS program in the future.



Data scientists command high salaries

Advertised Salary for Data Scientist Positions

% of Total

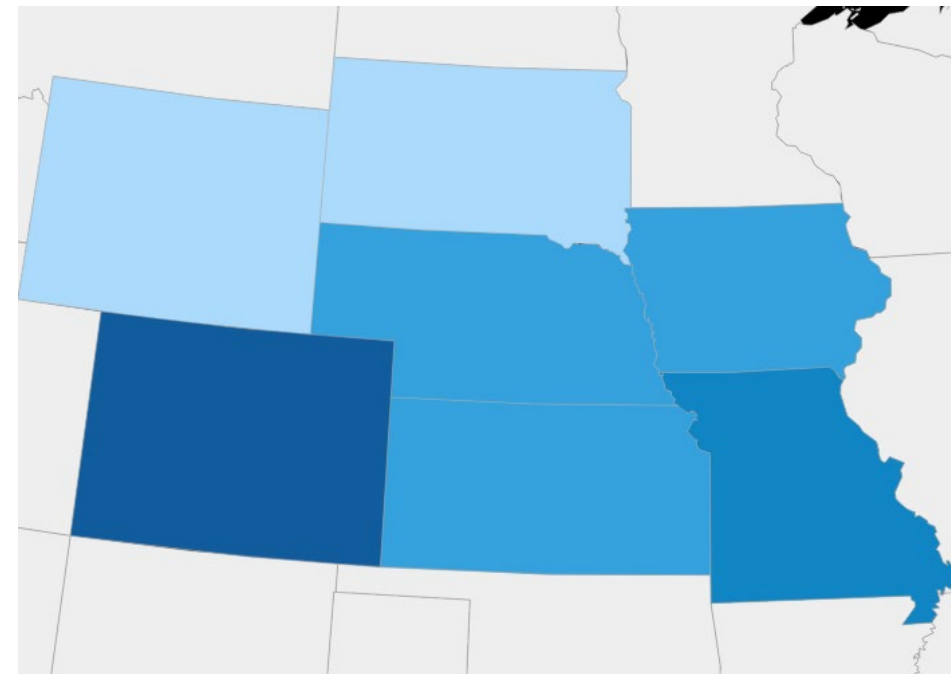


The median advertised salary for data scientists is **\$120,192**.

The median salary for data scientists in Nebraska and surrounding states is **\$102,300** – lower than the national figure due to lower cost of living.

Greater Denver area is the top destination for data scientists in the region

- Top cities in Nebraska and surrounding states for data scientists (unique postings in the past four years):
 - Denver, CO (1,519)
 - St. Louis, MO (1,277)
 - Kansas City, MO (600)
 - Omaha, NE (513)
 - Des Moines, IA (309)
 - Englewood, CO (308)
 - Boulder, CO (297)
 - Colorado Springs, CO (288)
 - Aurora, CO (214)
 - Chesterfield, MO (200)



Top employers represent a range of industries and data science focuses

- Top 15 employers nationally:

- Oracle
- Amazon
- Booz Allen Hamilton
- IBM
- Applied Materials
- Anthem
- Bayer
- National Geospatial Intelligence Agency
- Apex Systems
- Capital One Financial
- Accenture
- Deloitte
- Microsoft
- Apple
- Humana

- Top 15 employers regionally:

- Oracle
- National Geospatial Intelligence Agency
- Bayer
- Applied Materials
- Booz Allen Hamilton
- Spectrum
- Monsanto
- IBM
- Cerner Corporation
- Comcast
- Anthem
- Computer Task Group
- Accenture
- Amazon
- KPMG

ORACLE



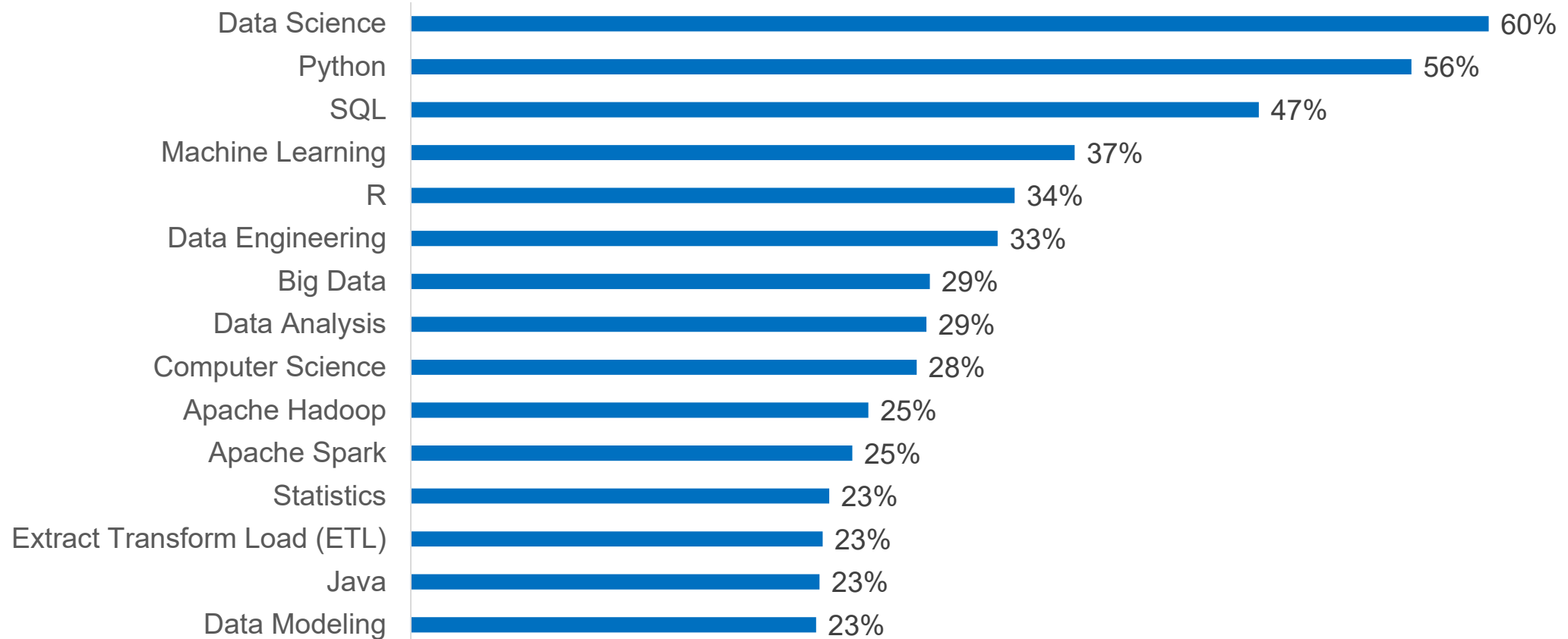
Anthem 


accenture

Employers expect domain knowledge and skills in programming languages

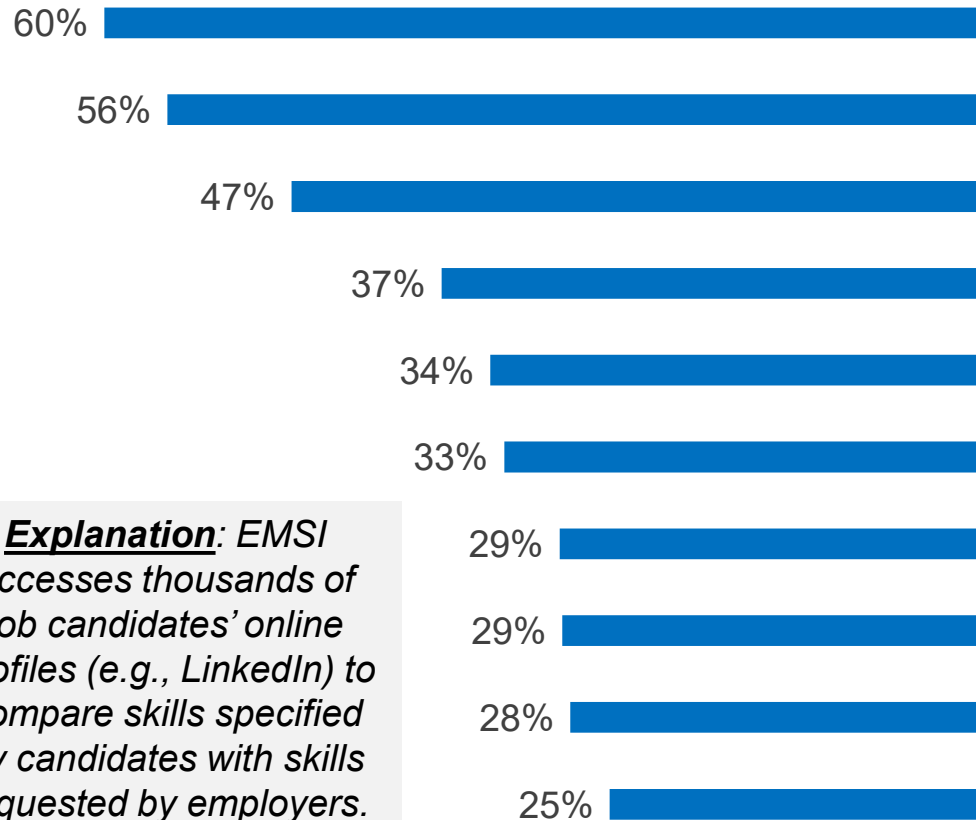
Top Technical Skills Required for Data Scientist Positions

% of Related Job Postings Specifying the Skill

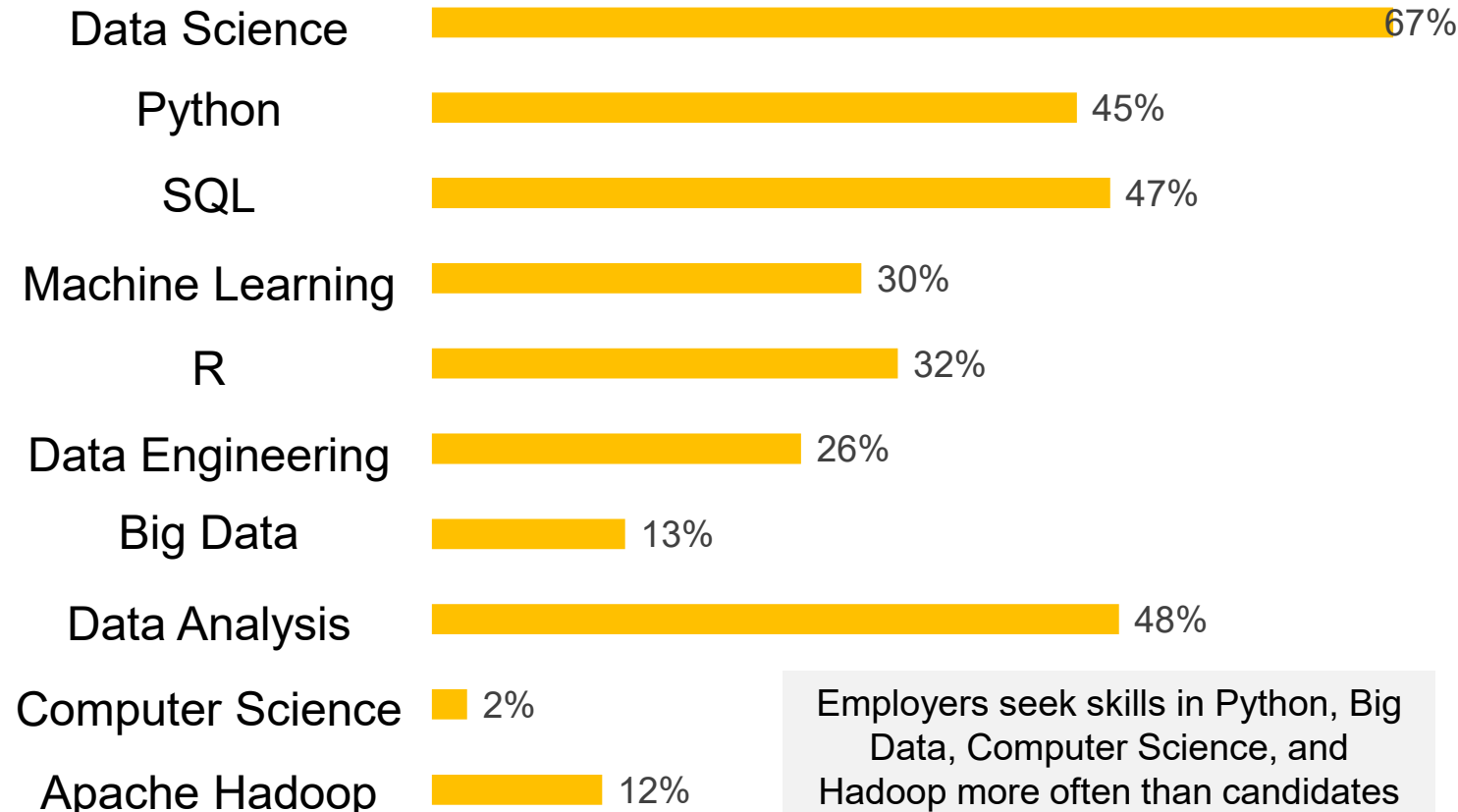


Some candidates lack skills requested by employers (see explanation below)

Requested in Job Posting



Specified in Candidates' Profiles



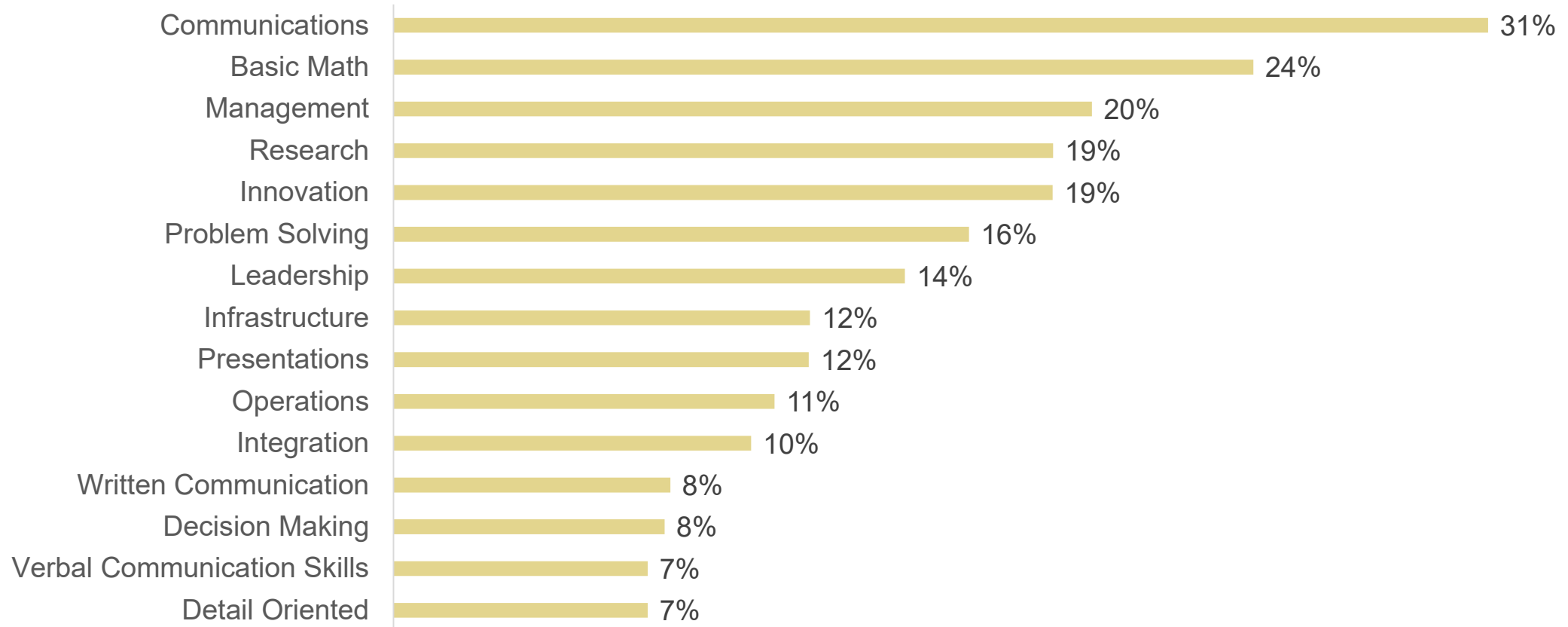
Explanation: EMSI accesses thousands of job candidates' online profiles (e.g., LinkedIn) to compare skills specified by candidates with skills requested by employers.

Employers seek skills in Python, Big Data, Computer Science, and Hadoop more often than candidates report skills in these areas.

Employers also expect non-technical skills like communication and management

Top Common Skills Required for Data Scientist Positions

% of Related Job Postings Specifying the Skill



Summary: The Labor Market Needs Data Scientists

- Job postings for data scientists have increased in recent years as demand has grown.
- This demand has driven up salaries to the point that median earnings for an associate-level data scientist come to \$120,000+.
- Data scientists are employed in a variety of industries for a variety of purposes (healthcare, finance, operations, software, etc.).
- Data scientists need a variety of technical and non-technical skills, especially in domain knowledge of data science and machine learning as well as top programming languages.
- *Graduates of a UNL program in Data Science would have employment options, both regionally and nationally and would earn strong starting salaries.*

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TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
UNL Bachelor of Arts/Bachelor of Science in Data Science

	(FY2023-24) Year 1		(FY2024-25) Year 2		(FY2025-26) Year 3		(FY2026-27) Year 4		(FY2027-28) Year 5		Total
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	Cost
Faculty ¹					1.00	\$130,000	1.00	\$262,600	3.00	\$527,852	\$920,452
Director Stipend & Course Buyout ²		\$14,000		\$14,000		\$14,000		\$14,000		\$14,000	\$70,000
Graduate Assistants ³			3.0	\$99,477	6.0	\$202,933	6.00	\$206,992	6.00	\$211,132	\$720,533
Support Staff											
Benefits											
Subtotal	0.00	\$14,000	3.00	\$113,477	7.00	\$346,933	7.00	\$483,592	9.00	\$752,984	\$1,710,985
Operating											
General Operating ⁴		\$2,500		\$5,000		\$7,500		\$10,000		\$12,500	\$37,500
Equipment											
Library/Information Resources											
Subtotal		\$2,500		\$5,000		\$7,500		\$10,000		\$12,500	\$37,500
Total Expenses		\$16,500		\$118,477		\$354,433		\$493,592		\$765,484	\$1,748,485

¹ Instructional salaries (1.0 FTE) requested in Years 2 and 3 are estimated at a salary of \$100,000 plus 30% fringe benefits. A 2% annual growth rate is assumed for salaries and benefits.

² Funds to cover the administrative stipend and course buy-out for the director, estimated at \$14,000 annually.

³ Graduate Teaching Assistants (GTAs) in years 2 and 3 are estimated at an assistantship of \$21,000 plus tuition remission for 18 resident credit hours and health insurance (<https://research.unl.edu/sponsoredprograms/fringe-benefit-rates/>). A 2% annual growth rate is assumed for salaries and benefits.

⁴ General operating consists of an incremental \$2,500 each year to cover recruitment and experiential learning expenses.

	<u>FY 24</u>	<u>FY 25</u>	<u>FY 26</u>	<u>FY 27</u>
Graduate Assistantship	\$21,000	\$21,420	\$21,848	\$22,285
Benefits	\$12,159	\$12,402	\$12,650	\$12,903
Total	\$33,159	\$33,822	\$34,499	\$35,189

TABLE 2: PROJECTED REVENUES - NEW INSTRUCTIONAL PROGRAM
UNL Bachelor of Arts/Bachelor of Science in Data Science

	(FY2023-24) Year 1	(FY2024-25) Year 2	(FY2025-26) Year 3	(FY2026-27) Year 4	(FY2027-28) Year 5	Total
Reallocation of Existing Funds						
Required New Public Funds						
1. State Funds						
2. Local Tax Funds (community colleges)						
Tuition and Fees ¹	\$244,476	\$733,428	\$1,222,380	\$1,711,332	\$1,955,808	\$5,867,424
Other Funding ²	\$13,356	\$40,068	\$66,780	\$93,492	\$106,848	\$320,544
Total Revenue	\$257,832	\$773,496	\$1,289,160	\$1,804,824	\$2,062,656	\$6,187,968

¹ Tuition only. Gross base tuition projected based on projected enrollment. See table below.

² Differential tuition projected based on projected enrollment in courses that include Differential Tuition. See table below.

Base Tuition

	(FY23) Year 1		(FY24) Year 2		(FY25) Year 3		(FY26) Year 4		(FY27) Year 5	
Student Type	R	NR	R	NR	R	NR	R	NR	R	NR
Est. Tuition per student	\$7,770	\$24,900	\$7,770	\$24,900	\$7,770	\$24,900	\$7,770	\$24,900	\$7,770	\$24,900
Est. New Enrollment in Major	20		60		100		140		160	
Est. New Enrollment - Student Type	15	5	44	16	74	26	104	36	118	42
Est. New Tuition & Fees	\$114,996	\$129,480	\$344,988	\$388,440	\$574,980	\$647,400	\$804,972	\$906,360	\$919,968	\$1,035,840
Est. New Tuition & Fees	\$244,476		\$733,428		\$1,222,380		\$1,711,332		\$1,955,808	
Est. New Total Tuition & Fees	\$5,867,424									

Differential Tuition

	(FY23) Year 1		(FY24) Year 2		(FY25) Year 3		(FY26) Year 4		(FY27) Year 5	
Student Type	R	NR	R	NR	R	NR	R	NR	R	NR
CoE Diff. Tuition Rate (per CH)	\$ 112	\$ 252	\$ 112	\$ 252	\$ 112	\$ 252	\$ 112	\$ 252	\$ 112	\$ 252
% CoE courses - non-CoE Track	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
% CoE courses - CoE Track	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
Est. % non-CoE Track Students	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
Est. % CoE Track Students	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%
SCH per Student per Year	30	30	30	30	30	30	30	30	30	30
Average Diff. Tuition per Student	\$ 504	\$ 1,134	\$ 504	\$ 1,134	\$ 504	\$ 1,134	\$ 504	\$ 1,134	\$ 504	\$ 1,134
Enrollment	15	5	44	16	74	26	104	36	118	42
Estimated New Differential Tuition	\$ 7,459	\$ 5,897	\$ 22,378	\$ 17,690	\$ 37,296	\$ 29,484	\$ 52,214	\$ 41,278	\$ 59,674	\$ 47,174
Estimated New Differential Tuition	\$13,356		\$40,068		\$66,780		\$93,492		\$106,848	

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

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Fund B, University Program and Facilities Fee (UPFF):
2022-23 Allocation for the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
2022-23 Allocation for the University of Nebraska at Kearney (UNK).

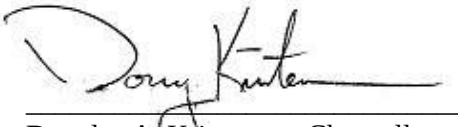
UPFF Fund B Category	Approved Allocation <u>2021-22</u>	Recommended Allocation <u>2022-2023</u>	
Health Services	\$825,000	\$930,000	
Student Events	750,000	765,000	
Facilities	603,000	650,000	
Union	334,000	340,000	
Wellness Center	443,000	460,000	
TOTAL	<u>\$2,955,000</u>	<u>\$3,145,000</u>	
Cost/FT Student Per Semester	\$428	\$438	<u>Increase</u> \$10.00

PREVIOUS ACTION: June 25, 2021 – The Board of Regents approved the 2021-22 Fund B allocation.

EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in §5.9 of *the Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents' policy. The proposed allocations are based on the UPFF fees to be collected in 2022-23.

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

SPONSOR: Jon C. Watts
Vice Chancellor for Business & Finance

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

DATE: May 19, 2022

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

MEETING DATE: June 23, 2022

SUBJECT: Fund B, University Program and Facilities Fee (UPFF):
2022-23 Allocation for the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
2022-23 Allocation for the University of Nebraska-Lincoln (UNL)

UPFF Fund B <u>Category</u>	Approved Allocation <u>2021-22</u>	Recommended Allocation <u>2022-2023</u>	
Existing Debt Service	\$4,245,625	\$4,245,625	
Campus Recreation	9,392,611	9,392,611	
Nebraska Unions	5,178,543	5,178,543	
Transit Services	1,164,107	1,164,107	
Univ. Health Center	4,989,658	4,989,658	
Counseling and Psychological Services	2,170,819	2,295,819	
TOTAL	<u>\$27,141,363</u>	<u>\$27,266,363</u>	
Cost/Student//Semester:			<u>Increase</u>
6 CH or less:	\$492.56	\$507.70	\$15.14
7 CH or more:	\$604.06	\$619.20	\$15.14

PREVIOUS ACTION: June 25, 2021 – The Board of Regents approved the 2021-22 Fund B allocation

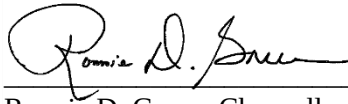
EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in §5.9 of *the Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents' policy. The proposed allocations are based on the UPFF fees to be collected in 2022-23.

The fee increase is the result of an expansion of counseling and psychological services to align the counselor-to-student ratio with national best practices.

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

SPONSOR: Mary LaGrange
Interim Vice Chancellor for Business & Finance

RECOMMENDED:

A handwritten signature in black ink, appearing to read "Ronnie D. Green", written over a horizontal line.

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-B-3
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Fund B, University Program and Facilities Fees (UPFF)
2022-2023 Allocation for the University of Nebraska Medical Center

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
2022-2023 Allocation for the University of Nebraska Medical Center

UPFF Fund B	Approved	Recommended
<u>Category</u>	<u>2021-22</u>	<u>2022-23</u>
Student Health Svcs	\$404,010	\$404,010
Supplemental		
Counseling	38,400	38,400
Campus Recreation	<u>223,125</u>	<u>223,125</u>
TOTAL	<u>\$665,535</u>	<u>\$665,535</u>

Cost/Student/Semester			<u>Increase</u>
Full-time:	\$162.25	\$162.25	\$0
Part-time:	\$112.50	\$112.50	\$0

PREVIOUS ACTION: June 25, 2021 – The Board of Regents approved the 2021-22 Fund B allocation.

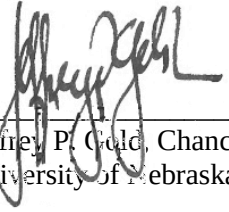
EXPLANATION: The 2022-2023 recommended allocation for UPFF Fund B is the same as the 2021-2022 allocation.

General policies governing the administration of University Program and Facilities Fees are set forth in § 5.9 of the *Board of Regents' Policies of the University of Nebraska*. This recommended allocation was reviewed by appropriate student representatives and administrative personnel as directed by Board of Regents policy. The proposed allocation is based on 2021-22 student enrollment. Actual revenues will be higher if enrollment increases and/or more students participate. The recommendation, if approved, will maintain the Fund B Campus Recreation Facility Fee at \$62.50/semester and maintain the Fund B Student Health Services/Supplemental Counseling Fee at \$99.75/semester.

The Business and Finance Committee has reviewed this proposal.

SPONSOR: Susan Kraft Mann
Interim Vice Chancellor for Business, Finance, and Business Development

RECOMMENDED:



Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-B-4
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Fund B, University Program and Facilities Fees (UPFF)
2022-23 Allocation for the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF)
2022-23 Allocation for the University of Nebraska at Omaha

UPFF Fund B <u>Category</u>	Approved Allocation <u>2021-22</u>	Recommended Allocation <u>2022-23</u>
Campus Recreation	\$1,624,404	\$1,669,475
Student Activities	\$786,596	\$798,579
Milo Bail Student Center	\$838,467	\$851,192
Milo Bail Student Center Bond Issue	\$999,428	\$999,428
H&K Addition/Renovation Bond Issue	\$3,050,690	\$3,050,690
Athletics	\$1,800,967	\$1,800,967
Health Services	\$1,300,336	\$1,478,656
Facilities	\$653,521	\$653,521
Transit Services	<u>\$1,767,983</u>	<u>\$1,767,983</u>
TOTAL	<u>\$12,822,392</u>	<u>\$13,070,491</u>

Cost/FT Student			<u>Increase</u>
Per Semester	\$487.82	\$500.00	\$12.18

PREVIOUS ACTION: June 25, 2021 – The Board of Regents approved the Fund B, University Program and Facilities Fees (UPFF) 2021-22 Allocation

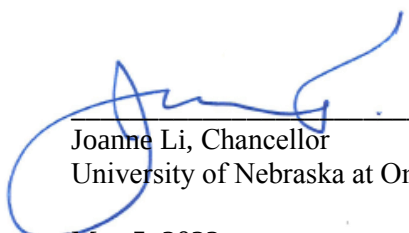
EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in § 5.9 of the *Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents policy. This request supports hiring two additional licensed mental health practitioners and a 3% salary increase with associated benefits. The proposed allocations are based on UPFF fees to be collected in 2022-23.

The Business and Finance Committee has reviewed this item.

SPONSOR:

Carol A. Kirchner
Vice Chancellor for Business and Finance

RECOMMENDED:



Joanne Li, Chancellor
University of Nebraska at Omaha

DATE:

May 5, 2022

TO: The Board of Regents Addendum XI-B-5
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: FY 2022-23 Operating Budget

RECOMMENDED ACTION: Approve the University of Nebraska's FY 2022-23 Operating Budget. Reappropriate with the State of Nebraska's Department of Administrative Services any unexpended balances existing on June 30, 2022 that are committed to be spent in FY 2022-23.

PREVIOUS ACTION: February 12, 2021 – The Board of Regents approved amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Kearney Education Association (UNKEA) for the 2021-2023 biennium.

February 12, 2021 – The Board of Regents approved amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Omaha American Association of University Professors (UNO/AAUP) for the 2021-2023 biennium.

August 14, 2020 – The Board of Regents approved the FY 2021-22 and FY 2022-23 University of Nebraska Biennial Operating Budget request guidelines.

EXPLANATION: COVID-19 has created fiscal challenges, enrollment unpredictability and other uncertainties for colleges and universities around the country. The University of Nebraska's proposed 2022-23 operating budget represents the third year of a three-year plan created two years ago to address these challenges but also position the university to emerge in a position of strength for future growth and success.

The proposed budget prioritizes affordability and access for Nebraska students, keeps spending flat on basic operations, and creates long-term opportunities to invest in campus and system-wide priorities like student success, faculty salaries, and facility maintenance.

Key elements of the budget plan include:

- A two-year, across-the-board tuition freeze in the 2021-2022 and 2022-23 academic years. The state's 2.0% increase in state funding was critical in supporting the University's affordability and access goals.
- Increasing the Nebraska Promise financial aid program which will now cover full tuition costs for Nebraska students with family incomes of \$65,000 or less. This program, which covers tuition for low- and middle-income students, creates opportunities for

Nebraska's young people and helps build a pipeline of talented future workers for the state.

- A 3% merit salary pool for non-unionized faculty and staff for 2022-23. We know that providing competitive compensation is a key strategy for recruiting and retaining talent.
- \$48 million in permanent state-aided spending cuts across the system, the result of increased expenses brought on by COVID-19, inflationary pressures, and supply chain challenges. The FY 2022-23 reflects year three of the budget cut implementation, or approximately \$31 million.
- Key investment in strategic priorities such as faculty salary competitiveness. The FY 2021-22 budget included \$6 million to enhance salaries at both UNL and UNMC to get faculty salaries closer to their peer averages. The budget model for FY 2022-23 invests an additional \$6 million in UNL and UNMC faculty salaries.

Expenditures, including compensation, are estimated and subject to the availability of state funds appropriated to the Board of Regents.

SPONSORS:

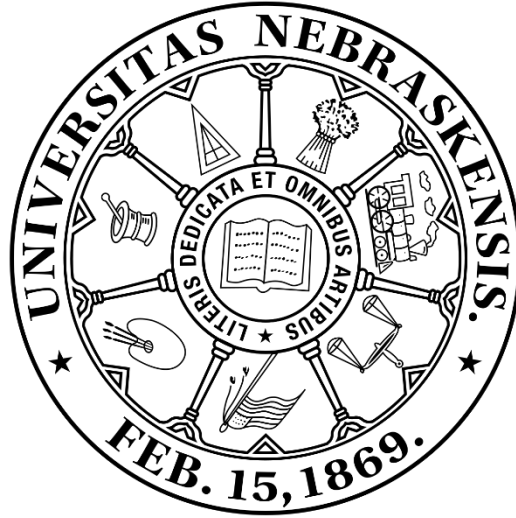
Chris J. Kabourek
Senior Vice President | CFO

RECOMMENDED:


Walter E. Carter, President
University of Nebraska

DATE:

May 19, 2022



University of Nebraska 2022-2023 Operating Budget

**Proposal to the Board of Regents
June 23, 2022**

Operating Budget

The operating budget has two components. The first is the state-aided budget which includes the University's general operations supported by state tax appropriations and student tuition. The second component is comprised of the University's outside generated revenues - designated and restricted budgets which includes the operations for self-supporting auxiliary entities of which many are restricted by bond covenants, restricted federal research grants, restricted federal financial aid, and restricted private funds. No capital construction budgets are included in this document.

University of Nebraska (Excluding NCTA)
General Operating Budget
(Also Known As the 'State-aided' Budget)
FY 2022-23

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2021-22	FY 2022-23			
	Budget	Proposed Budget	Change Amount	Percent	
ESTIMATED FUNDING					(a)
State Appropriations	\$ 628,412,933	\$ 646,140,393	\$ 17,727,460	2.8%	(b)
Tuition (less University Remissions)					
Resident	222,626,254	222,631,210	4,956	0.0%	(c)
Nonresident & International	147,176,890	142,136,205	(5,040,685)	-3.4%	(c)
Tuition subtotals	369,803,144	364,767,415	(5,035,729)	-1.4%	(c)
Investment Income, other cash funds	19,338,700	19,521,491	182,791	0.9%	
Total Revenues	1,017,554,777	1,030,429,299	12,874,522	1.3%	
EXPENDITURES:					(d)
Core Operations					
Faculty Salaries	383,712,707	394,100,862	10,388,155	2.7%	(e)
Nonfaculty Salaries	267,262,126	275,365,588	8,103,462	3.0%	(e)
Benefits	82,246,805	84,928,090	2,681,285	3.3%	
Health Insurance	81,994,748	86,914,434	4,919,686	6.0%	(f)
Total Compensation	815,216,386	841,308,974	26,092,588	3.2%	
Utilities	47,232,113	48,412,915	1,180,802	2.5%	
All Other	143,260,939	146,842,463	3,581,524	2.5%	
Budget Cuts	(17,154,661)	(48,524,053)	(31,369,392)	-3.1%	(g)
Core Operations	988,554,777	988,040,299	(514,478)	-0.1%	
University Priorities:					(h)
UNL & UNMC Faculty Competitiveness	6,000,000	12,000,000	6,000,000		
Nebraska Promise	18,000,000	19,289,000	1,289,000		(i)
IT/Cybersecurity	1,000,000	2,000,000	1,000,000		
Legislative Designations:					
Career Scholarships	4,000,000	6,000,000	2,000,000		
Behavior Health (UNMC BHECN)	-	2,600,000	2,600,000		
Rural Health Complex in Kearney	-	500,000	500,000		
Total Expenses	1,017,554,777	1,030,429,299	12,874,522	1.3%	
NET ACTIVITY	\$ -	\$ -	\$ -		

Notes:

- (a) An estimated \$120 million of one-time carry forward funds (encumbrances and other one-time commitments) are not reflected above. Reinstatement of allotment (spending) authority for these funds will be submitted to the State of Nebraska Department of Administrative Services (DAS). Capital construction budgets are not shown.
- (b) Includes a 2.0% increase for core operations and legislative designations for career scholarships, Behavior Health (UNMC BHECN) and operating funds for the Rural Health Complex in Kearney
- (c) The tuition budget includes no tuition rate increases. Resident enrollment conservative budgeted to be flat. A rather significant decline in international students has been factored into the budget.
- (d) Expenditure line items are estimated. Final budget figures may vary from figures noted above. All expenses are subject to availability of state funds appropriated to the Board of Regents.
- (e) A 4.5% merit salary pool was provided for all employees over three years. That includes a 0% in 2020-21, 1.5% in 2021-22 and 3.0% in 2022-23. UNO and UNK faculty increases will be governed by collective bargaining contracts which also includes a 4.5% increase over the three years.
- (f) Assumes a 9% increase in premiums in calendar year 2023. Overall budget increase of 6% is based on a fiscal year period, including six months (July-Aug 2022) of current premium increases at 3% and six months (Jan-June 2021) at 5.7%.
- (g) \$48 million of spending cuts have been made over the past three years to allow for the tuition freeze and to keep the budget structurally balanced
- (h) University priorities reflects anticipated investments in strategic planning initiatives such as faculty compensation competitiveness, Nebraska Promise, and IT/cybersecurity.
- (i) Nebraska Promise increase reflects expanding eligibility for fall 2022 to those with Adjusted Gross Income (AGI) of \$65,000 or below.

University of Nebraska (Excluding NCTA)
Total Budget - All Funds
FY 2022-23

	FY 2021-22 Budget	FY 2022-23 Estimated Budget	Change	
			Amount	Percent
General Fund Budget (state/tuition)	\$ 1,017,554,777	\$ 1,030,429,299	\$ 12,874,522	1.3%
Outside Revenues:				
Designated Cash Funds	95,400,000	102,760,000	7,360,000	7.7% (a)
Revolving/Auxiliary Funds	702,000,000	807,240,000	105,240,000	15.0% (b)
Restricted Federal Funds	541,000,000	626,320,000	85,320,000	15.8% (c)
Restricted Trust Funds	479,000,000	504,290,000	25,290,000	5.3% (d)
Subtotals	1,817,400,000	2,040,610,000	223,210,000	12.3%
TOTALS	\$ 2,834,954,777	\$ 3,071,039,299		

(a) Primarily clinical revenues (i.e. Dentistry, Munroe-Meyer Institute, etc.) and F&A recovery on research grants. These funds are primarily designated to go back to the generating campus/department.

(b) Represents the budgets for the self-supporting units at the University (student housing, dining, Husker Athletics, etc.). The 15% increase is not a spending increase, but a revenue increase driven primarily by a reorganization that will be moving most of the NUCORP utility financial activities to the UNL campus.

(c) Represents an increase in federal grant activity and ARPA funds

(d) Represents an increase in privately funded activities (grants and contracts, Foundation support, etc.)

Tuition Rates

University of Nebraska - Lincoln

Student Category	Per Tuition Unit	2020-21 Rate	2021-22 Rate	2022-23 Rate	Change
Undergraduate					
Resident	Sem. Credit Hr.	\$259.00	\$259.00	\$259.00	\$0.00
Nonresident	Sem. Credit Hr.	\$830.00	\$830.00	\$830.00	\$0.00
Graduate					
Resident	Sem. Credit Hr.	\$341.00	\$341.00	\$341.00	\$0.00
Nonresident	Sem. Credit Hr.	\$996.00	\$996.00	\$996.00	\$0.00
College of Architecture Undergraduate					
Resident	Sem. Credit Hr.	\$349.00	\$349.00	\$349.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,061.00	\$1,061.00	\$1,061.00	\$0.00
College of Architecture Graduate					
Resident	Sem. Credit Hr.	\$452.00	\$452.00	\$452.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,267.00	\$1,267.00	\$1,267.00	\$0.00
College of Business Administration Undergraduate					
Resident	Sem. Credit Hr.	\$321.00	\$321.00	\$321.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,028.00	\$1,028.00	\$1,028.00	\$0.00
College of Business Administration Graduate					
Resident	Sem. Credit Hr.	\$422.00	\$422.00	\$422.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,232.00	\$1,232.00	\$1,232.00	\$0.00
College of Engineering Undergraduate					
Resident	Sem. Credit Hr.	\$371.00	\$371.00	\$371.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,082.00	\$1,082.00	\$1,082.00	\$0.00
College of Engineering Graduate					
Resident	Sem. Credit Hr.	\$472.00	\$472.00	\$472.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,285.00	\$1,285.00	\$1,285.00	\$0.00
Law					
Resident	Sem. Credit Hr.	\$406.00	\$406.00	\$406.00	\$0.00
Nonresident	Sem. Credit Hr.	\$1,094.00	\$1,094.00	\$1,094.00	\$0.00

University of Nebraska at Omaha

Student Category	Per Tuition Unit	2020-21 Rate	2021-22 Rate	2022-23 Rate	Change
Undergraduate					
Resident	Sem. Credit Hr.	\$235.00	\$235.00	\$235.00	\$0.00
Nonresident	Sem. Credit Hr.	\$738.00	\$738.00	\$738.00	\$0.00
Graduate					
Resident	Sem. Credit Hr.	\$341.00	\$341.00	\$341.00	\$0.00
Nonresident	Sem. Credit Hr.	\$820.00	\$820.00	\$820.00	\$0.00
College of Business Administration Undergraduate					
Resident	Sem. Credit Hr.	\$305.00	\$305.00	\$305.00	\$0.00
Nonresident	Sem. Credit Hr.	\$842.00	\$842.00	\$842.00	\$0.00
College of Business Administration Graduate					
Resident	Sem. Credit Hr.	\$393.00	\$393.00	\$393.00	\$0.00
Nonresident	Sem. Credit Hr.	\$968.00	\$968.00	\$968.00	\$0.00
College of Information Science & Technology Undergraduate					
Resident	Sem. Credit Hr.	\$283.00	\$283.00	\$283.00	\$0.00
Nonresident	Sem. Credit Hr.	\$884.00	\$884.00	\$884.00	\$0.00
College of Information Science & Technology Graduate					
Resident	Sem. Credit Hr.	\$356.00	\$356.00	\$356.00	\$0.00
Nonresident	Sem. Credit Hr.	\$994.00	\$994.00	\$994.00	\$0.00

University of Nebraska at Kearney

Student Category	Per Tuition Unit	2020-21 Rate	2021-22 Rate	2022-23 Rate	Change
Undergraduate					
Resident	Sem. Credit Hr.	\$209.00	\$209.00	\$209.00	\$0.00
Nonresident	Sem. Credit Hr.	\$455.00	\$455.00	\$455.00	\$0.00
Graduate					
Resident	Sem. Credit Hr.	\$259.00	\$259.00	\$259.00	\$0.00
Nonresident	Sem. Credit Hr.	\$569.00	\$569.00	\$569.00	\$0.00

University of Nebraska Medical Center

Student Category	Per Tuition Unit	Programs Starting in 2021/2022	Programs Starting in 2022/2023	\$ Change
Undergraduate				
Resident	Per Credit Hour	\$259	\$259	\$0
NonResident	Per Credit Hour	\$815	\$815	\$0
Graduate				
Resident	Per Credit Hour	\$341	\$341	\$0
NonResident	Per Credit Hour	\$977	\$977	\$0
Allied Health - Cardiovascular Interventional Technology (CVIT) (Semester)				
Resident	Flat Rate	\$4,398	\$4,398	\$0
NonResident	Flat Rate	\$4,398	\$4,398	\$0
Allied Health - Clinical Perfusion (CLPR) (Semester)				
Resident	Flat Rate	\$6,681	\$6,681	\$0
NonResident	Flat Rate	\$17,363	\$17,363	\$0
Allied Health - Clinical Perfusion (CLPR) (Summer)				
Resident	Flat Rate	\$2,968	\$2,968	\$0
NonResident	Flat Rate	\$7,717	\$7,717	\$0
Allied Health - Cytotechnology (CYTO) (Semester)				
Resident	Flat Rate	\$5,412	\$5,412	\$0
NonResident	Flat Rate	\$14,066	\$14,066	\$0
Allied Health - Cytotechnology (CYTO) (Summer)				
Resident	Flat Rate	\$1,203	\$1,203	\$0
NonResident	Flat Rate	\$3,125	\$3,125	\$0
Allied Health - Diagnostic Medical Sonography (SONCAH) (Semester)				
Resident	Flat Rate	\$4,656	\$4,656	\$0
NonResident	Flat Rate	\$4,656	\$4,656	\$0
Allied Health - Diagnostic Medical Sonography (SONCAH) (Summer)				
Resident	Flat Rate	\$1,035	\$1,035	\$0
NonResident	Flat Rate	\$1,035	\$1,035	\$0
Allied Health - Genetic Counseling (GCI) (Semester)				
Resident	Flat Rate	\$6,550	\$6,550	\$0
NonResident	Flat Rate	\$11,525	\$11,525	\$0
Allied Health - Genetic Counseling (GCI) (Summer)				
Resident	Flat Rate	\$2,911	\$2,911	\$0
NonResident	Flat Rate	\$5,122	\$5,122	\$0
Allied Health - Magnetic Resonance Imaging (MRICAH) (Semester)				
Resident	Flat Rate	\$4,139	\$4,139	\$0
NonResident	Flat Rate	\$4,139	\$4,139	\$0
Allied Health - Medical Laboratory Science (MLS) (Semester)				
Resident	Flat Rate	\$5,562	\$5,562	\$0
NonResident	Flat Rate	\$5,562	\$5,562	\$0
Allied Health - Medical Nutrition (MNED) (Semester)				
Resident	Flat Rate	\$5,312	\$5,312	\$0
NonResident	Flat Rate	\$8,187	\$8,187	\$0
Allied Health - Medical Nutrition (MNED) (Summer)				
Resident	Flat Rate	\$1,771	\$1,771	\$0
NonResident	Flat Rate	\$2,729	\$2,729	\$0
Allied Health - Occupational Therapy (OT) (Semester)				
Resident	Flat Rate	8,662	8,662	\$0
NonResident	Flat Rate	15,240	15,240	\$0
Allied Health - Occupational Therapy (OT) (Summer)				
Resident	Flat Rate	1,925	1,925	\$0
NonResident	Flat Rate	3,387	3,387	\$0
Allied Health - Physical Therapy (Semester)				
Resident	Flat Rate	\$8,086	\$8,086	\$0
NonResident	Flat Rate	\$14,227	\$14,227	\$0
Allied Health - Physical Therapy (Summer)				
Resident	Flat Rate	\$4,620	\$4,620	\$0
NonResident	Flat Rate	\$8,130	\$8,130	\$0
Allied Health - Physician Assistant (Semester)				
Resident	Flat Rate	\$8,322	\$8,322	\$0
NonResident	Flat Rate	\$21,627	\$21,627	\$0
Allied Health - Physician Assistant (Summer)				
Resident	Flat Rate	\$2,311	\$2,311	\$0
NonResident	Flat Rate	\$6,008	\$6,008	\$0

University of Nebraska Medical Center

Student Category	Per Tuition Unit	Programs Starting in 2021/2022	Programs Starting in 2022/2023	\$ Change
Allied Health - Radiation Therapy (RTHCAH) (Semester)				
Resident	Flat Rate	\$4,656	\$4,656	\$0
NonResident	Flat Rate	\$4,656	\$4,656	\$0
Allied Health - Radiation Therapy (RTHCAH) (Summer)				
Resident	Flat Rate	\$1,035	\$1,035	\$0
NonResident	Flat Rate	\$1,035	\$1,035	\$0
Allied Health - Radiography (RDX) (Semester)				
Resident	Flat Rate	\$5,478	\$5,478	\$0
NonResident	Flat Rate	\$5,478	\$5,478	\$0
Allied Health - Radiography (RDX) (Summer)				
Resident	Flat Rate	\$2,434	\$2,434	\$0
NonResident	Flat Rate	\$2,434	\$2,434	\$0
Dentistry - Dental Hygiene				
Resident	Per Credit Hour	\$292	\$292	\$0
NonResident	Per Credit Hour	\$815	\$815	\$0
Dentistry (Semester)				
Resident	Flat Rate	\$16,179	\$16,179	\$0
NonResident	Flat Rate	\$33,729	\$33,729	\$0
Dentistry (Summer) P3 & P2 & P1				
Resident	Flat Rate	\$8,090	\$8,090	\$0
NonResident	Flat Rate	\$16,863	\$16,863	\$0
Dentistry - ASP (Semester)				
NonResident	Flat Rate	\$35,415	\$35,415	\$0
Dentistry - ASP (Summer)				
NonResident	Flat Rate	\$17,707	\$17,707	\$0
Medicine (Semester)				
Resident	Flat Rate	\$17,681	\$17,681	\$0
NonResident	Flat Rate	\$24,000	\$24,000	\$0
Nursing Undergraduate (Semester)				
Resident	Per Credit Hour	\$378	\$378	\$0
NonResident	Per Credit Hour	\$1,017	\$1,017	\$0
Nursing Graduate/Professional Admitted Fall 2016 & Prior				
Resident	Per Credit Hour	\$526	\$526	\$0
NonResident	Per Credit Hour	\$1,098	\$1,098	\$0
Nursing Graduate/Professional Admitted Fall 2017				
Resident	Per Credit Hour	\$580	\$580	\$0
NonResident	Per Credit Hour	\$1,098	\$1,098	\$0
Nursing Graduate/Professional Admitted Fall 2018 & Forward				
Resident	Per Credit Hour	\$608	\$608	\$0
NonResident	Per Credit Hour	\$1,098	\$1,098	\$0
Pharmacy (Semester)				
Resident	Flat Rate	\$12,985	\$12,985	\$0
NonResident	Flat Rate	\$12,985	\$12,985	\$0
Public Health Doctoral Programs - Admitted Fall 2017 & Prior				
Resident	Per Credit Hour	\$341	\$341	\$0
NonResident	Per Credit Hour	\$977	\$977	\$0
Public Health Doctoral Programs - Admitted Fall 2018 & Forward				
Resident	Per Credit Hour	\$351	\$351	\$0
NonResident	Per Credit Hour	\$977	\$977	\$0
Public Health Professional Programs - Admitted Fall 2017 & Prior				
Resident	Per Credit Hour	\$447	\$447	\$0
NonResident	Per Credit Hour	\$1,120	\$1,120	\$0
Public Health Professional Programs - Admitted Fall 2018 & Forward				
Resident	Per Credit Hour	\$461	\$461	\$0
NonResident	Per Credit Hour	\$1,120	\$1,120	\$0

TO: The Board of Regents Addendum XI-B-6
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: FY 2022-23 Operating Budget

RECOMMENDED ACTION: Approve the Nebraska College of Technical Agriculture's FY 2022-23 Operating Budget. Reappropriate with the State of Nebraska's Department of Administrative Services any unexpended balances existing on June 30, 2022 that are committed to be spent in FY 2022-23.

PREVIOUS ACTION: August 14, 2020 – The Board of Regents approved the FY 2021-22 and FY 2022-23 University of Nebraska Biennial Operating Budget request guidelines.

EXPLANATION: NCTA's operating budget assumptions are similar to those used for the University. Expenditures, including compensation, are estimated and subject to the availability of state funds appropriated to the Board of Regents. The tuition rates are based on the State of Nebraska's current budget and are subject to change if the University's state funding is cut.

SPONSORS: Michael J. Boehm
NU Vice President and IANR Harlan Vice Chancellor

Chris J. Kabourek
Senior Vice President | CFO

RECOMMENDED: 
Walter E. Carter, President
University of Nebraska

DATE: May 19, 2022

Nebraska College of Technical Agriculture

State-aided Operating Budget

FY 2022-23

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2021-22 Budget	FY2022-23		
		Proposed Budget	Change	
			Amount	Percent
ESTIMATED FUNDING				(a)
State Appropriations	\$ 3,629,714	\$3,702,308	\$ 72,594	2.0%
Net Tuition (less University Remissions)				
Resident	785,429	831,655	46,226	5.9% (b)
Nonresident & International	205,808	269,545	63,737	31.0% (b)
Tuition subtotals	991,237	1,101,200	109,963	11.1%
Total Estimated Funding	4,620,951	4,803,508	182,557	4.0%
EXPENDITURES:				(c)
Faculty Salaries	1,674,109	1,724,332	50,223	3.0% (d)
Nonfaculty Salaries	1,132,242	1,166,209	33,967	3.0% (d)
Benefits	402,487	414,442	11,955	3.0%
Health Insurance	413,166	437,956	24,790	6.0% (e)
Total Compensation	3,622,004	3,742,939	120,935	3.3%
General Operations	452,065	463,367	11,302	2.5%
Utilities	528,032	541,233	13,201	2.5%
All Other	18,850	55,969	37,119	
Total Expenses	4,620,951	4,803,508	182,557	4.0%
NET ACTIVITY	\$ -	\$ -	\$ -	

Notes:

- (a) An estimated \$1 million of one-time carry forward funds (encumbrances and other one-time commitments) are not reflected above. Reinstatement of allotment (spending) authority for these funds will be submitted to the State of Nebraska Department of Administrative Services (DAS). Capital construction budgets are not shown.
- (b) The tuition budget includes no tuition rate increases. The increase reflects projected enrollment increases.
- (c) Expenditure line items are estimated. Final budget figures may vary from figures noted above. All expenses are subject to availability of state funds appropriated to the Board of Regents.
- (d) A 4.5% merit salary increase was included for employees over the past three years. That includes a 0% increase in 2020-21, 1.5% in 2021-22 and 3.0% in 2022-23.
- (e) Assumes a 9.0% increase in premiums in calendar year 2023. Overall budget increase of 6.0% is based on a fiscal year period, including six months (July-Dec 2022) of current premium increases at 3% and six months (Jan-June 2023) at 9%.

Nebraska College of Technical Agriculture
Total Budget - All Funds
FY 2022-23

	FY 2021-22 Budget	FY 2022-23 Estimated Budget	Change Amount	Percent
State-aided Funds	\$ 4,620,951	\$ 4,803,508	\$ 182,557	4.0%
Revolving/Auxiliary Funds	2,050,000	2,050,000	-	0.0%
Total Funds	6,670,951	6,853,508	182,557	2.7%

TO: The Board of Regents Addendum XI-B-7
Business & Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: First Amended and Restated NSWERS Interlocal Agreement
Establishing the Nebraska Statewide Workforce Educational Reporting
System (NSWERS)

RECOMMENDED ACTION: Approve the First Amended and Restated NSWERS Interlocal
Agreement Establishing the Nebraska Statewide Workforce Educational
Reporting System (NSWERS)

PREVIOUS ACTION: June 28, 2019 – The Board approved the interlocal agreement with the
Nebraska State Board of Education, the Board of Trustees of the
Nebraska State Colleges, the Nebraska Department of Labor and each of
the six Nebraska Community Colleges to establish NSWERS.

EXPLANATION: In 2019, the University, the Nebraska State Board of Education, the
Board of Trustees of the Nebraska State Colleges, and each of the six
Nebraska Community Colleges entered into an interlocal agreement
establishing the Nebraska Statewide Workforce Educational Reporting
System (NSWERS). NSWERS integrates data across educational and
workforce systems, resulting in the ability to conduct data analysis to
assess workforce development and employment success within the State
of Nebraska.

At NSWERS' inception, the University committed to take the initial lead
in securing external sources of funding and agreed to cover funding
shortfalls. As NSWERS has continued to evolve and mature over the last
three years, it has achieved a level of stability that no longer requires the
University to guarantee funding. Therefore, the proposed Amended and
Restated Agreement removes these funding obligations. The NSWERS
Executive Committee will assume the responsibility for seeking funding
for its ongoing activities upon execution of the First Amended and
Restated Agreement.

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

SPONSOR: Chris J. Kabourek
Senior Vice President for Business and Finance

RECOMMENDED: 
Walter E. Carter, President
University of Nebraska System

DATE: May 19, 2022

NEBRASKA P-20W

NSWERS FIRST AMENDED AND RESTATED AGREEMENT ESTABLISHING THE NEBRASKA STATEWIDE WORKFORCE & EDUCATIONAL REPORTING SYSTEM (NSWERS)

~~The parties to this Agreement are~~ This First Amended and Restated Agreement (this “Agreement”) is entered into by and among the Nebraska State Board of Education (Board of Education), the Board of Regents of the University of Nebraska (University), the Board of Trustees of the Nebraska State Colleges (State Colleges), and each of the six Nebraska Community Colleges (Central, Mid Plains, Metropolitan, Northeast, Southeast, and Western) (Community Colleges) (collectively, the “Parties”). The Parties are all public agencies within the meaning of Nebraska Revised Statutes §13-803. Upon execution, this Agreement amends and restates the original interlocal agreement establishing the Nebraska Statewide Workforce & Educational Reporting System (NSWERS), entered into among on the Parties on or about October 8, 2019.

I. PURPOSE

LB 1071 (2010) required the Nebraska State Board of Education, Board of Regents of the University of Nebraska, the Board of Trustees of the Nebraska State Colleges, and the board of governors of each community college area to enter into a Memorandum of Understanding to adopt a policy to share student data. LB 1071 is codified in the Nebraska Revised Statutes (§85-110 (University of Nebraska); §85-309 (Nebraska State College System); §79-776 (Nebraska Department of Education); §85-1511 (Nebraska Community Colleges)). The resulting Memorandum of Understanding for Sharing of Student Data between the Nebraska Department of Education, the University of Nebraska, the Nebraska State Colleges, and the Nebraska Community Colleges (herein the “MOU”) established an agreement “to share student data for the purposes of evaluation of and research related to public prekindergarten, elementary, secondary, and postsecondary education to improve education in Nebraska” and is incorporated herein by reference and attached hereto as Exhibit “A”. The joint entity created herein shall operate under the name of the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) and shall supercede the MOU once executed by all parties to the agreement identified in Article III herein.

The purpose of this Agreement is to provide for a phased (preparation and implementation phase) undertaking to create a joint entity known as NSWERS. NSWERS will exist to provide optimized and secured access to accurate and reliable longitudinal student information to analysts and researchers to discover those

policies, processes, and practices across students' academic involvement and transition into the workforce that best improve student outcomes.

NSWERS shall engage in activities including, but not limited to, overseeing and directing the operations, maintenance, and reporting of student data from the prekindergarten through postsecondary and workforce data warehouses. NSWERS shall further define, and may expand upon, the data to be shared and establish appropriate guidance as well.

II. DEFINITION OF TERMS

The following terms shall have the following meanings unless the context or use indicates or requires another or different meaning or intent.

“NSWERS” shall mean the joint entity organized and operated pursuant to this Agreement, the full name of which is: Nebraska Statewide Workforce & Educational Reporting System.

“Executive Council” shall mean the Executive Council of NSWERS appointed as provided in Section IV hereof.

“Party” shall mean the Board of Education, University, State Colleges and Community Colleges.

“Executive Council Member” shall mean a member of the Executive Council of the NSWERS.

“System” shall mean the rules, procedures, protocols, networks, software, hardware, principles, goals, guidance, and other instrumentalities used by NSWERS to fulfill the Purpose in Article I.

III. PARTIES TO THIS AGREEMENT

The only Parties to this Agreement shall be the Board of Education, University, State Colleges, and each of the six Community Colleges.

IV. ESTABLISHMENT OF NSWERS

A. Joint Entity. This agreement creates a joint administrative entity consistent with the provisions of Nebraska Revised Statute § 13-804(6) to be known as NSWERS. NSWERS shall be subject to the control of the Parties within the meaning of §13-804(6). NSWERS shall constitute a separate administrative entity, exercising the public powers granted by this Agreement and acting on behalf of the Parties. Each Party agrees to participate and engage in the phased activities of

NSWERS as provided in this Agreement.

B. The execution of this Agreement by each Party facilitates (i) the creation of NSWERS as an independent administrative government entity under the Nebraska Interlocal Cooperation Act to continue and complete the planning, design and approval of the System used for the purposes provided in Article I; (ii) approval of the annual budget for NSWERS; (iii) reviewing and updating the initial annual budget with the State of Nebraska and other funding sources for the Implementation of NSWERS; and (iv) risk management including appropriate insurance, indemnification and other provisions to assure that each Party is responsible for their own conduct without creating unnecessary joint and several exposures.

C. Execution of Exhibit B to this Agreement by each Party authorizes NSWERS to begin operation as a joint entity to provide optimized and secured access to accurate and reliable longitudinal student information for the purposes provided in Article I.

D. The Executive Council shall consist of four (4) members comprised of the following:

Commissioner of Education
President of the University of Nebraska
Chancellor of the Nebraska State College System
A President of one of the Nebraska Community Colleges

E. Executive Council Members other than the Nebraska Community College representative shall be appointed for such terms as shall be specified in the appointment and until their successors are appointed. The intent of the Parties is for Executive Council Members to serve for so long as they remain in their official capacity as stated in IV(A). The Nebraska Community College representative shall be elected by majority vote of the Presidents of participating Nebraska Community Colleges signatory to this document. Election of the representative for the Nebraska Community Colleges shall take place

no later than January 15th of each calendar year.

F. Executive Council Members shall serve without compensation from NSWERS.

G. A vacancy on the Executive Council shall be filled by the Party whose position on the Executive Council is vacant.

H. No Executive Council Member shall be eligible to vote during any period of time that the Party such Executive Council Member represents is in default on any amount owed to the NSWERS. During the existence of such default, the vote or votes of the Executive Council Members representing such Party shall not be counted as eligible votes for any purpose of this Agreement, or for the determination of a quorum to transact business.

V. POWERS AND DUTIES OF NSWERS

The powers and duties of the NSWERS shall include all powers which the Interlocal Cooperation Act confers upon the NSWERS to the extent that such powers are consistent with the purposes specified in Article I hereof and the Bylaws of NSWERS.

VI. FINANCIAL MATTERS

A. NSWERS shall not be operated for profit, but shall be operated in such manner as shall enhance the missions and welfare of the Parties. NSWERS shall operate on a fiscal year from July 1 to June 30 and shall establish an operating budget which shall include all revenue of every type and description and expenses of every type and description. Each Party shall pay for contracted services and shall make payments therefore as provided in such contract.

B. The Executive Council shall prepare and distribute to each Party on April 1 of each year a written estimate of the revenues and expenditures proposed for the subsequent fiscal year. Included within the written estimate of revenues and expenditures shall be a recommended funding amount needed and the proposed source for the same. The proposed budget must be unanimously approved by the voting members of the Executive Council. In the event that unexpected conditions arise which cause any material increase to the overall budget, the Executive Council shall inform each Party in a timely manner. In the event that the Executive

Council deems it necessary to seek additional funds, assets, or administrative services from the Parties, such request will be submitted in writing and reviewed within the budgeting framework and time constraints of each Party. Each Party reserves its authorization, appropriation, and other powers to approve any requested additional funds, assets, or administrative services.

(1) The Executive Council commits to serving as the lead in pursuing external sources funding for the costs associated with the NSWERS system (beginning July 1, 2022). In the event that the recommended amount of funding is not secured, the Executive Council shall inform the Parties as soon as possible.

(2) Subsequent determinations regarding dedication of any funds or resources by any party will be based upon future grants, appropriations or other funding sources.

C. NSWERS shall keep or shall cause to be kept appropriate books and records with respect to all financial activities of the NSWERS. Such books and records will be available for inspection by any Party.

VII. DURATION

This Agreement shall become effective upon execution by the Parties hereto and shall continue in effect indefinitely until it is terminated as herein provided.

VIII. TERMINATION AND DISPOSITION OF PROPERTY

At any time during which the NSWERS shall not have outstanding any bonds, notes or other evidences of indebtedness, this Agreement may be terminated by the unanimous action of the Parties and the NSWERS may be dissolved or liquidated.

Upon dissolution or liquidation, general assets of the NSWERS shall be sold and the proceeds thereof distributed to the Parties as determined by the Executive Council. Institutional or agency data submitted to NSWERS shall remain the property of the submitting institution or agency and is not a general asset of the entity. Institutional or agency data submitted to NSWERS shall be returned to the submitting institution or agency upon dissolution or liquidation of the entity; however, in the event return of submitted data is not feasible, said data shall be destroyed in a manner compliant with prevailing industry standard techniques. Data products derived from submitted data and reliant on personally identifiable information shall likewise be returned to the submitting institution or agency or shall be destroyed.

IX. MISCELLANEOUS

A. Entire Agreement; Amendment. This Agreement, the Articles of NSWERS and the Bylaws contain the entire agreement of the Parties and shall be binding upon the successors and assigns of the respective Parties. All prior agreements and understandings between the Parties are hereby superseded. No amendment, deletion or addition shall be made to this Agreement except as agreed upon by all Parties in writing.

B. Governing Law. This Agreement shall be governed by the laws of the State of Nebraska.

C. Conflict of Interest. No officer, employee, or agent of any of the Parties shall have any personal pecuniary interest, direct or indirect, arising out of or related to this Agreement.

D. Severability. The terms of this Agreement are severable. If any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

E. Nondiscrimination. No Party will discriminate against any employee, or applicant for employment to be employed in the performance of this Agreement, with respect to hire, tenure, terms, conditions, or privilege of employment because

of the race, color, national origin, sex, sexual orientation, gender identity, marital status, disability, religion or age of the employee or applicant.

F. Hold Harmless. To the extent allowed by law, each Party (the “Indemnifying Party”) shall assume all risk of loss and hold the other Parties, their employees, agents, assignees, and legal representatives harmless from all liabilities, demands, claims, suits, losses, damages, causes of action, fines or judgments and all expenses incident thereto, for injuries to persons, for civil rights liability, and for loss of, damage to, or destruction of property arising out of or in connection with this Agreement and proximately caused by the negligent or intentional acts or omissions of the Indemnifying Party, its employees, agents, assignees or legal representatives.

G. Insurance. The Parties agree to separately maintain self-insurance coverage or a policy of general liability insurance in the amount of One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate.

H. Headings. The captions or headings in this Agreement are for reference only and do not define, describe, extend, or limit the scope or intent of the Agreement.

I. Counterparts. This Agreement may be executed in counterparts, each of which shall be an original, and which together shall constitute a single document.

J. Notice. All notices, consents, approvals, demands, requests or other communications required or permitted to be given under any of the provisions of this Agreement will be in writing and will be sent to the person(s) and address(es) set forth below via certified mail, hand delivery, overnight courier, or facsimile transmission (to the extent a facsimile number is set forth below). All such notices shall be effective when received.

If to Board of Education: Nebraska Department of Education
c/o Commissioner of Education
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611

with a copy to: Nebraska Department of Education
c/o Office of Legal Services
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611

If to the University:	University of Nebraska c/o President 3835 Holdrege Street P.O. Box 830743 Lincoln, NE 68583
with a copy to:	University of Nebraska c/o Office of General Counsel 3835 Holdrege Street P.O. Box 830743 Lincoln, NE 68583
If to State Colleges:	Nebraska State College System c/o Chancellor 1327 H Street, Suite 200 Lincoln, NE 68508
with a copy to:	Nebraska State College System c/o Office of General Counsel 1327 H Street, Suite 200 Lincoln, NE 68508
If to Central CC:	Central Community College c/o College President 3134 W. Highway 34 P.O. Box 4903 Grand Island, NE 68802-4903

with a copy to: Central Community College
c/o Vice President for Administrative Services
3134 W. Highway 34
P.O. Box 4903
Grand Island, NE 68802-4903

If to Metropolitan CC: Dr. Randy Schmailzl
College President
Metropolitan Community College
P.O. Box 3777
Omaha, NE 68164

with a copy to: James R. Thibodeau
Associate Vice Chancellor for Compliance
and General Counsel
Metropolitan Community College
P.O. Box 3777
Omaha, NE 68164

If to Mid-Plains CC: Dr. Ryan Purdy
President
Mid-Plains Community College
601 W. State Farm Road
North Platte, NE 69101

with a copy to: Michael Steele
Vice President of Administrative Services
Mid-Plains Community College
1101 Halligan Drive
North Platte, NE 69101

If to Northeast CC: Northeast Community College
c/o Office of the President
801 East Benjamin Avenue
Norfolk, NE 68701

with a copy to: Northeast Community College
c/o Office of the Executive Vice President
801 East Benjamin Avenue
Norfolk, NE 68701

If to Southeast CC: Southeast Community College
c/o Office of the President
301 South 68th Street Place
Lincoln, NE 68510

with a copy to: Perry Law Firm
c/o Rex R. Shultze
233 South 13th Street, Suite 1400
Lincoln, NE 68508

If to Western NE CC: Western Nebraska Community College
c/o Office of the President
1601 East 27th Street
Scottsbluff, NE 69361

with a copy to: Dr. Nino Kalatozi
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361

IN WITNESS WHEREOF, the parties hereto have executed this Agreement
by their respective duly authorized officers this____day of_____, 2022.

ATTEST:

**THE NEBRASKA STATE BOARD
OF EDUCATION:**

By: _____

By: _____

Commissioner

ATTEST:

**THE BOARD OF REGENTS OF THE
UNIVERSITY OF NEBRASKA**

By: _____

By: _____

President

ATTEST:

**THE BOARD OF TRUSTEES OF THE
NEBRASKA STATE COLLEGES**

By: _____

By: _____
Chancellor

ATTEST:

**THE BOARD OF GOVERNORS OF
CENTRAL COMMUNITY COLLEGE**

By: _____

By: _____
President

ATTEST:

**THE BOARD OF GOVERNORS OF
METROPOLITAN COMMUNITY
COLLEGE**

By: _____

By: _____
President

ATTEST:

**THE BOARD OF GOVERNORS OF MID-
PLAINS COMMUNITY COLLEGE**

By: _____

By: _____
President

ATTEST:

**THE BOARD OF GOVERNORS OF
NORTHEAST COMMUNITY COLLEGE**

By: _____

By: _____
President

ATTEST:

**THE BOARD OF GOVERNORS OF
SOUTHEAST COMMUNITY COLLEGE**

By: _____

By: _____
President

ATTEST:

**THE BOARD OF GOVERNORS OF
WESTERN NEBRASKA COMMUNITY
COLLEGE**

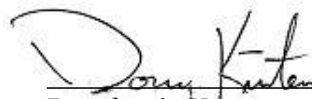
By: _____

By: _____
President

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TO:	The Board of Regents	Addendum XI-B-8
	Business and Finance Committee	
MEETING DATE:	June 23, 2022	
SUBJECT:	Amendment to an agreement with Enrollment Advisory Group, LLC for International Student Recruitment	
RECOMMENDED ACTION:	Approve the Second Amendment to the Agreement with Enrollment Advisory Group, LLC for International Student Recruitment	
PREVIOUS ACTION:	Approved original Agreement with Enrollment Advisory Group, LLC for International Student Recruitment on December 6, 2019	
	Approved first Amendment with Enrollment Advisory Group, LLC for International Student Recruitment on December 4, 2020	
EXPLANATION:	The Board of Regents originally approved the Agreement with Enrollment Advisory Group, LLC (EAG) because the Agreement requires a contingent fee to be paid to EAG. The Board of Regents approval satisfies the public notice and signature requirements of Neb. Rev. Stat. § 73-204. To date, the partnership with EAG has been a success. To continue this success and applicable recruiting strategies, UNK supports extending this Agreement for an additional three years through February 28, 2026. In addition, the original Agreement accounted for full-time graduate and undergraduate students recruited by EAG and enrolled at UNK for the fall and spring academic semesters. However, EAG has successfully recruited students beyond this original spectrum. To include these additional students in this Agreement, UNK supports the addition of part-time and summer graduate and undergraduate students to this Agreement and EAG's applicable payment structure. EAG's payments for such students will be contingent upon the success of EAG's recruitment strategies and based on the then-current tuition rates for international students. This item has been reviewed by the Business and Finance Committee.	
PROJECT COSTS:	Enrollment Dependent	
SOURCE OF FUNDS:	Cash Funds	
SPONSOR:	Jon C. Watts Vice Chancellor for Business and Finance	

RECOMMENDED:



Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

DATE:

May 19, 2022

**AMENDMENT NUMBER TWO TO
STANDARD (REPRESENTATION) AGREEMENT (#K20200172)**

This Amendment Number Two (the “Amendment”) to the Standard (Representation) Agreement, #K20200172, (the “Agreement”) is entered into effective _____ by and between **THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA**, a public body corporate and agency of government of the State of Nebraska for and on behalf of the University of Nebraska at Kearney (“Institution”), and **Enrollment Advisory Group, LLC** (“EAG”) (individually, each a “Party” and collectively, the “Parties”).

WHEREAS, EAG and Institution entered into the Agreement effective as of February 28, 2020, wherein the Parties agreed to establish a strategic alliance through which EAG, working with its established network of international recruiters, was to recruit students interested in pursuing an undergraduate or graduate education in Nebraska to the Institution;

WHEREAS, Institution and EAG desire to amend and modify the Agreement as more fully set in this Amendment;

NOW, THEREFORE, in consideration of these premises and the mutual covenants and agreements herein made and set forth, and for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby covenant and agree as follows:

1. Definitions. All capitalized terms not otherwise defined herein shall have the meaning ascribed to them in the Agreement.
2. Amendments. The Agreement is amended as follows:
 - a. Introduction Paragraph. The language “a Massachusetts limited liability company located at 94 Red Hawk Drive” in the introduction paragraph, page 1 of the Agreement is deleted and replaced with the following language:

“a Rhode Island limited liability company located at 160 Fox Ridge”
 - b. Section 2, Term. The first sentence of section 2, page 3 of the Agreement is hereby deleted in its entirety and replaced with the following:

“The initial term of this Agreement shall be for six (6) years from the Effective Date (the “Initial Term”) with an end date of February 28, 2026.”
 - c. Section 14(a), Representation and Warranties. The language “the laws of the State of Massachusetts” in section 14(a), page 7 of the Agreement is deleted and replaced with the following language:

“the laws of the State of Rhode Island”

d. Section 8, Performance Based Compensation. Section 8, page 5 of the Agreement is deleted in its entirety and replaced with the following:

“Except for the agreed upon annual marketing expense allowances to be provided to EAG by the Institution described below, the Institution will not be required to make any payments to EAG until EAG has successfully recruited students who have enrolled in the Institution. EAG acknowledges that it will be compensated for its services according to the success-based fee model set forth in Exhibit B (the “Commission”). EAG will be responsible for all of the costs incurred by EAG to mobilize its international agent network on behalf of the Institution and to operate the Program including all travel costs, commissions to be paid to any international agents in the EAG network and its own legal fees and expenses.

Marketing expense allowance payment schedule:

<u>Due on or prior to:</u>	<u>Amount</u>
February 1, 2023	\$51,500
February 1, 2024	\$51,500
February 1, 2025	\$51,500

These marketing expense allowances are non-refundable. EAG will provide the Institution proof of expenses associated with the stated marketing expense allowance by December 31 for the preceding year. These expenses shall include up to \$18,000 in application fee waivers. After reaching this maximum of \$18,000, the Institution will cover up to \$12,000 additional application fee waivers for EAG recruited students.”

e. Exhibit B, Program Commission, Compensation – Undergraduate students. Exhibit B, Compensation – Undergraduate students, page 18 of the Agreement is deleted in its entirety and replaced with the following:

“Compensation – Undergraduate students. Except for the annual marketing allowances, the Institution will not make any payments to EAG at the onset of the Program. The payments that the Institution will make to EAG will be based on the following fee model for undergraduate student recruitment:

- The Institution will pay EAG a pre-determined percentage (described herein) of gross tuition revenue over a period of time not to exceed four years for each entering cohort’s first, second, third and fourth year as described in this Exhibit B. Furthermore, a Full-Time Undergraduate Student shall be defined as a student enrolled in a minimum of twelve (12) credit hours for each fall, spring or summer semester of the then current year. A Part-Time Undergraduate Student shall be defined as a student enrolled with less than twelve (12) credit hours for each fall, spring or summer semester of the then current year.

- First Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2) semesters of the first year of the Full-Time or Part-Time Undergraduate Student's enrollment at the Institution.
- Second Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2) semesters of the second year of the Full-Time or Part-Time Undergraduate Student's enrollment at the Institution.
- Third Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2) semesters of the third year of the Full-Time or Part-Time Undergraduate Student's enrollment at the Institution.
- Fourth Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2) semesters of the fourth year of the Full-Time or Part-Time Undergraduate Student's enrollment at the Institution.
- With the exclusion of awarded scholarships, the Institution will not apply discounting to EAG international students in the undergraduate Program.
- EAG is responsible for all payments made to EAG third-party agencies upon enrollment of their respective students.”

f. Exhibit B, Program Commission, Compensation – Graduate students. Exhibit B, Compensation – Graduate students, page 19 of the Agreement is deleted in its entirety and replaced with the following:

Compensation – Graduate students. Except for the annual marketing allowances, the Institution will not make any payments to EAG at the onset of the Program. The payments that Institution will make to EAG will be based on the following fee model for graduate student recruitment:

- The Institution will pay EAG a pre-determined percentage (described herein) of gross tuition revenue over a period of time not to exceed two years for each student's first and second year. Furthermore, a Full-Time Graduate Student shall be defined as a student enrolled in a minimum of nine (9) credit hours for each fall, spring or summer semester of the then current year. A Part-Time Graduate Student shall be defined as a student enrolled with less than nine (9) credit hours for each fall, spring or summer semester of the then current year.
 - First Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2)

semesters of the first year of the Full-Time or Part-Time Graduate Student's enrollment at the Institution.

- Second Year Tuition Revenue means the then current non-resident gross tuition amount (excluding mandatory fees) for the first two (2) semesters of the second year of the Full-Time or Part-Time Graduate Student's enrollment at the Institution.
- With the exclusion of awarded scholarships, the Institution will not apply discounting to EAG international students in the undergraduate Program.
- EAG is responsible for all payments made to EAG third-party agencies upon enrollment of their respective students.

3. Ratification. Except as expressly amended herein, the parties hereby ratify and approve all the other terms and conditions of the Agreement.

IN WITNESS WHEREOF, Institution and EAG have duly executed this Amendment as of _____.

BOARD OF REGENTS OF THE
UNIVERSITY OF NEBRASKA

Enrollment Advisory Group, LLC

By: _____

By: _____

Date: _____

Date: _____

TO: The Board of Regents Addendum XI-B-9
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Agenda item for the Feedlot Innovation Center project at the University of Nebraska-Lincoln Eastern Nebraska Research, Extension and Education Center (ENREEC)

RECOMMENDED ACTION: Approve the project scope, schedule, and budget for the Feedlot Innovation Center at ENREEC

PREVIOUS ACTION: September 4, 2020 – Business Affairs Committee reviewed the whitepaper for the Feedlot Innovation Center

EXPLANATION: In the summer of 2020, the Institute of Agriculture and Natural Resources (IANR) began the project process after completing a nearly 3-year strategic planning effort that resulted in the Nebraska Integrated Beef Systems Initiative. The desired schedule was to have the facility in use by the winter of 2021. The impacts of COVID and other market drivers were more significant than anticipated at that time, resulting in a greater budget and a schedule change. After completing the design process, it became clear that the project would be over \$5 million and a Board of Regents level project even with reductions and alternates.

Background

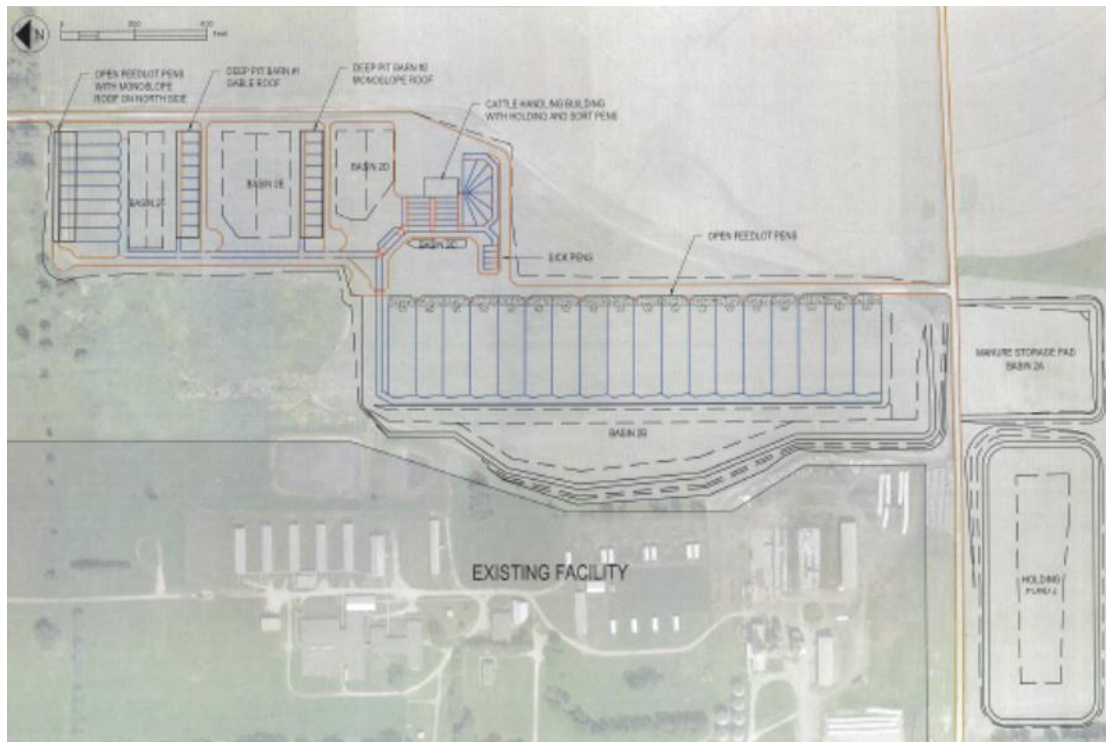
The project expands on capabilities around beef cattle research programs, emphasizing growing and finishing cattle. The project was determined as a need from planning as part of the Integrated Beef Systems Initiative. The increase in facilities size and innovations in design allows for increased grant dollars to solve complex, transdisciplinary problems facing the beef industry.

Description

The project will build two different beef finishing housing systems; a new cattle handling/processing facility that includes receiving and load out and a new 240 head individual animal management facility that will allow for evaluation of precision technology and individual feed/water intake. The open lot feedlot pens will have housing innovations and consist of 18, 60 head-sized pens. Two confinement barn facilities will be constructed as deep-pit, slatted floor designs with two different formats for comparisons on animal welfare and productivity (gable roof versus monoslope roof). Total expansion will be 1080 head in outdoor pens and 1080 head in comfort barns, and 240 head of individually managed cattle.

Site

The project is on a new site within ENREC in Saunders County co-located with existing animal and feed storage facilities: E1/2, Section 35, W1/2, Section 25, W1/2, Section 36 and NE1/4 of the SE1/4, Section 23, Township 14N, Range 08E. Existing crop acres will be converted into animal housing systems and runoff control facilities.



Purpose

The project aims to expand research and education capabilities in beef cattle management, nutrition, precision management, welfare, meats, and sustainability. Many complex animal production problems require new and complex research approaches and often at scale. This is a one-of-a-kind research facility in scale and allows for innovations in design and implementation to improve cattle welfare, sustainability, and productivity that transdisciplinary teams can use to solve real-world, complex problems facing the beef feeding industry. This facility will evaluate innovations in design/housing and provide new testing options before commercialization but at scale. The research demand is great, and many different scientists and teams will use these resources. The feeding technology center will allow the development of precision technologies and testing of commercially available technologies. These facilities will increase capacity for research approaches using GEMS (Genotype by Environment by Management by Societal Concern) with different housing innovations, nutritional and other management regimens, and genotyping cattle at entry.

Special Considerations

The design-build selection process was followed, and Settje Agri Services & Engineering was selected. An initial design-only contract was executed in July 2021.

Construction permits will be required by the Nebraska Department of Environment and Energy (NDEE) before construction, and a final operating permit will be needed before housing animals. All permits and construction will be obtained from NDEE with required runoff controls and design/build specifications as required by state statutes.

Schedule

Receive state construction permit	May 2022
Complete Design	July 2022
Complete Bidding and Contracting	August 2022
Site Available / Start Construction	September 2022
Complete Construction	September 2023
Begin use of the facility with cattle	Fall 2023

CCPE review is not required.

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

PROJECT COST:

	<u>Whitepaper</u>	<u>May 2022</u>
Total Project Budget:	\$4,900,000	\$7,500,000
Construction Budget:	\$4,400,000	\$6,700,000
Non-Construction Budget:	\$500,000	\$800,000

ON-GOING FISCAL
IMPACT:

Annual 2% Depreciation Assessment \$150,000
Estimated Additional Operating and Maintenance
There will be additional costs for staff, cattle, feed, and other parts of the continuous operation of the facility. These are forecasted to double the current revolving budget by up to \$5 million in expenses with equal or greater anticipated income.

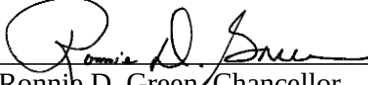
SOURCE OF FUNDS:

Private Donations	\$5,000,000	67%
<u>Other Sources</u>	<u>\$2,500,000</u>	<u>33%</u>
Total	\$7,500,000	100%

SPONSOR:

Mike Boehm
Vice President and Vice Chancellor of Agriculture and Natural Resources

RECOMMENDED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-B-10
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Naming of the Human Sciences Building on the east campus the “Gwendolyn A. Newkirk Human Sciences Building” at the University of Nebraska-Lincoln (UNL), pursuant to *Board of Regents Policy* RP-6.2.7.3.c

RECOMMENDED ACTION: Approve the naming of the Human Sciences Building on east campus the “Gwendolyn A. Newkirk Human Sciences Building” at UNL

PREVIOUS ACTION: None

EXPLANATION: President Carter and Chancellor Green have approved naming the Human Sciences Building on the east campus the “Gwendolyn A. Newkirk Human Sciences Building” in honor of Gwendolyn A. Newkirk, a prominent former faculty member and administrator in the college’s history. This naming recommendation was initiated by the Chancellor’s Commission on the Status of People of Color, with support from Sherri Jones, Dean of the College of Education and Human Sciences.

Hired in 1971 as chair of the Department of Home Economics Education in the College of Home Economics, it is believed that Dr. Newkirk may have been the first black faculty member hired in the college and was the only black chairperson ever appointed in the college. Dr. Newkirk oversaw the renaming of her department from Home Economics Education to the Department of Consumer Science and Education and facilitated significant revisions to the curriculum to enhance its relevance and impact. During her tenure, she was a project leader for all Nebraska home economics teacher educators and state department-related personnel to experience firsthand observations of family systems of action as taught in selected secondary schools in Minnesota and Wisconsin. She also served as a home economics curriculum consultant in Yambio, Sudan, in 1980.

Breaking racial barriers, Dr. Newkirk served on numerous national professional boards during her career, including being elected the first African American president of the American Home Economics Association in 1975. She continues to be an active member of Alpha Kappa Alpha Sorority, Psi Omega chapter, an international sorority that promotes professional development, service, advocacy, and social change. She was honored in 2019 for her Diamond membership (75 years).

Dr. Newkirk has been generous to the college through her gifts to the University of Nebraska Foundation, establishing the Gwendolyn A. Newkirk Reading Center Fund that helps support tutoring services at the

Kit and Dick Schmoker Reading Center, the Gwendolyn A. Newkirk Global Education Fund that supports study abroad, and the Gwendolyn A. Newkirk Professorship of Leadership that provides stipend support for the Chair of the Department of Child, Youth and Family Studies.

Retiring from the university in 1991, Dr. Newkirk has left a legacy of leadership and service to the college, the university, and her profession. The Gwendolyn A. Newkirk Human Sciences Building will recognize her extraordinary service and contributions to the history of human sciences.

By naming the Human Sciences Building in honor of Gwendolyn A. Newkirk, the Board of Regents expresses on behalf of UNL its deepest gratitude and appreciation for her extraordinary service and contributions to the University of Nebraska.

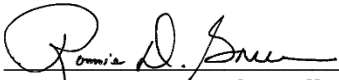
This item has been reviewed by the Business and Finance Committee.

SPONSORS:

Sherri Jones
Dean, College of Education and Human Sciences

Mary LaGrange
Interim Vice Chancellor for Business and Finance

RECOMMENDED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln



Walter E. Carter, President
University of Nebraska

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-B-11
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Saddle Creek Campus (SCC) Administrative Facility

RECOMMENDED ACTION: Approve the Program Statement, Ground Lease, Condominium Declaration, and Covenants for the Saddle Creek Campus (SCC) Administrative Facility on the campus of the University of Nebraska Medical Center (UNMC)

PREVIOUS ACTION: None

EXPLANATION: The current UNMC administration building, constructed in 1950, has reached the end of its useful life, and renovation is not feasible. The Administrative Facility project aims to replace the current administration building, which will be demolished later, and provide UNMC with optimal work environments. In addition, the facility will offer built-in opportunities for flexibility and growth that is required to serve the Medical Center for the next 30 years.

The building will be located on the corner of Saddle Creek Road and Farnam Street within the area defined as the Saddle Creek Campus (SCC). It is being designed to include a pedestrian and bicycle bridge structure crossing over Saddle Creek Road, linking the SCC to the main Medical Center Campus for convenience, physical linkages, safety, and wellness. Additionally, the City of Omaha will pay for, own, and operate a parking structure that will serve the building per the terms of the interlocal agreement previously approved by The Board of Regents. UNMC plans to record covenants, conditions, and restrictions that provide consistent development standards for the SCC.

Tetrad Property Group will construct the Administrative Facility under a ground lease with a term of 35 years, with three 5-year extensions. The facility itself will be submitted to a condominium regime consisting of the following components:

- Multi-story office facility of approximately 301,000 gross square feet
- UNMC will own one floor for a total of 42,744 gross square feet used for administrative business functions (14,575 fit-outs + 28,169 shell)
- UNMC will own 8,915 gross square feet of shared conference, wellness, and support space located on a separate, common-use floor.

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

Proposed start of construction
Proposed completion of construction

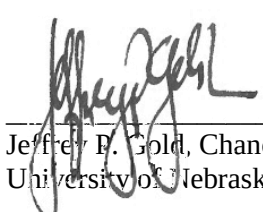
June 2023
December 2025

PROJECT COST: Project Budget \$25,445,814

ON-GOING FISCAL
IMPACT: Annual 2% Depreciation Assessment \$508,916
Estimated Operating and Maintenance:
None, existing O&M funding will transfer to the new facility.

SOURCE OF FUNDS: LB 384

SPONSOR: Susan K. Kraft Mann
Interim Vice Chancellor for Business, Finance and Business
Development

RECOMMENDED: 

Jeffrey E. Gold, Chancellor
University of Nebraska Medical Center

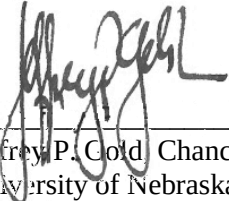


Walter E. Carter, President
University of Nebraska

DATE: May 19, 2022

TO:	The Board of Regents	Addendum XI-B-12				
	Business and Finance Committee					
MEETING DATE:	June 23, 2022					
SUBJECT:	Program Statement for College of Dentistry (CoD) Building Modernization at the University of Nebraska Medical Center (UNMC) Program on University of Nebraska – Lincoln East Campus (UNL)					
RECOMMENDED ACTION:	Approve the Program Statement for CoD Building Modernization					
PREVIOUS ACTION:	None					
EXPLANATION:	The purpose of the CoD Building Modernization project is to provide UNMC with optimal education, research, clinical and collaborative, and office spaces reflective of the Mission, Vision, and growth goals of the College. The CoD Building Modernization is one component of a multipronged approach to improving the primary facility that supports the CoD's Mission. The proposed project will modernize the existing facility by fulfilling significant deferred maintenance items, modernizing remaining outdated classrooms, and updating the auditorium with finishes and technology to support contemporary pedagogy and update spaces to meet ADA requirements wherever possible. The project will also improve student and faculty areas by creating collaborative, motivating, and restful support spaces. Office spaces will be renovated to incorporate new University standards. Research laboratories will be reconfigured to recruit additional research faculty, improve collaboration among investigators, and maximize existing space. Mechanical, electrical, and site improvements will also be undertaken to improve the energy efficiency of the building, occupant safety, and visual appeal. This item has been reviewed by the Business and Finance Committee. <table border="0"> <tr> <td>Proposed start of construction</td> <td>January 2023</td> </tr> <tr> <td>Proposed completion of construction</td> <td>August 2023</td> </tr> </table>		Proposed start of construction	January 2023	Proposed completion of construction	August 2023
Proposed start of construction	January 2023					
Proposed completion of construction	August 2023					
PROJECT COST:	Project Budget	\$14,000,000				
ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance Annual 2% Depreciation Assessment	\$0 \$280,000				
SOURCE OF FUNDS:	LB384					
SPONSOR:	Susan Kraft Mann Interim Vice Chancellor for Business, Finance and Business Development					

RECOMMENDED:



Jeffrey P. Gold Chancellor
University of Nebraska Medical Center

DATE:

May 19, 2022

Program Statement

Project Name: College of Dentistry (CoD) Building Modernization
Campus: University of Nebraska Medical Center Program on University of Nebraska - Lincoln East Campus
Date: May 5, 2022
Prepared by: UNMC Facilities Management & Planning Team
Pact Studios, LLC
Campus Project No: P-22200

1. Introduction

A. Background and history

Mission of the College: The UNMC College of Dentistry will continually improve the oral health of the people of Nebraska and beyond through a humanistic approach to education, extraordinary patient care and innovative research.

While the College of Dentistry (CoD) has programs and clinics in both Omaha and Gering, the primary building is in an aging facility at 4000 East Campus Loop South on East Campus in Lincoln, NE, and is home to approximately 490 faculty, staff and students, and 200 patients per day. As regional competition for student enrollment, faculty recruitment, and research funding escalates, the College has undergone strategic planning to ascertain how to increase market share through student and faculty recruitment, faculty retention, and increased program viability and visibility. Part of this calculated approach includes addressing the condition of the existing CoD facilities.

The original CoD building was built in 1967 and expanded in 1998 through an addition for the Cruzan Center for Dental Research. Partial remodel projects were undertaken in 2002, 2004, and 2006 to accommodate new dental operatory equipment, update teaching clinic space, and maintain program accreditation. The facility was expanded again in 2010 through the east side lobby addition. Comprised of approximately 127,748 square feet, the facility has not been further updated or renovated since the period between 2018 - 2020. At that time, major public circulation areas were refreshed and select classrooms and labs (including an iWall classroom, a simulation lab, and a digital design studio) were created in existing space using CoD funds and contributions from donors.

In 2019, UNMC obtained professional consulting from regional architectural firm, Pact Studios, conducting a functional and space programming effort for the College of Dentistry. In the time since, several events have occurred which have impacted the University's and the College's approach to pedagogy, research, student support, and training. In January of 2022, UNMC again engaged Pact Studios to reassess and refine the 2019 program using current data, office standards, and strategic operational goals. This effort included best practices in safety for CoD faculty, staff, students and the patients that were experienced during the pandemic. The strategic growth planning is in final stages of completion and will be concluded by June 2022. Additionally, UNMC retained Pact Studios in March of 2022 to lead a complete facility assessment of the existing building and site in order to help prioritize necessary facility maintenance and identify any code deficiencies or infrastructure components in need of repair or replacement.

The programming and assessment revealed several opportunities to help advance the CoD's mission and strategic goals and brought to light deficiencies in the existing physical space.

B. Project description

The College of Dentistry Building Modernization is one component of a multipronged approach to improve the primary facility that supports the CoD's Mission. The proposed project will modernize the existing facility by fulfilling significant deferred maintenance items, modernizing remaining outdated classrooms, and updating the auditorium with finishes and technology to support contemporary pedagogy and meet ADA requirements. The project will also improve student and faculty areas by creating collaborative, motivating, and restful support spaces. Office spaces will be renovated to incorporate new University standards for workspaces, will promote greater partnering, and will be more efficient through an open office layout. Research laboratories will be reconfigured to allow for recruitment of additional research faculty, improved collaboration among investigators, and maximize existing space. Restrooms will be updated to create ADA accessibility wherever possible. Mechanical, electrical, and site improvements will also be undertaken to improve energy efficiency of the building, occupant safety, and visual appeal.

C. Purpose and objectives

The purpose of the College of Dentistry Building Modernization project is to provide UNMC with optimal education, research, clinical, and office spaces reflective of the Mission, Vision, and growth goals of the College. Investing in the facility at this juncture also signals a commitment to overall improvement of the condition of the asset.

The objectives of the Building Modernization project are to:

- 1) Correct deferred maintenance issues.
- 2) Improve accessibility.
- 3) *Through the above the project will:*
 - a) Promote recruitment and retention of a diverse population of faculty, staff, and students.
 - b) Provide contemporary learning environment for our students, faculty, and staff.
 - c) Enhance wellness of our collegiate community.
 - d) Provide efficiency and flexibility.

2. Justification of the Project

A. Data that supports the funding request

Spaces within the existing facility have been repurposed and reassigned over the years in attempts to support changes in technology, enrollment, learning, and research. However, a complete modernization, including renovation and reconfiguration, has not been undertaken. This level of intervention is now necessary to address deferred maintenance issues, accomplish the goals of the CoD, and achieve a contemporary place for higher education within the field of dentistry.

B. Alternatives considered

UNMC considered the following alternatives to renovating classrooms, research laboratories, and faculty and student support and office spaces, and determined that the most financially viable solution is to address the needs of the CoD in phases.

- *Renovation and expansion of the existing facility.* Expansion of the existing facility is still being considered as a later phase of the project if strategic educational

- programming and clinical growth requires expansion.
- *Replacement of the existing facility.* This consideration was not deemed viable at the current time due to significant financial requirements.

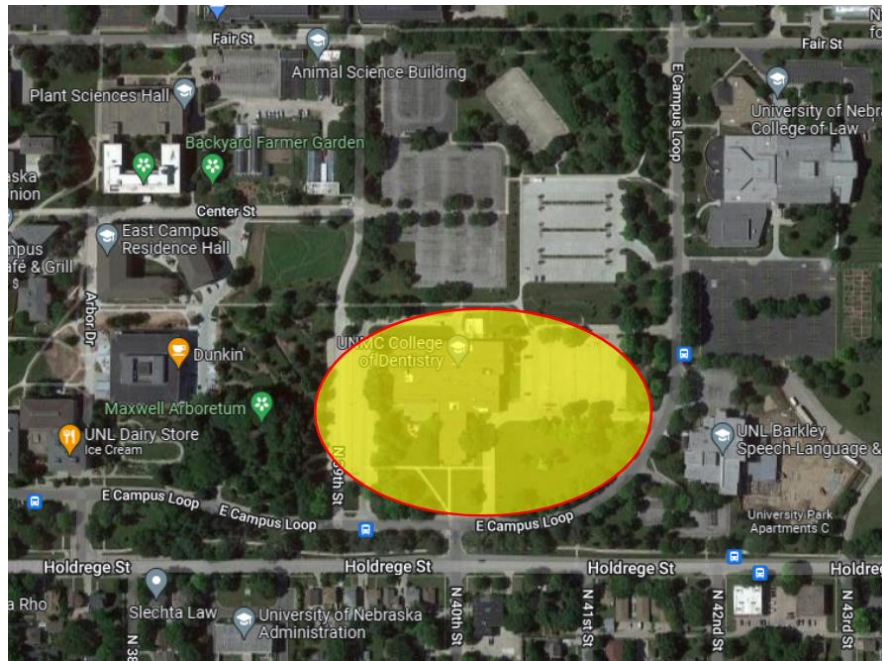
3. Location and site considerations

A. County: Lancaster County

B. Town or campus: Lincoln East Campus

C. Proposed site: Existing College of Dentistry site (#558776 UNL Facilities)- 4000 East Campus Loop South.

Location Plan



D. Statewide building inventory: College of Dentistry

Asset Number: 28985

Tag Number: 51ZZ0038900B

E. Influence of project on existing site conditions

1) Relationship to neighbors and environment

The College of Dentistry Building Modernization project does not change the facility's location nor its footprint. Therefore, the project will not alter the relationship between CoD and its neighbors. Since the project does not include expansion at this time, there is little environmental impact anticipated.

2) Utilities

Utilities serving the building are planned to remain unchanged.

Sanitary: It is anticipated that there will be no changes to existing sanitary connections as part of this project.

Storm Sewer: It is anticipated that there will be no changes to storm sewer for the site and no changes to drainage from landscape areas and parking areas as a result of this project.

Water and Gas: No modifications are expected for water nor gas to accommodate the scope of this project.

Electrical, and Telecommunications Service: Telecommunications will be pulled from the existing communication network. Power is anticipated to be pulled from existing runs for this project.

3) Parking and Circulation

Existing parking and circulation are planned to remain unchanged in this project.

4. Comprehensive Plan Compliance

A. Compliance with the University of Nebraska Strategic Framework, Campus Roles and Mission, and Campus Strategic Plan

The six overarching goals in the University of Nebraska Strategic Framework, “Investing in Nebraska’s Future: Strategic Framework 2014-2016,” address access and affordability, quality academic programs, workforce and economic development, research growth, engagement with the state, and accountability. The CoD Building Modernization project supports each of these six goals, particularly goal 6, highlighted below. Specifically, item 6.a.ii. is fully addressed through this project.

6. *The University of Nebraska will be cost effective and accountable to the citizens of the state.*
 - a. *Support the development of a sustainable university environment.*
 - i. *Build a comprehensive long-range capital facility planning process and provide a six-year capital construction plan, updated quarterly.*
 - ii. *Implement the second phase of LB 605 to repair, renovate and/or replace specific university facilities.*
 - iii. *Campuses shall pursue energy efficiency.*
 - iv. *Campuses shall promote through policies and scheduling effective utilization of university facilities.*

Additionally, the Building Modernization project supports recruitment and retention efforts of Students, Faculty and Staff as articulated in Goal 2, Item a.iii. through improving accommodations and work climate.

2. *The University of Nebraska will build and sustain undergraduate, graduate, and professional programs of high quality with an emphasis on excellent teaching.*
 - a. *Recruit and retain exceptional faculty and staff, with special emphasis on building and sustaining diversity.*
 - iii. *Develop and maintain programs to enhance work/life conditions of faculty and staff, including overall campus climate.*

B. Consistency with the agency comprehensive capital facilities plan

The proposed project is consistent with the concepts of the UNMC 2016 – 2025 Facilities Development Plan. It also supports UNMC and the University of Nebraska’s goal to provide state of the art academic, research, and clinical experiences.

C. Consistency with the current version of the CCPE Project Review Criteria/Statewide Plan

The Statewide Facilities Plan is Chapter Six of the *Comprehensive Statewide Plan for Postsecondary Education in Nebraska*. This plan includes the following goals: “*Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that: supports its role and mission; is well-utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.*”

This proposed facility is consistent with the CCPE project review criteria and statewide plan through its generation of flexible, cost effective, and adaptable space.

5. Analysis of existing facilities

A. Function and purpose of existing programs as they relate to the proposed project

The existing College of Dentistry Building houses classrooms, research labs, faculty and staff office and workspaces, student support spaces, and most of the clinics that are essential to its mission.

The Building Modernization Project will benefit the following functions:

- Auditorium & Remaining Outdated Classroom Reconfiguration
 - Modernize technology & finishes
 - Address ADA requirements
 - Add student space(s) in existing IT space
- Student/Faculty Areas
 - Modernize finish, configuration, and technology within the spaces
- Office: Densify office usage by removing walled offices – establish open office layout
- Research Laboratories: Reconfigure existing space to allow for recruitment of additional investigators, collaboration of investigators, and improve efficiencies
- Infrastructure:
 - Restrooms: perform work within existing restroom footprints to attain ADA wherever possible
 - Exiting: Add ADA elevator to emergency power and address exiting issues
 - Mechanical: Replace AHU Coils, Dedicated AHU for Research, Energy Recovery System, Heating Hot Water System, Water Heater
 - Electrical: LED Lighting Upgrade, Panel Replacements, ADA/GFCI Compliance Issues
 - Site: Concrete Repairs/Replacement as needed, repair water damaged areas at building perimeter, improve landscaping

B. Square footage of existing areas

The square footage of the existing College of Dentistry:

Net Assignable Square Feet	73,609
Building Gross Square Feet	127,748
Efficiency	57.62%

*NASF and Building Gross SF include SF for Health-Care Facility (Clinic) spaces which are not included in the proposed program.

C. Utilization of existing space by facility, room and/or function

Existing Space Summary		
Space Description	Space Use Code	Existing NASF
Classroom Facilities	100	3,735.39
Laboratory Facilities	200	29,774.59
Office Facilities	300	13,543.06
Study Facilities	400	446.17
General Use Facilities	600	4,317.54
Physical Plant Support Spaces	700	2,469.62
Health-Care Facilities	800	19,323.06
Total Existing Space (Building GSF)		127,748
Total Utilized Existing Space		73,609.43

D. Physical deficiencies

The recent College of Dentistry Facility Assessment revealed several deferred maintenance issues that will be overcome as part of this Building Modernization project.

The Upper Level life safety egress pathways are properly sized and located. However, the level lacks two required accessible exits. The primary East and West stairs 2675 and 2427 would meet accessible exit requirements with a new handrail and guardrail system. Elevator 2005 has existing signage indicating it is not an exit. However, with a code compliant standby power system, it could serve as the second accessible exit from this floor and provide mobility impaired occupants an unassisted emergency egress pathway.

The Upper and Lower Levels have several components not in compliance with ADA requirements. These include staff and public restrooms and showers, door hardware graspability, and handrail extensions. Several multi-stall restrooms lack a single oversized stall required by ADA and all single toilet restrooms lack proper side transfer clearance and, in several cases, grab bars.

Interior finishes and casework throughout the facility are a mix of conditions, with several departments undergoing recent finish upgrades while others contain legacy restroom tile and worn carpeting. This results in several departments that have wholly unique finishes and casework styles within the building. The research lab casework and fixtures appeared fairly worn and aged for its heavy use with water and sealant damage evident in several locations. The installed carpet in several offices and support spaces has heavy traffic discoloration and wear. Two locations on second floor (rooms 2475 and 2454A) appear to have legacy 9X9 vinyl tile. These floors should be tested for hazardous materials and disposed of by a licensed contractor.

Air handling units have capacity issues due to plugged cooling coils. Replacement of coils will require extensive demolition to accomplish. The current energy recovery system is undersized and there are opportunities available to address. Zone controls are currently lacking occupancy sensors. Special consideration will be given to address airflow and ventilation for safety of all occupants, including patients.

The domestic water heater is at end-of-life expectancy and should be replaced. A neutralization system should be considered for the laboratory acid waste system as none is present.

Interior lighting has not been upgraded to LED in several locations. Due to high energy use, the remaining interior fluorescent lighting should be considered for replacement to LED and upgraded with automated lighting controls.

E. Programmatic deficiencies

The current spaces are both fragmented and outdated, which has resulted in the following deficiencies in the operation of programs:

- Size of floor plan is small and in some cases irregular.
- There is a lack of adequate classrooms, conference rooms, and huddle rooms.
- Research spaces are undersized and lack contemporary technology and bench space.
- Staff and student support spaces are undersized and not centrally located, hindering the ability for collaborative engagement.
- Size of individual and shared offices and workspaces vary and do not align with UNMC standards.
- Mobility impairment is not sufficiently accommodated in rest rooms and shower rooms.

F. Replacement cost of existing building

FMIR value: \$42,747,003 (as of June 30, 2021)

6. Facility Requirements and the Impact of the Proposed Project

A. Functions and purpose of the proposed program

1) Activity identification and analysis

The proposed program will begin to address CoD programmatic needs by maximizing these spaces through planning for efficiency and updating technology and finishes in learning and research spaces. The program will also implement new UNMC office standards for consistency with other facilities in the system. Finally, the program will improve upon existing student support spaces by offering modern student amenities.

2) Projected occupancy/use levels

Personnel projections

The CoD has a census of 550 today including approximately 190 faculty and staff in the East campus facility. Student enrollment at CoD in Lincoln is nearly 300.

Total student capacity is projected to become 423, and faculty and staff in the main facility are anticipated to increase accordingly to approximately 220. Patient occupancy is approximately 200 on an average day. Thus, 690 people are occupying the CoD on the East campus facility on a regular basis.

Describe/justify projected enrollments/occupancy

A Program Growth Opportunities/Expansion Plan for the College of Dentistry was done in July 2021. Per that plan, enrollment is projected to increase by 34% in the next 5 years. This significant increase is driven by projected growth within Advanced Education.

With this proposed programmatic and enrollment growth, the footprint at the existing CoD in Lincoln would need to be expanded as well as consideration for additional spaces for related programs and clinics in Omaha.

B. Space requirements

1) Square footage by individual areas and/or functions

Space Description	Space Use Code	Existing NSF	Renovated NSF	New NSF	Total NSF For Project
Classroom Facilities	100	3,735.39	5,933.04	0	5,933.04
Laboratory Facilities	200	29,774.59	30,015.54	0	30,015.54
Office Facilities	300	13,543.06	10,590.00	0	10,590.00
Study Facilities	400	446.17	200	0	200
General Use Facilities	600	4,317.54	4,988.17	0	4,988.17
Physical Plant Support Space	700	2,469.62	2,469.62	0	2,469.62
Health-Care Facilities	800	19,323.06	0	0	19,323.06
Net Square Feet		73,609.43	54,286.37	0	73,609.43
Total Building Gross Square Feet		127,748.00			127,748.00
Efficiency		.58			.58

2) Basis for square footage/planning parameters

All spaces to be remodeled have been programmed applying the University of Nebraska System guidelines, including recently adopted office space standards and research modules for UNMC. Industry standards for classrooms, conferencing, collaboration space, work and support space, and building amenities were also utilized.

3) Square footage difference between existing and proposed areas (net and gross)

	Existing	*Proposed	Difference
Net Square Feet	73,609.43	0	0
Gross Square Feet	127,748.00	0	0

C. Impact of the project on existing space

1) Reutilization and function(s)

The project will occur completely within the existing facility.

Clinic spaces will remain as-is until a future project is undertaken to replace/relocate this function of the College.

The recently renovated simulation laboratory and digital simulation lab will remain in service.

Toilet fixtures will be reutilized to the extent possible within the effort to create ADA accessibility.

2) Demolition

No part of the existing building will be torn down as part of this project. No part of the site will be demolished as part of this project. Interior partitions, walls, doors, casework, lighting, and finishes will be demolished as necessary to support the renovation effort.

3) Renovation

This project will consist entirely of renovation to significant portions of the existing building. The scope of renovation is approximately 54,286.37 square feet, or 74% of the assignable square feet in this facility.

7. EQUIPMENT REQUIREMENTS

A. List of available equipment for reuse

At this time the Building Modernization team has identified major lab equipment to be salvaged and relocated. Existing casework, lab casework, furniture, and miscellaneous office equipment do not comply or fit within the flexible office planning and UNMC standards.

B. Additional Equipment

1) Fixed equipment

- Casework/Millwork including Lab Casework
- Lockers and shoe cubbies for faculty and student locker rooms
- Breakroom/Lounge dishwasher/icemaker

2) Movable equipment

- Lab freezer
- Lab refrigerator
- Commercial grade refrigerator for break rooms/lounges
- Lockers and shoe cubbies for faculty and student locker rooms
- Modular furniture for workstations, offices, conference rooms, collaboration, storage, and work rooms

3) Special or technical equipment

- Lab equipment
- Copy / printers
- Computers
- Telephone system

- AV for remote collaboration in all huddle, conference, and work rooms
- Projection / Monitors for all huddle, conference rooms, work rooms
- Motorized blinds for windows
- Fitness equipment

8. SPECIAL DESIGN CONSIDERATIONS

A. Construction Type

Construction type appears to be type IIB non-combustible throughout. No fireproofing was found during inspections. But all metal columns in exposed areas were gypsum wrapped so direct inspection was not possible.

This construction type will be retained for the Building Modernization Project.

B. Heating and Cooling Systems

The project will replace AHU Coils, provide a dedicated AHU for Research, upsize the Energy Recovery System, and replace the domestic hot water heater.

C. Plumbing System

No plumbing system modifications are anticipated as part of this project.

D. Electrical System

The project will address LED lighting upgrades, panel replacements, and ADA/GFCI compliance issues.

E. Life Safety/ADA

The project will conform to the requirements of the Americans with Disabilities Act. Specifically, work will be performed within existing restroom footprints to attain ADA wherever possible. The existing ADA elevator will be added to emergency power and exiting issues (stairs, railings, etc.) will be addressed.

F. Security

No security changes or upgrades are anticipated as part of this project.

G. Sustainability

The project will meet both the UNMC Sustainability Strategic Plan and the UNMC Design Guidelines to the extent possible within the plan to reuse the existing facility.

H. Historic or architectural significance

None.

I. Artwork

The State of Nebraska 1% for Art Program requirement is applicable.

J. Phasing

Construction will occur in multiple phases to allow for continuous operation.

K. Future work

Clinic modernization, programmatic growth, and office and support associated with the clinics are not part of this project. An expansion or replacement project is being held for future consideration to address physical and programmatic deficiencies in the clinic space. The location for this action will be determined based on the strategic goals of UNMC.

L. Other

This project will be designed to 2018 IBC, 2018 IECC, and 2012 NFPA 101.
Accessibility: A117.1, 2009 and IBC Chapter 11
UNMC Design Guidelines

9. PROJECT BUDGET & FISCAL IMPACT

A. Cost Estimate Criteria

1) Identify recognized standards, comparisons, and sources

The programming architect developed the opinion of probable construction cost for this project with input from the construction community and consultation with an independent construction cost consultant. Cost estimates were normalized to the Lincoln market area.

2) Identify year and month on which estimates are made and inflation factor used

The project cost estimate was prepared in April 2022. The cost estimate assumes a 10% annual inflation rate for the 20-month period from January 2023 to the midpoint of construction in October 2023.

3) Net and gross square feet

Existing Net Square Feet Unmodified:	19,323.06
Existing Net Square Feet Renovated:	54,286.37
Existing Gross Square Feet:	127,748.00
Existing Building Efficiency:	57.62%

New Construction Net Square Feet:	0
New Construction Gross Square Feet:	0
New Building Efficiency:	N/A

4) Project cost per net and gross square foot

\$ 190.19/ NSF existing NSF
\$ 257.89 / NSF renovated NSF
\$109.59 / GSF

5) Construction cost per gross square foot: \$80.79 /GSF

B. Total project cost

Construction		
General Construction	\$	9,000,000
Site Work/Utilities		0
Fixed Equipment		57,444
In-House Construction		878,750
Construction Contingency		496,810
TOTAL CONSTRUCTION COSTS	\$	10,433,004
Non-Construction		
Project Planning	\$	25,000
Professional Consultant Fees		823,500
Professional In-house		521,650
Equipment - Capital		1,737,164
Equipment - Non-Capital		0
Land Acquisition		0
Artwork		104,330
Other		176,495
Non-Construction Contingency		169,857
TOTAL NON-CONSTRUCTION COSTS	\$	3,566,996
TOTAL PROJECT COST	\$	14,000,000

C. Fiscal impact based on first full year of operations

1) Estimated additional operational and maintenance costs per year

None.

2) Estimated additional programmatic costs per year

None.

D. Fiscal impact based on annual assessment

Annual 2% depreciation assessment contribution by UNMC into the university facilities renewal, renovation, replacement, and repair project fund.

2% of total project cost shall be: $2\% \times 14,000,000 = \$280,000$

10. FUNDING

A. Total funds required: \$14,000,000

B. Project funding sources

Funding Sources	Amount	% Total
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State Funds (LB384)	\$14,000,000	100%
Total	\$14,000,000	100%

C. Fiscal year expenditures

FISCAL YEAR	EXPENDITURES
FY2022-2023	\$ 2,800,000
FY2023-2024	\$ 7,500,000
FY2024-2025	\$ 3,700,000

11. TIMELINE

A. Program Statement	May 2022
B. External Selections – Design team and Construction Management team	June 2022
C. Early Packages	None
D. Intermediate Design Review	October 2022
E. GMP Execution	January 2023
F. Completion of Construction – Renovation	August 2024
G. Occupancy – Renovation	
December 2024	

12. HIGHER EDUCATION SUPPLEMENT

A. Coordinating Commission for Postsecondary Education (CCPE) Review

CCPE review is required.

B. Method of Contracting

1) Identify method

Construction Manager at Risk (CMR)

2) Provide rationale for method selection

CMR delivery allows management of a multi-phase project in deep collaboration with the continuous operation of the facility to ensure education, research, and clinical care continue throughout the project while major construction occurs throughout the facility.

TO: The Board of Regents Addendum XI-B-13
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Contingent fee billing services agreement between the University of Nebraska Medical Center (UNMC) Munroe-Meyer Institute (MMI) and Nebraska Medicine (NM)

RECOMMENDED ACTION: Approve a contingent fee billing services agreement between the University of Nebraska Medical Center (UNMC) Munroe-Meyer Institute (MMI) and Nebraska Medicine (NM)

PREVIOUS ACTION: None

EXPLANATION: MMI and NM have an existing billing services agreement relationship. Upon an internal audit review recommendation to include a "right to audit clause", the agreement will be updated with an effective date of July 18, 2022.

Per Nebraska Revised Statute 73-204, any contingent fee contract to result in payment of contingent fees in excess of \$25,000 per annum is to be executed by the highest executive officer of the University of Nebraska upon thirty days' notice to the public at large.

The revised contract will be for one year and renewable up to four additional years for a total of five years. Estimated annual collections equate to \$570,000 annually with an estimated \$2.5M over five years.

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

PROJECT COST: \$570,000 annually

SPONSOR: Susan Kraft Mann
Interim Vice Chancellor for Business, Finance and Business Development

RECOMMENDED: 

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: May 19, 2022

TO: The Board of Regents Addendum XI-B-14
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Naming the drive south of Baxter Arena between S 67th Street and S 64th Avenue “Dr. Jeffrey P. Gold Drive”

RECOMMENDED ACTION: Approve a waiver of the requirements of Regents’ Policy 6.2.7 with respect to facilities named for current employees, naming the drive south of Baxter Arena between S 67th Street and S 64th Avenue “Dr. Jeffrey P. Gold Drive.”

PREVIOUS ACTION: June 28, 2019 – the Board of Regents approved a waiver of the requirements of Regents’ Policy 6.2.7 and named the virtual hospital within the Davis Global Center for Interprofessional Learning the “Jeffrey P. Gold, M.D. Virtual Hospital given by the Faculty of the UNMC College of Medicine.”

EXPLANATION: Regents’ Policy 6.2.7(4)(b) precludes naming facilities after current employees. Under exceptional, infrequent circumstances, Regents’ Policy 6.2.7(4)(b) also provides that a facility may be named for a current employee when designated by a donor who has made a significant financial contribution supporting the University’s mission. The Board of Regents is pleased to recognize those circumstances in this instance and, at the same time, emphasizes that these circumstances are infrequent and do not establish a precedent or change in policy.

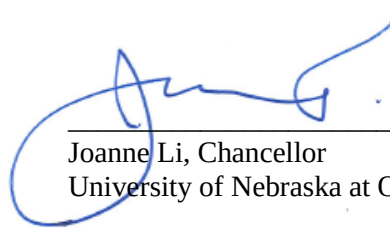
Dr. Jeffrey P. Gold served as Chancellor of the University of Nebraska at Omaha from 2017 to 2021. During that time, he significantly accelerated UNO’s path toward becoming the nation’s premier metropolitan University, laying out a bold vision for “Access to Exceptional” in which every UNO student would be able to complete their academic journey with the support of world-class faculty and staff.

Under Dr. Gold’s leadership, UNO delivered. UNO expanded access to a student body that reached new records in both size and diversity; achieved improved student outcomes; set new bars for research success, including record-high extramural funding; expanded technology transfer for the benefit of Nebraska’s economy and quality of life; developed new academic programs to meet the needs of the state; secured the U.S. Department of Homeland Security Center of Excellence for terrorism prevention and counterterrorism research, and attracted significant investments from the philanthropic community that expanded the campus’ footprint and provided increased support for students and faculty. UNO also maintained its status as one of the top destinations for military learners in the country and as a national model for community engagement during Dr. Gold’s tenure.

Higher education is changing rapidly, requiring strategic, visionary, and innovative leadership. Dr. Gold was one such leader for UNO, serving at a time when a continued upward trajectory for the campus was crucial to meeting the needs of Omaha, Nebraska, and the world.

By naming this space “Dr. Jeffrey P. Gold Drive” as requested by the donors, the Board of Regents expresses on behalf of the University of Nebraska System its deepest gratitude and appreciation for Dr. Gold’s leadership during a critical moment in UNO’s history.

RECOMMENDED:



Joanne Li, Chancellor
University of Nebraska at Omaha



Waler E. Carter, President
University of Nebraska System

DATE:

May 19, 2022

C. REPORTS

1. Report on expedited approval of the Graduate Certificate for Dyslexia Specialists in the Department of Special Education and Communication Disorders in the College of Education, Health, and Human Sciences at UNO, Addendum XI-C-1
2. Report on renaming the Department of Mathematics to the Department of Mathematical and Statistical Sciences in the College of Arts and Sciences at UNO, Addendum XI-C-2
3. Report on renaming the Bachelor of Science in Education (BSEd) in Kinesiology to the Bachelor of Science (BS) in Kinesiology in the School of Health and Kinesiology in the College of Education, Health, and Human Sciences at UNO, Addendum XI-C-3
4. Report on renaming the Bachelor of Science (BS) in Mechanized Systems Management to the Bachelor of Science (BS) in Agricultural Systems Technology in the Department of Biological Systems Engineering in the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-C-4
5. Report on Laboratory, Student, and Miscellaneous Fees for 2022-2023, Addendum XI-C-5
6. Annual Program Monitoring Report for Bachelor of Arts (BA) in Art History and Bachelor of Science (BS) in Black Studies at UNO, Addendum XI-C-6
7. Quarterly Personnel Report for the period January through March 2022, Addendum XI-C-7
8. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNK, Addendum XI-C-8
9. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNL, Addendum XI-C-9
10. Report on Residence Hall Room and Board Rates for Academic Year 2022-23 at UNO, Addendum XI-C-10
11. Report on emergency budget increase for Scott Engineering Center Renovation and Link Replacement at UNL, Addendum XI-C-11
12. Report on naming the east vestibule of Architecture Hall the “W. Cecil Steward Vestibule” at UNL, Addendum XI-C-12
13. Report on bids and contracts, Addendum XI-C-13
14. Quarterly report on gifts, grants, contracts, and bequests, Addendum XI-C-14
15. Quarterly report on capital construction projects, Addendum XI-C-15
16. Report on revisions to rules and regulations for self-government organizations: Student Government Association at UNO, College of Journalism and Mass Communications at UNL, and College of Arts and Sciences at UNL Addendum XI-C-16

TO: The Board of Regents Addendum XI-C-1
Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: Expedited approval of the Graduate Dyslexia Specialist Certificate in 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)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: July 22, 2016 – The Board approved the consolidation of the MA and MS degrees in Special Education to a single MS degree in the Department of Special Education and Communication Disorders in the College of Education at UNO

July 28, 2001 – The Board approved the consolidation of the existing masters' degrees (MS with a major in Behavioral Disorders, MA with a major in Mental Retardation, MS with a major in Resource Teaching and Learning, MS with a major in Teaching the Hearing Impaired, MS with a major in Teaching the Mentally Retarded) into a single degree entitled MS with a major in Special Education at UNO

July 15, 2000 – The Board delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

EXPLANATION: The most effective way to remediate reading problems, especially for students with dyslexia, is to ensure that teachers have the necessary training and confidence to identify and effectively intervene. The proposed 15 credit hour online graduate certificate program is designed to provide current and future educators with a combination of advanced content and pedagogical knowledge about dyslexia, as well as supervised application opportunities during a practicum experience. Curricular content will include: (a) foundations of literacy acquisition, (b) language development, (c) assessment procedures, and (d) structured literacy instruction principles. All coursework will partially satisfy requirements towards an MS in Special Education at UNO.

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

PROGRAM COST: \$0 (No new faculty/staff resources will be required.)

SOURCE OF FUNDS: Not applicable

SPONSOR: Jeffrey P. Gold, M.D.
Executive Vice President and Provost



APPROVED:

Walter E. Carter, President
University of Nebraska

DATE:

May 19, 2022

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

MEETING DATE: June 23, 2022

SUBJECT: Renaming the Department of Mathematics to the Department of Mathematical and Statistical Sciences in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: June 19, 1993 – The reorganization of the UNO Department of Mathematics and Computer Science into two separate departments was reported to the Board.

EXPLANATION: The proposed name change to the Department of Mathematical and Statistical Sciences better represents the instructional focus and research interests of the mathematics faculty. These faculty have expertise that covers either pure or applied mathematics, and the unit has a significant cohort of faculty with terminal degrees in statistics. Most importantly, the proposed name signals this disciplinary and curricular diversity to UNO students.

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

SPONSOR: Sacha E. Kopp
Senior Vice Chancellor for Academic and Student Affairs

APPROVED:



Joanne Li, Chancellor
University of Nebraska at Omaha



Walter E. Carter, President
University of Nebraska

DATE: May 19, 2022

TO: The Board of Regents Addendum XI-C-3

Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: Renaming the Bachelor of Science in Education (BSEd) in Kinesiology to the Bachelor of Science (BS) in Kinesiology in the School of Health and Kinesiology in the College of Education, Health, and Human Sciences at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

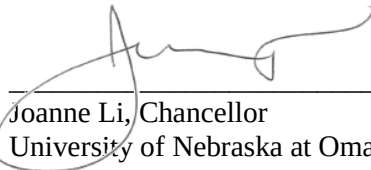
PREVIOUS ACTION: September 16, 2016 – The renaming of the UNO School of Health, Physical Education and Recreation to the School of Health and Kinesiology in the College of Education was reported to the Board.

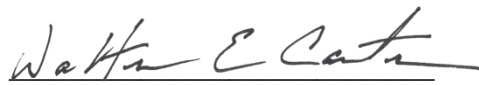
EXPLANATION: The proposed degree name change to a BS in Kinesiology more accurately reflects the undergraduate curriculum and is a more appropriate degree type for students who often pursue graduate and allied health and medical professional programs in such fields as Physical Therapy, Occupational Therapy, Nursing, Athletic Training and Physician Assistant. This change will help accurately describe the curriculum to current and prospective students, as well as employers and community partners.

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

SPONSOR: Sacha E. Kopp
Senior Vice Chancellor for Academic and Student Affairs

APPROVED:


Joanne Li, Chancellor
University of Nebraska at Omaha


Walter E. Carter, President
University of Nebraska

DATE: May 19, 2022

TO: The Board of Regents Addendum XI-C-4

Academic Affairs Committee

MEETING DATE: June 23, 2022

SUBJECT: Renaming the Bachelor of Science (BS) in Mechanized Systems Management to the BS in Agricultural Systems Technology in the Department of Biological Systems Engineering within the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 11, 1992 – The renaming of the UNL Bachelor of Science major in the Department of Biological Systems Engineering from Mechanized Agriculture to Mechanized Systems Management was reported to the Board.

The BS in Mechanized Agriculture was established prior to modern records of Board approvals.

EXPLANATION: The proposed degree name change to a BS in Agricultural Systems Technology better reflects the curriculum, which is focused on the technologies used within the broad agricultural system. The term “Mechanization” used in the current degree name is too narrow a descriptor of the modern technology now prevalent in the agriculture and related sectors. The new name will help better communicate the scope of the degree program to prospective students and potential employers.

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

SPONSORS: Michael J. Boehm
Vice President, Agriculture and Natural Resources, University of Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources,
University of Nebraska-Lincoln

Katherine Ankerson
Executive Vice Chancellor

APPROVED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln



Walter E. Carter, President
University of Nebraska

DATE: May 19, 2022

TO: The Board of Regents Addendum XI-C-5
Academic Affairs

MEETING DATE: June 23, 2022

SUBJECT: Laboratory, Student, and Miscellaneous Fees for 2022-2023

RECOMMENDED ACTION: Report

PREVIOUS ACTION: June 26, 2019 – The Board of Regents approved amendments to RP-5.9 of the *Policies of the Board of Regents* (the “*Policies*”) related to student fees:

Following an audit in 2017 of student fees, it was recommended by the Board of Regents Audit Committee that the language of *Regents Policy* 5.9 be modified to include the following: (1) student fees must be expended for the purpose for which they were collected; (2) student fees revenues must be expended for purposes that directly benefit students from whom they were collected; and (3) a definition of mandatory fees, including the understanding that students paying the fee must have the opportunity to benefit from the activity supported by the fee.

Additionally, the President requested that the Executive Vice President and Provost and the Campus Chief Academic Officers review *Regents Policy* 5.9. Recommended revisions include that all fees be reviewed no less than once every four years.

EXPLANATION: Earlier this year, the President requested the Chancellors closely scrutinize fee increase requests to insure they reflect increases in costs passed through to students. The changes approved by the President for the University of Nebraska for the 2022-2023 academic year are listed on the attached reports by campus.

This report includes information on all categories of fees requested by the Board and all changes to fees that would affect the campus student body. On several campuses, a screening committee, often with student representatives, has reviewed proposed changes. Each item on the report has been reviewed and approved by campus administration.

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

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

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

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

Joanne Li, Chancellor
University of Nebraska at Omaha

APPROVED:

A handwritten signature in cursive script, reading "Walter E. Carter", positioned above a horizontal line.

Walter E. Carter, President
University of Nebraska

DATE:

May 19, 2022

University of Nebraska at Kearney
Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023

Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
College of Arts and Sciences				
Biology	BIOL 330 – Wildlife Conservation (microscope)	\$ 2.00	\$ -	
Biology	BIOL 388L – GS Capstone Lab – Brewing Science	\$ 200.00	\$ -	
Biology	BIOL 405 – Range & Wildlife Management (microscope)	\$ 2.00	\$ -	
Chemistry	CHEM 148L – Introductory Chemistry for the Health Sciences Lab	\$ -	\$ 15.00	(1)
Chemistry	CHEM 388L – GS Capstone Lab – Brewing Science	\$ 200.00	\$ -	
Geography	GEOG 310 – Cartography	\$ 25.00	\$ -	
Geography	GEOG 388L – GS Capstone Lab – Brewing Science	\$ 200.00	\$ -	
Geography	GEOG 416 – Applications of Geographic Information Systems	\$ 25.00	\$ -	
Geography	GEOG 417 – GIScience Principles and Concepts	\$ 25.00	\$ -	
Geography	GEOG 418 – Working with GIScience and Spatial Analysis	\$ 25.00	\$ -	
Geography	GEOG 419 – Remote Sensing of the Environment	\$ 25.00	\$ -	
Geography	GEOG 443 – Special Topics in GIS, Spatial Analysis & Remote Sensing	\$ 25.00	\$ -	
Health Sciences	HSCI 225 – Introduction to Hematology	\$ 10.00	\$ -	
Physics	PHYS 388L – GS Capstone Lab – Brewing Science	\$ 200.00	\$ -	
Communication	SPCH 340 – Professional Communication	\$ -	\$ 55.00	(2)
College of Business and Technology				
Computer Science & Information	CSIT 497 – Seminar in Information Technology	\$ 62.50	\$ -	
Cyber Systems	CYBR 223 – Information Technology Infrastructure	\$ 75.00	\$ -	
Cyber Systems	CYBR 301 – Computer Organization	\$ 40.00	\$ -	
Cyber Systems	CYBR 330 – Algorithms & Data Structures	\$ 62.50	\$ -	
Cyber Systems	CYBR 335 – Fund Networking & Systems	\$ 25.00	\$ -	
Cyber Systems	CYBR 345 – Advanced Networks & Systems	\$ 25.00	\$ -	
Cyber Systems	CYBR 404 – Software Engineering	\$ 62.50	\$ -	
Cyber Systems	CYBR 430 – Protecting & Defending Networks & Systems	\$ 25.00	\$ -	
Cyber Systems	CYBR 435 – Thinking Like an Adversary: Systems Side Security	\$ 25.00	\$ -	
Cyber Systems	CYBR 441 – Artificial Intelligence	\$ 75.00	\$ -	
Cyber Systems	CYBR 460 – Virtualization Essentials	\$ 25.00	\$ -	
Cyber Systems	CYBR 495 – Cyber Systems Capstone	\$ 62.50	\$ -	
Cyber Systems	CYBR 841P – Artificial Intelligence	\$ 24.00	\$ -	
Industrial Technology	ITEC 171 – Introduction to Flight	\$ 5.00	\$ -	
Industrial Technology	ITEC 172 – Professional Flight 1	\$ 5.00	\$ 10,959.00	(3)
Industrial Technology	ITEC 292 – Professional Flight 2	\$ 5.00	\$ 6,020.00	(4)
Industrial Technology	ITEC 293 – Professional Flight 3	\$ 5.00	\$ 11,685.00	(5)
Industrial Technology	ITEC 376 – Professional Flight 4	\$ 5.00	\$ 13,960.00	(6)
Industrial Technology	ITEC 377 – Professional Flight 5	\$ 5.00	\$ 6,283.00	(7)
Industrial Technology	ITEC 378 – Professional Flight 6	\$ -	\$ 5,180.00	(8)
Industrial Technology	ITEC 379 – Professional Flight 7	\$ -	\$ 4,205.00	(9)
Industrial Technology	ITEC 380 – Professional Flight 8	\$ -	\$ 5,373.00	(10)

University of Nebraska at Kearney Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
College of Education				
Communication Disorders	CDIS 861 – Practicum in Speech/Language Pathology	\$ 40.00	\$ 190.00	(11)
Counseling, School Psychology and Family Science	FAMS 380 – Advanced Nutrition	\$ 18.00	\$ -	
Kinesiology & Sport Sciences	PE 174A – Athletic Training Clinical Level One A	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 174B – Athletic Training Clinical Level One B	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 174C – Athletic Training Clinical Level Two A	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 174D – Athletic Training Clinical Level Two B	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 174E – Athletic Training Clinical Level Three A	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 174F – Athletic Training Clinical Level Three B	\$ 20.00	\$ -	
Kinesiology & Sport Sciences	PE 200 – Teaching Sport Skills and Non-Rhythmic Activities	\$ -	\$ 40.00	(12)
Kinesiology & Sport Sciences	PE 355 – Food Preparation for Optimal Health	\$ 35.00	\$ 58.00	(13)
Kinesiology & Sport Sciences	PE 385 – Advanced Nutrition	\$ -	\$ 31.00	(14)
Kinesiology & Sport Sciences	PE 459 – Special Topics: Gross Anatomy	\$ 175.00	\$ 235.00	(15)
Kinesiology & Sport Sciences	PE 460 – Gross Anatomy of Movement	\$ 175.00	\$ 235.00	(15)
Kinesiology & Sport Sciences	PE 495 – Special Problems in Nutrition	\$ -	\$ 16.00	(16)
Kinesiology & Sport Sciences	PE 860P – Gross Anatomy of Movement	\$ 175.00	\$ 235.00	(15)
Teacher Education	TESE 334 – Assessment and Intervention	\$ -	\$ 11.00	(17)

(1) The lab fee is needed to ensure that the Chemistry Department can cover the costs of lab equipment and lab materials used in the course. Cost per student is \$17.

(2) Students in SPCH 340 – Professional Communication get a professional head shot, business cards, and thank you cards as part of the class. One of the learning objectives is for students to be able to present themselves professionally. The materials are produced by UNK Communications. Cost per student is \$55.

(3) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 172 will cover the minimum hours required by the FAA to obtain the Private Pilot Certificate. It will also cover the medical exam and knowledge exam required by the FAA, and provide the necessary equipment/materials needed by students for flight (Gleim Aviation Private Pilot Kit, aviation headset, and iPad). Cost per student is \$10,959.

(4) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 292 will cover the building of the minimum hours required by the FAA to enter Instrument Flight Training. Cost per student is \$6,020.

(5) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 293 will cover the minimum hours required by the FAA to obtain the Instrument Pilot Rating. It will also cover the knowledge exam required by the FAA and the necessary Gleim Aviation Instrument/Commercial Pilot Kit. Cost per student is \$11,685.

(6) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 376 will cover the minimum hours required by the FAA to obtain the Commercial Pilot Certificate. It will also cover the knowledge exam required by the FAA. Cost per student is \$13,960.

(7) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 377 will cover the minimum hours required by the FAA to obtain the Multi-Engine Pilot Rating. It will also cover the knowledge exam required by the FAA. Cost per student is \$6,283.

(8) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 378 will cover the minimum hours required by the FAA to obtain the Flight Instructor Certificate. It will also cover the knowledge exams required by the FAA. Cost per student is \$5,180.

(9) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The course fee for ITEC 379 will cover the minimum hours required to obtain the Instrument Flight Instructor Certificate. It will also cover the knowledge exam required by the FAA. Cost per student is \$4,205.

(10) Traditionally, aviation students have paid flight costs directly to the flight provider and these costs have been outside of the UNK structure. In order to ensure transparency of program costs and to align the flight program with US Department of Veteran Affairs, the ITEC Department is requesting that UNK assess and collect all flight costs associated with Professional Flight courses. Actual flights costs will then be paid from UNK to the UNK partner flight provider. The ITEC 380 course fee will cover the minimum hours required to obtain the Multi-Engine Flight Instructor Certificate. It will also cover the knowledge exam required by the FAA. Cost per student is \$5,373.

(11) The \$150 fee increase is for a one-time medical documentation software license for each student, which will last the length of their 2-1/2 year program. When training SLPs it has become critical to provide them with the experience using an electronic medical records program. The \$40 fee currently charged for clinic materials is still applicable and included in the \$190 new fee. Cost per student is \$190.

(12) All majors in the Health and Physical Education degrees (PK-12, PK-6, and 6-12) take the PE 200 course. Majors need a professional polo to wear during teaching labs. The fee will cover the cost of ordering a polo shirt with the UNK emblem, KSS Department, and Health and Physical Education Major embroidered. This will result in our students looking uniform and professional when community members are observing their teaching. Cost per student is \$40.

(13) The fee increase will be used to cover the costs of cholestex for blood lipid analysis and the increased food and materials costs for cooking labs. Cost per student is \$58.

(14) Students will study nutritional principles and the application of those principles across the lifespan and in various disease processes. Students will undergo a DXA assessment (body fat measurement) and resting metabolic rate (RMR) measurement to clearly understand how to assess and apply nutritional principles based on individual metabolism and muscle mass. Students will also participate in four cooking labs to apply lecture knowledge in an experiential learning environment. The fee will cover the two assessments and the food and materials utilized in the cooking labs. Cost per student is \$31.

(15) Due to the recent increases in the prices for cadavers, cremation fees, and other costs (transportation, gloves, scalpel blades, and sharps containers), it is necessary to increase the course fee for these courses. Cost per student is \$235..

(16) Students in Special Problems in Nutrition are exposed to nutritional deficiencies in each area of the lifespan. After discussing each area, students will engage in an experiential learning opportunity by participating in a hands-on cooking laboratory. The fee will cover the food and materials utilized in the 4 cooking labs. Cost per student is \$16.

(17) The Developmental Assessment of Young Children, 2nd ed. (DAYC-2) is a required assessment tool for Early Childhood Inclusive Endorsement students to use in Nebraska for children with disabilities. The lab fee will cover the cost of these assessment materials plus shipping and handling fees. Cost per student is \$11.

University of Nebraska-Lincoln
Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023

Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
College of Agricultural Sciences and Natural Resources				
Agronomy and Horticulture	AGRO 429/829	\$ -	\$ 40.00	(18)
Agronomy and Horticulture	AGRO 134 (cross-listings HORT/TLMT 134)	\$ 10.00	\$ -	(19)
Animal Science	ASCI 240	\$ 15.00	\$ 45.00	(20)
Animal Science	ASCI 311A	\$ 75.00	\$ 300.00	(21)
Animal Science	ASCI 441/841	\$ -	\$ 100.00	(22)
Animal Science	ASCI 451/851 (cross-listings AGRO 445/845; RNGE/GRAS 445)	\$ 200.00	\$ 300.00	(23)
Entomology	ENTO 115 (cross-listing BIOS 115)	\$ 5.00	\$ 10.00	(24)
Entomology	ENTO 401/801	\$ 40.00	\$ -	(25)
Entomology	ENTO 801L	\$ -	\$ 50.00	(26)
Entomology	ENTO 813 (cross-listing PLPT 813)	\$ 50.00	\$ -	(27)
College of Architecture				
Architecture Program	ARCH 526	\$ -	\$ 80.00	(28)
Interior Design Program	IDES 301	\$ 60.00	\$ 80.00	(29)
College of Arts and Sciences				
School of Global Integrative Studies	ANTH 344 (cross-listing ANTH 444)	\$ 75.00	\$ 35.00	(30)
School of Biological Sciences	BIOS 110L (new course)	\$ -	\$ 60.00	(31)
School of Biological Sciences	BIOS 136	\$ 50.00	\$ 70.00	(32)
College of Business				
School of Accountancy	ACCT 308	\$ 20.00	\$ -	(33)
School of Accountancy	ACCT 309	\$ 20.00	\$ -	(34)
School of Accountancy	ACCT 410/810	\$ 15.00	\$ -	(35)
Economics	ECON 215	\$ 20.00	\$ -	(36)
Finance	FINA 463	\$ 20.00	\$ -	(37)
College of Business	GRBA 098	\$ 30.00	\$ -	(38)
Marketing	GRBA 813	\$ 20.00	\$ -	(39)
Management	MNGT 311	\$ 25.00	\$ -	(40)
Marketing	MRKT 341H	\$ 10.00	\$ -	(41)
Marketing	MRKT 442	\$ 20.00	\$ -	(42)
Marketing	MRKT 850	\$ 40.00	\$ -	(43)
Supply Chain Management and Analytics	SCMA 437	\$ 20.00	\$ 40.00	(44)
Supply Chain Management and Analytics	SCMA 452	\$ 20.00	\$ -	(45)
Supply Chain Management and Analytics	SCMA 454	\$ 20.00	\$ -	(46)
Supply Chain Management and Analytics	SCMA 458	\$ 20.00	\$ -	(47)
Supply Chain Management and Analytics	SCMA 459	\$ 20.00	\$ -	(48)
Supply Chain Management and Analytics	SCMA 837	\$ -	\$ 40.00	(49)
Supply Chain Management and Analytics	SCMA 853	\$ 20.00	\$ -	(50)

University of Nebraska-Lincoln
Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023

Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
College of Education and Human Sciences				
Coaching Basketball	ATHC 311	\$ -	\$ 5.00	(51)
Coaching Football	ATHC 312	\$ -	\$ 15.00	(52)
Coaching Volleyball	ATHC 318	\$ -	\$ 10.00	(53)
Coaching Soccer	ATHC 320	\$ -	\$ 25.00	(54)
Nutrition and Health Sciences	ATHT 445	\$ -	\$ 35.00	(55)
Child, Youth and Family Studies	CYAF 997	\$ 40.00	\$ 55.00	(56)
Educational Administration	EDAD 811	\$ 30.00	\$ -	(57)
Educational Administration	EDAD 857 (cross-listing SPED 857)	\$ 10.00	\$ -	(58)
Educational Psychology	EDPS 982	\$ 50.00	\$ 125.00	(59)
Educational Psychology	EDPS 983	\$ -	\$ 100.00	(60)
Special Education and Communication Disorders	SPED 480/880	\$ 20.00	\$ -	(61)
Special Education and Communication Disorders	SPED 858 (cross-listing EDAD 858)	\$ 10.00	\$ -	(62)
Special Education and Communication Disorders	SPED 942	\$ 10.00	\$ -	(63)
Hixson-Lied College of Fine and Performing Arts				
Johnny Carson School of Theatre and Film	EMAR 140	\$ -	\$ 65.00	(65)
Johnny Carson School of Theatre and Film	EMAR 141	\$ -	\$ 50.00	(66)
Johnny Carson School of Theatre and Film	EMAR 161	\$ -	\$ 40.00	(67)
Johnny Carson School of Theatre and Film	EMAR 251	\$ -	\$ 30.00	(68)
Johnny Carson School of Theatre and Film	EMAR 282	\$ -	\$ 20.00	(69)
Johnny Carson School of Theatre and Film	EMAR 283	\$ -	\$ 220.00	(70)
Johnny Carson School of Theatre and Film	EMAR 331	\$ -	\$ 20.00	(71)
Johnny Carson School of Theatre and Film	EMAR 332	\$ -	\$ 20.00	(72)
Johnny Carson School of Theatre and Film	EMAR 342	\$ -	\$ 35.00	(73)
Johnny Carson School of Theatre and Film	EMAR 360	\$ -	\$ 80.00	(74)
Johnny Carson School of Theatre and Film	EMAR 391	\$ -	\$ 50.00	(75)
Johnny Carson School of Theatre and Film	EMAR 440	\$ -	\$ 20.00	(76)
Johnny Carson School of Theatre and Film	EMAR 479	\$ -	\$ 50.00	(77)
Glenn Korff School of Music	MUED 374	\$ -	\$ 30.00	(78)

University of Nebraska-Lincoln Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
Campus Recreation				(79)
Campus Recreation	COMB 100N (new course)	\$ -	\$ 40.00	(80)
Campus Recreation	FITN 100S (new course)	\$ -	\$ 60.00	(81)
Campus Recreation	FITN 102T (new course)	\$ -	\$ 40.00	(82)
Campus Recreation	FITN 110S (new course)	\$ -	\$ 60.00	(83)
Campus Recreation	FITN 120S (new course)	\$ -	\$ 60.00	(84)
Campus Recreation	FITN 142D (new course)	\$ -	\$ 40.00	(85)
Campus Recreation	FITN 160	\$ 50.00	\$ 55.00	(86)
Campus Recreation	INDV 105B	\$ -	\$ 55.00	(87)
Campus Recreation	INDV 115B	\$ -	\$ 55.00	(88)
Campus Recreation	ODED 127E	\$ -	\$ 200.00	(89)
Miscellaneous Fee				
Professional Program in Veterinary Medicine Application Fee		\$	75.00	(90)

(18) AGRO 429/829 Plant Biotechnology Applications uses the application of plant biotechnology to answer biological questions and the development of writing and thinking skills with a working knowledge of plant biology and biotechnology. Learning in a lab focused setting, students solidify skills used in molecular biology, biochemistry, cell biology, and computational biology. This course was taught for the first time in Spring 2019. In 2019 and 2020, the Department of Agronomy and Horticulture supported the cost of the lab activities. Lab fees are now needed to allow this course to become sustainable. The proposed fee will be used to purchase plastic consumable supplies including tubes, tips and PCR plates: \$160; enzymes: \$259; chemical reagents: \$331; and the use of equipment from core facilities: \$210. Total expenses: \$960/year. Enrollment: 24 students/year. Proposed Fee: \$40. Total Revenue: \$960/year.

(19) AGRO 134 Plant Science Lab is an exploration of plant morphology, physiology, and maturation with an emphasis on environmental, biotic, and human interactions within production and landscape systems. Materials that used to be purchased with the fee are now being donated so the fee is no longer needed.

(20) ASCI 240 Anatomy and Physiology of Domestic Animals is a core course with the Animal Science Department that provides students with an understanding of the anatomical and physiological principles. These principles are related to the general systems of the body, how these systems regulate homeostasis, impact growth and development, adapt to stress and immune challenges, ability for reproduction, and impact on production outcomes. We are requesting a fee increase related to the change in cost of consumable supplies utilized in the lab and the addition new lab exercises that allow for an increase in hands-on learning, such as dissection on specific anatomical features of animals (lungs, hearts, kidney, and liver). In addition, we have added hands-on labs that allow students to gain a better understanding of heart physiology, regulation of the animal response to stress, and understanding of the immune system. While these labs have increased the cost for the lab, the course fee has not changed for several years. Supplies consumed include: Pig Heart: \$555; Blood type kits: \$525; Complete Blood Cell Analysis: \$475; fetal pigs: \$875; Bovine Lungs, livers, pancreas and kidneys: \$560; General lab supplies: \$400. Total expenses: \$3390/year. Enrollment: 70 students/year. Proposed Fee: \$45. Total Revenue: \$3150/year.

(21) ASCI 311A Horse Industry Study Tour is a class for students to learn about various aspects of the horse industry. Students will tour training facilities, breeding farms, veterinary clinics, nutrition companies, research facilities, breed organizations, competition facilities, and others. The trip typically runs 5-6 days and these fees are used to cover expenses related to the trip including van, fuel and hotel. Previously, the course had been set up with a \$75 lab fee and students paid an additional \$200 for the field trip. We would like to wrap all costs for this field trip into one course and lab fee. Travel costs have increased which is also reflected in the proposed fee increase. Van rental rate is \$44/day (6 days, with 300 free miles), estimated mileage is 650 miles. The hotel reservations will be 4 rooms for 5 nights averaging \$100/night. Hotel: \$2000; Van and fuel: \$650. Total expenses: \$2650/year. Enrollment: 8 students/year. Proposed Fee: \$300. Total Revenue: \$2400/year.

(22) ASCI 441/841 New Technologies in Reproductive Biology is a unique, laboratory-based course that focuses on early embryonic development, assisted reproductive technologies and genetic engineering of animals. Although most students enrolled in the course are interested in working with livestock or human embryos, we primarily utilize mouse embryos. The course fee also covers travel to obtain abattoir ovaries for in vitro maturation, and travel to tour a human assisted reproductive technology clinic in Elkhorn, NE. Costs associated with this courses are mouse housing costs including mating cages, maturation, males and females: \$952; embryo collection and culture: \$160; travel to obtain abattoir ovaries: \$60; van rental for travel to human assisted reproduction technology clinic: \$44. Total expenses: \$1216/year. Enrollment: 10 students/year. Proposed Fee: \$100. Total Revenue: \$1000/year.

(23) ASCI 451/851 Livestock Management on Range and Pasture is a capstone course where students are required to participate in a one-week field trip/experiential learning opportunity in central or western Nebraska prior to the beginning of fall semester. The proposed fee increase is needed due to increases in travel expenses. Van rental: \$600; Lodging at the 4H camp to ensure students are centrally located near tour stops: \$4400; Fuel for vehicles: \$400; and printing for field trip notebook and materials related to plant identification: \$600. Total expenses: \$6000/year. Enrollment: 20 students/year. Proposed Fee: \$300. Total Revenue: \$6000/year.

(24) ENTO 115 Insect Biology is the study of fundamental insect biology (anatomy, development, physiology, behavior, ecology and diversity) and includes economic and medical importance of insects and principles of insect pest management. This course has undergone revisions to improve ACE 4 outcomes and student interactions with live invertebrates. The current fee of \$5 does not cover the cost of magnifiers and live invertebrates that students take home or interact with during class sessions. The increased fee (\$10) will cover costs of purchasing live butterfly/moth or other insect larvae so students can observe, compare and develop inquiries about living insects. It will also allow them to have tools needed for magnification to observe insect features and behaviors. The annual costs of supplies include Butterfly larvae: \$200; Moths: \$382; Termites: \$190; Containers: \$17; and Magnifiers: \$253. Total expenses: \$1042/year. Enrollment: 100 students/year. Proposed Fee: \$10. Total Revenue: \$1000/year.

(25) ENTO 401/801 Insect Physiology studies the functions and other phenomena associated with the major organ systems of insects; the cuticle, nervous, circulatory, digestive, metabolism, nutrition, locomotion, reproduction, respiration, and growth and development. It is a lecture course which no longer requires non-routine items for classroom purposes. The current course fee is no longer needed.

(26) ENTO 801L Insect Physiology Laboratory is focused on the examination of physiological, biochemical, and molecular approaches for studying cellular, tissue, and organ systems in insects. Additionally, the course focuses on the application of good laboratory practices, experimental design, and data analyses and interpretation. The proposed course fee is needed for expenses directly related to student participation in the course, which include laboratory consumables, specifically pipet tips: \$140; centrifuge tubes: \$110; PCR mastermix: \$135; well microplates: \$150; nitrile gloves: \$50; fly vials: \$80; and fly food: \$85. Total expenses: \$750/year. Enrollment: 15 students/year. Proposed Fee: \$50. Total Revenue: \$750/year.

(27) ENTO 813 Biological Control of Pests covers the principles and practices of using natural enemies and antagonists to manage the abundance of pests and reduce economic losses. The fee is no longer needed.

(28) ARCH 526 Digital Fabrication helps students gain valuable skills necessary to build architecture, the knowledge of how to apply digital processes to make components for larger assemblies, and how to incorporate these skills and processes creatively into the practice of architecture. Tectonic fabrication skills and knowledge are critical in the making of architecture. In the design and making, buildings are products of the processes applied, the materials used, and how they are assembled and built. The course goal is for students to engage in critical problem solving to synthesize various disparate assemblies, materials and use digital processes to understand the making architecture. Currently the equipment in Architecture Hall shop is limited and does not include vinyl cutter, metal laser cutter, silkscreen, updated 3D printer, updated CNC machine, quilting, and plasma cutter. To enhance student learning abilities listed above the students and instructor need access to Nebraska Innovation Studio (the makerspace) which consists of the most current fabrication equipment on campus. This proposal is requesting to add the \$80 per student membership costs as a course fee which will allow students to utilize the fabrication equipment during the semester the course is offered. Total expenses: \$1200/year. Enrollment: 15 students/year. Proposed Fee: \$80. Total Revenue: \$1200/year.

(29) IDES 301 Material Application focuses on the fabrication of original interior materials designed and constructed by students, in addition to covering material application content. These projects demand the use of 3D printers, laser cutters, and wood and metal shop facilities. The course fee is used to cover the students required membership to Nebraska Innovation Studio (the makerspace) and they have increased their student fee from \$15/month to \$20/month. The proposed \$80 course fee reflects the Makerspace Fee increase to allow for the four-month membership. Total expenses: \$2720/year. Enrollment: 34 students/year. Proposed Fee: \$80. Total Revenue: \$2720/year.

(30) ANTH 344/444 Human Osteology is the study of the human structure and function of the skeleton and bony structures including histology, pathology, biomechanics and taphonomy. Numerous casts and actual human remains are used to learn human osteology and these have a shelf life of a few years before they become broken and unusable. Consumable supplies include human skeleton casts: \$1400-\$1600. Total expenses: \$1400/year. Enrollment: 30 students/year. Proposed Fee: \$35. Total Revenue: \$1050/year.

(31) BIOS 110L Human Biology Laboratory is a course that pre-health students from several different colleges take to meet their ACE 4 requirement. The laboratory course experience is based on hands-on experimentation, observation, manipulation of materials and data collection. The current trend in laboratory education is toward interactive, inquiry-based learning that proves students with the skills to think through and solve problems independently and as part of a team. This lab fee will cover the current costs of consumables, equipment maintenance and replacement as well as the purchase items unique to this laboratory course. Each of these different labs use basic equipment plus stock and consumable items. Additionally, we would like to purchase lab models and equipment that is unique to this biology lab such as human anatomy models and a smoker lung demonstration kit. Annual cost of supplies and maintenance include: Chemicals: \$900; Preserved materials: \$2300; labware and lab specific consumables: \$6250; living materials: \$5500; lab equipment maintenance: \$5000; Vernier oxygen sensor: \$800; microscopes: \$7600. Total expenses: \$28,355/year. Enrollment: 312 students/year. Proposed Fee: \$60. Total Revenue: \$18,720/year.

(32) BIOS 136 Discovery Research: Virus Hunting is a course-based undergraduate research experience and is an experiential learning opportunity for first year students. Students start as novices and finish the course with practical bench skills that prepare them to pursue microbiology-related life sciences research. Following standard methods, students identify and purify bacteriophages (bacteriophages, also called phage, are viruses that infect bacteria), extract DNA from the phage preparations and perform simple analyses of the DNA, and also acquire electron microscopy images of their phage. The protocols and associated assays require sterile technique which means materials are used once, and are non-recyclable or discarded. Thus in addition to chemical solutions, buffers and bacteriological media, course preparations and students together go through large quantities of consumables such as sterile plastic ware and liquid handling tools such as serological pipettes, micropipette tips, syringes and syringe filters for sterile filtration steps and microfuge tubes. These consumable supplies cost: \$553/year. Extraction of DNA is done with a commercially available kit, and electron microscopy preparations require special grids for the (phage) samples: \$165/year. We use the UNL Core Microscopy Facility which charges a fee of \$38/year for use of the facility. serological pipettes: \$60/3 years; EM grids, Pelco tabs: \$70/3 years; Bacteriological media: \$100/3 years; sterile conical tubes: \$120/3 years; electrophoresis agarose: \$200/3 years; Chemicals and buffers: \$250/3 years; DNA analysis reagents: \$200/3 years. Total expenses: \$1089/year. Enrollment: 15 students/year. Proposed Fee: \$70. Total Revenue: \$1050/year.

(33) ACCT 308 Managerial Accounting teaches internal accounting as a tool to generate information for managerial planning and control. Conventional and computer problem materials are used to develop understanding of operating and capital budgets, standard costs, incremental concepts, relevant costs, transfer pricing, and responsibility and profit center reports as a means of analysis as well as techniques of measurement. Software previously used in this course is no longer used so the fee is no longer needed.

(34) ACCT 309 Accounting Systems is the examination of accounting system concepts, applications, and the process by which they are analyzed, designed, and implemented. The software used for this course is now free, and so the fee is no longer needed.

- (35) ACCT 410/810 Auditing covers the duties and responsibilities of auditors, methods of conducting various kind of audits; audit working papers; the preparation of the audit report; the auditor's certificate; special problems in the audit of different kinds of enterprises. Software previously used in this course is no longer used so the fee is no longer needed.
- (36) ECON 215 Statistics is the introduction to the collection, analysis, and interpretation of statistical data used in economics and business. Probability analysis, sampling, hypothesis testings, analysis of trends and seasonality, correlation, and simple regressions. The fee is no longer needed.
- (37) FINA 463 Security Analysis and Warren Buffet Business Valuation Techniques is the analysis of security instruments, fixed income, equities, convertibles, and business valuation. Both fundamental and technical analysis are treated. Valuation methodologies employed by analysts, the criteria used by Warren Buffett for evaluation of potential acquisitions and investments along with application of computer techniques and models. The fee was previously used for a field trip to meet with Warren Buffett and this is no longer an option so the fee is no longer needed.
- (38) GRBA 098 MBA Assessment is a 0-credit hour course for MBA students. The fee was used for a major field test which is no longer used so the fee is no longer needed.
- (39) GRBA 813 Managerial Marketing is a mixture of case discussions, readings, lectures, plus written and oral assignments. Development of analytical and decision making skills, and an understanding of the market forces which influence those decisions. Major emphasis on the decision areas of product, distribution, personal selling, advertising and pricing, as well as on the development of integrated marketing programs. The fee was used for software that is no longer used so the fee is no longer needed.
- (40) MNGT 311 Leadership, Communication and Teams builds on theory and historical and contemporary perspectives, this course examines the process of leadership development, with a focus on relational models of leadership. The course will also focus on group dynamics and the promotion of optimum team performance. The fee is no longer needed for this course.
- (41) MRKT 341H Honors: Marketing covers the marketing system, its relations with the socioeconomic system, and the influences of each upon the other; evolution and present structure of marketing institutions and processes; and customer attributes and behavioral characteristics, and how a marketing manager responds to these in the design of marketing strategies, using research, product development, pricing, distribution structure, and promotion. The fee was used for software that is no longer used so the fee is no longer needed.
- (42) MRKT 442 Marketing Management is the application of marketing principles to the solution of a wide variety of problems involving influence of the consumer, choice of channels, marketing legislation, and the management of merchandising, advertising, personal selling, sales promotion, pricing, and marketing research. The fee was used for software that is no longer used so the fee is no longer needed.
- (43) MRKT 850 Strategic Database Marketing teaches the theory and strategic use of large marketing databases including translating market data into insights for decisions like pricing, advertising response, resource allocation, and new product forecasting. Topics covered include market response models, linear models, clustering and classification, conjoint analysis techniques, resource allocation models, forecasting models, customer profitability analysis, customer choice modeling, value pricing, product line decisions and other significant strategic marketing issues facing today's managers. The fee was used for software that is no longer used so the fee is no longer needed.
- (44) SCMA 437 Supply Chain Risk Management covers analytical and simulation models for decision making in functional areas such as finance, accounting, marketing, personnel, operations, and inventory. As part of the course, students construct complex decision models to analyze alternatives and determine solutions that result in increased productivity. Crystal Ball is powerful simulation software designed to analyze and quantify areas of risk. The course is built around the use of this software as students are taught to build and perform simulations and to interpret the results to support decision making. To receive the best pricing, we order the licenses in bulk, 100 licenses per year. SCMA 837 also uses this software. Students are only paying a portion of the cost of the software license, the college pays the remainder (estimated at \$34.25/student). This fee for this course has not increased since 2003, we are proposing an increase from \$20 to \$40 to support the increasing cost of software. Oracle Crystal Ball: \$3712.50. Total expenses: \$3712.50/year. Enrollment: 32 students/year. Proposed Fee: \$40. Total Revenue: \$1280/year.
- (45) SCMA 452 Database Organization and Management students learn about database organization and the practical applications of databases. The course also covers related human and managerial considerations. The software used for this course is now free and the fee is no longer needed.
- (46) SCMA 454 Information Systems Analysis and Design covers the methods and methodologies used in systems analysis, design, and implementation. Students learn the decision-making process: systems development life cycles, requirement analysis, logical and/or conceptual design, and basic database concepts. The software used for this course is now free, and so the fee is no longer needed.
- (47) SCMA 458 Electronic Business students learn management-related topics in electronic business. Topics covered include e-business strategy, economic impact of strategies and management practices, models of e-business, electronic payment systems, internet security, ethics and privacy, and advanced e-business trends and issues. Fee instituted due to it being a software-based course. The software used for this course is now free, and so the fee is no longer needed.
- (48) SCMA 459 Global Information Systems covers information technology as a key role in the globalization of businesses. Students learn the necessary concepts and ideas to understand the issues in the global or international use of information technology. Topics include IT environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. The software used for this course is now free, and so the fee is no longer needed.

(49) SCMA 837 Risk and Simulation Modeling covers analytical and simulation models for decision making in functional areas such as finance, accounting, marketing, personnel, operations, and inventory. As part of the course, students construct complex decision models to analyze alternatives and determine solutions that result in increased productivity. Crystal Ball is a powerful simulation software designed to analyze and quantify areas of risk. The course is built around the use of this software as students are taught to build and perform simulations and to interpret the results to support decision making. To receive the best pricing, we order the licenses in bulk, 100 licenses per year. SCMA 437 also uses this software. Students are only paying a portion of the cost of the software license, the college pays the remainder (estimated at \$34.25/student). Oracle Crystal Ball: \$3712.50. Total expenses: \$3712.50/year. Enrollment: 31 students/year. Proposed Fee: \$40. Total Revenue: \$1240/year.

(50) SCMA 853 Data Mining and Descriptive Analytics Data focuses on how data mining has been successfully applied in business. It also describes in non-technical terms how the statistical and artificial intelligence-based tools commonly used in data mining work. The course addresses ethical issues related to use of information obtained through data mining. The software used for this course is now free, and so the fee is no longer needed.

(51) ATHC 311 Coaching Basketball is part of the campus-wide Coaching Minor/Endorsement and meets certification requirements as stipulated by the Nebraska Department of Education. The course fee will cover athletic equipment for the transport of the athletic equipment, the purchase of athletic equipment, and rental space (multi-purpose courts). Historically, courts had been available in the Mabel Lee Building and at the Lincoln Games and Parks facilities. The Games and Parks facilities are a hardship for students who may not have the means for transportation. UNL Campus Rec has agreed to allow for the rental of courts during the day, and the course is rescheduled to be a late afternoon course. No equipment will be made available by the UNL Campus Rec, and instructors will transport equipment to the courts. Annual costs include basketballs: \$249.90; ball bags: \$53.95; and multi-purpose court rental @ \$20/hour: \$183.30. Total expenses: \$487.15/year. Enrollment: 75 students/year. Proposed Fee: \$5. Total Revenue: \$375/year.

(52) ATHC 312 Coaching Football is part of the campus-wide Coaching Minor/Endorsement and meets certification requirements as stipulated by the Nebraska Department of Education. The course fee will cover athletic equipment for the transport of the athletic equipment, the purchase of athletic equipment, and rental space (multi-purpose courts). Historically, court had been available in the Mabel Lee Building and at the Lincoln Games and Parks facilities. The Games and Parks facilities are a hardship for students who may not have the means for transportation. UNL Campus Rec has agreed to allow for the rental of courts during the day, and the course is rescheduled to be a late afternoon course. No equipment will be made available by the UNL Campus Rec, and instructors will transport equipment to the courts. Annual costs include footballs: \$249.50; ball bags: \$31.98; cone/flag kits: \$22.49; and Cook Pavilion field rental @ \$50/hour: \$458.25. Total expenses: \$762.22/year. Enrollment: 40 students/year. Proposed Fee: \$15. Total Revenue: \$600/year.

(53) ATHC 318 Coaching Volleyball is part of the campus-wide Coaching Minor/Endorsement and meets certification requirements as stipulated by the Nebraska Department of Education. The course fee will cover athletic equipment for the transport of the athletic equipment, the purchase of athletic equipment, and rental space (multi-purpose courts). Historically, court had been available in the Mabel Lee Building and at the Lincoln Games and Parks facilities. The Games and Parks facilities are a hardship for students who may not have the means for transportation. UNL Campus Rec has agreed to allow for the rental of courts during the day, and the course is rescheduled to be a late afternoon course. No equipment will be made available by the UNL Campus Rec, and instructors will transport equipment to the courts. Annual costs include volleyballs: \$253.80; ball bags: \$41.68; and multipurpose courts @ \$20/hour: \$183.30. Total expenses: \$478.78/year. Enrollment: 40 students/year. Proposed Fee: \$10. Total Revenue: \$400/year.

(54) ATHC 320 Coaching Soccer is part of the campus-wide Coaching Minor/Endorsement and meets certification requirements as stipulated by the Nebraska Department of Education. The course fee will cover athletic equipment for the transport of the athletic equipment, the purchase of athletic equipment, and rental space (multi-purpose courts). Historically, court had been available in the Mabel Lee Building and at the Lincoln Games and Parks facilities. The Games and Parks facilities are a hardship for students who may not have the means for transportation. UNL Campus Rec has agreed to allow for the rental of courts during the day, and the course is rescheduled to be a late afternoon course. No equipment will be made available by the UNL Campus Rec, and instructors will transport equipment to the courts. Annual costs include soccer balls: \$189.90; ball bags: \$31.98; and Cook Pavilion field @ \$50/hour: \$458.25. Total expenses: \$680.13/year. Enrollment: 20 students/year. Proposed Fee: \$25. Total Revenue: \$500/year.

(55) ATHT 445 Advanced Studies in Athletic Training is a senior-level athletic training course to prepare the students for non-orthopedic patient encounters that include but are not limited to proper external wound care and management. The lab fee is needed to purchase suture training kits that will allow each student the opportunity to develop the knowledge and skill of external wound closure using proper suturing material. Students will also develop the knowledge and skill to properly remove sutures after the wound has healed. Each student in the course will be provided a suturing kit that contains all of the material needed to develop and practice the skill needed for proper wound closure. Each kit will contain various types of external wounds the student can practice closure techniques. The wounds are human skin-like material that will only allow a few practice attempts for each type of wound before the kit will no longer be effective. Due to the limited amount of suture material and the integrity of the human-like skin each kit will only be good for one student per course. Complete Suture Practice Kit for Suture Training, Including Large Silicone Suture Pad with pre-Cut Wounds and Suture Tool kit: \$700. Total expenses: \$700/year. Enrollment: 20 students/year. Proposed Fee: \$35. Total Revenue: \$700/year.

(56) CYAF 997 Advanced Practicum in Family Therapy is a practicum course that clinical Marriage and Family Therapy students take for four semesters. Each section of practicum focuses on a different area of expertise (e.g., working with adolescents, working with couples, etc.). In order to provide our students with unique opportunities to learn from top experts in our field, we have incorporated two advanced clinical trainings: Gottman Level 1 training and Attachment Based Family Therapy training. These two trainings provide our students with critical, advanced clinical skills that make them better clinicians. These two trainings also set our graduates apart from graduates of other programs. These national trainings are offered at a reduced rate for students, but still incur additional costs for the program that is not covered by general tuition. Shortly after the pandemic hit, prices for these trainings increased; the current cost of the combined trainings is \$680 per student, but as a university we can provide these trainings for the significantly reduced cost of \$220 per student over the four semesters. This fee increase from \$40 to \$55 would allow us to continue to offer these valuable trainings to our students at the discounted price. Total expenses: \$1760/year. Enrollment: 32 students/year. Proposed Fee: \$55. Total Revenue: \$1760/year.

(57) EDAD 811 Practicum in Educational Administration and Supervision includes the rating and supervision of teachers; principles and procedures in the development of school policies; selection and promotion of teachers; courses of study and professional ethics. The fee is no longer necessary.

(58) EDAD 857 Supervising Special Education covers intensive preparation for special educators who intend to administer special education programs in the public schools. Information about best practices in special education, including programming, supervision, legal/regulatory issues, financing, personnel, as well as current controversial topics which are affecting these programs in the schools. The fee is no longer necessary.

(59) EDPS 982 Clinic Practice in School Psychology includes supervised clinical practice related to academic, social, behavioral and emotional disorders of children and adolescents. Parent and family treatment and behavior interventions are emphasized. The proposed fee increase is necessary to cover the increase in psychological testing materials and protocols. The fee is used for the Time2Track recordkeeping system that is required of all psychology students by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The annual software fee for this course is \$552. Our students use test materials and protocols for their clinic, school, and community practicum courses. Test protocols are given to each client and must be shredded after the session, annual cost: \$2000. Test kits need to be replaced when the current kit has become outdated or if materials become lost or damaged. On average the materials for these kits cost \$15,000 and are on a 7 year replacement cycle, making the annual cost: \$2142.86. Total expenses: \$4694.86/year. Enrollment: 8 students/year. Proposed Fee: \$125. Total Revenue: \$1000/year.

(60) EDPS 983 Community Practice in School Psychology is supervised clinical experience working with children, adolescents and families in a variety of school and community settings. The proposed fee will be used for the Time2Track recordkeeping system that is required of all psychology students by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The annual software fee for this course is \$690. Our students use test materials for their clinic, school, and community practicum courses. Test kits need to be replaced when the current kit has become outdated or if materials become lost or damaged. On average the materials for these kits cost \$15,000 and are on a 7 year replacement cycle, making the annual cost: \$2142.86. Total expenses: \$2832.86/year. Enrollment: 10 students/year. Proposed Fee: \$100. Total Revenue: \$1000/year.

(61) SPED 480/880 Education Students with Intellectual Impairments and Developmental Disabilities teaches concepts related to history, definitions, identification, etiology, and assessment of students with intellectual impairments and developmental disabilities. Instructional methods, adaptations and teaming to provide individualized interventions and include students in least restrictive environments/general education settings. The fee is no longer needed.

(62) SPED 858 Special Education Law covers the body of law that pertains to the organization, administration, and implementation of special education programs in PreK-12 schools. Substantive and procedural rights of disabled students, and the authority and responsibility of states and school districts that are grounded in state and federal law. The fee is no longer needed.

(63) SPED 942 Strategic Interventions for Students with Behavioral Needs teaches strategic therapy structures and cognitive-behavioral interventions for school and clinical professionals dealing with students who present significant behavioral challenges. Issues in assessment, intervention, and consultation are addressed. The fee is no longer needed.

(64) Additional Background on Emerging Media Arts: The students taking these courses work on the cutting and bleeding edge of digital content and arts. The storage needs to support the curriculum and course projects have expanded exponentially. The Avid Nexis storage volume is an industry standard solution that allows students to collaborate on large project files, video games, VR simulations, and course and class content that are too large to be served by any other method including the current campus solutions (i.e. Canvas, One Drive, etc.). This solution also allows students to work simultaneously in different locations and on completely different operating systems seamlessly. The collaborative nature required for student's artistic work requires a solution that allows for groups to work on large-scale projects. Avid Nexis is the industry standard solution and the 128 terabyte storage capacity allows custom storage sizes for all classes. Since the technology fees that students pay as part of their tuition and fees isn't program specific, the cost and needs of the Avid Nexis storage volume is beyond what the tech fee would normally cover. The yearly maintenance fee for the Nexis server is on average \$12,700. This covers disaster recovery, management software and on-site repairs. These costs will be partially supported by the proposed fees to the 8 courses, serving 330 students using the additional server storage. The Carson Center budget will cover the remainder. The CIO supports the use of the Nexis server.

(65) EMAR 140 Visual Expression I is a foundation course for all BFA in Emerging Media Arts students. In this class, students use traditional and digital imaging methods to explore the conceptual, aesthetic, and formal qualities that inform how ideas and impressions are expressed on a two-dimensional plane and in three-dimensional space. They will learn how meaning is constructed and communicated through visual images. Students in this course will need access to traditional art supplies and access to and supplies for the laser cutter. Cost of supplies include Sketch board: \$600; Art supplies, including fixative, charcoal, pencils, paint, brushes, paper, foam board, erasers and other consumable arts supplies: \$1600; Fabrication materials for laser printing including wood, foam, acrylic, metal and maintenance and repair for machine: \$400. Total expenses: \$2600/year. Enrollment: 40 students/year. Proposed Fee: \$65. Total Revenue: \$2600/year.

(66) EMAR 141 Visual Expression II is a foundational course for the BFA in Emerging Media Arts program. Students use traditional and digital imaging methods to explore the conceptual, aesthetic, and formal qualities that inform how ideas and impressions are expressed on a two-dimensional plane and in three-dimensional space. They also learn how meaning is constructed and communicated through visual images. The fee covers art supplies including fixative, charcoal, pencils, paint, brushes, foam board, erasers, paper: \$1600; materials for laser cutting including wood, acrylic, foam, metal: \$200; laser cutter maintenance and repair: \$200. Total expenses: \$2000/year. Enrollment: 40 students/year. Proposed Fee: \$50. Total Revenue: \$2000/year.

(67) EMAR 161 Computation & Media Studio II is a foundational course for the BFA in Emerging Media Arts program. Students will develop a diverse toolkit as they learn the fundamentals in human computer interaction, computer programming, Arduino, digital modeling, fabrication, electronics, web languages, and the manipulation of images, audio and the web. The proposed course fee is needed to provide an electronics kit with various sensors, wires, and controller board, plus supplies and maintenance for using 3D printers and laser cutters. Annual cost includes electronics kit: \$800; 3D and Laser printer supplies including a variety of filaments needed to use with use with laser cutter (wood, foam, metal, etc.): \$400; maintenance and repair for 3D printers and laser cutter to support heavy use by students: \$400. Total expenses: \$1600/year. Enrollment: 40 students/year. Proposed Fee: \$40. Total Revenue: \$1600/year.

(68) EMAR 251 Sound Lab is a core class for all Emerging Media Arts students. This fee will be used to offset the cost of Avid Protools, a specialty audio software used for music recording, audio editing, scoring, composition, sound design, and audio for video. The annual license for this software is \$2227.50. Total expenses: \$2227.50/year. Enrollment: 40 students/year. Proposed Fee: \$30. Total Revenue: \$1200/year.

(69) EMAR 282 Digital Modeling I teaches the basics of 3D modeling and textures. Students in this course are assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. Total expenses: \$769.60/year. Enrollment: 20 students/year. Proposed Fee: \$20. Total Revenue: \$400/year.

(70) EMAR 283 Digital Motion and Rigging I teaches the basics of rigging and animating 3D assets. Students in this course are assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. The fee will also be used for BorisFX Mocha Pro software used for planar tracking, rotoscoping, object removal, stabilization, and mesh tracking used in VFX and post-production. We receive a significant discount purchasing a pack of 50 licenses for \$4320. Total expenses: \$5089.60/year. Enrollment: 20 students/year. Proposed Fee: \$220. Total Revenue: \$4400/year.

(71) EMAR 331 Innovation Studio I is a required course for Emerging Media Arts students. Students in this course are assigned 200GB of storage volume on our Avid Nexis server to store their large data files as part of their assigned projects. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. Total expenses: \$2308.08/year. Enrollment: 60 students/year. Proposed Fee: \$20. Total Revenue: \$1200/year.

(72) EMAR 332 Innovation Studio II is a required course for Emerging Media Arts students. Students in this course are assigned 200GB of storage volume on our Avid Nexis server to store their large data files as part of their assigned projects. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. Total expenses: \$2308.08/year. Enrollment: 60 students/year. Proposed Fee: \$20. Total Revenue: \$1200/year.

(73) EMAR 342 Principles of Interactivity is the introduction to how humans interpret visual, tactile and auditory phenomena, and how these perceptions inform their actions in both the physical and digital worlds. Students learn the principles and foundations of game design, and a range of game types, interfaces and experiences (be they digital, physical, aural, visual, or haptic), that get people to take the action you intended them to take. The fee will be used for electronics kit including sensors, wires, circuit board: \$400; Fabrication materials for laser cutting and 3D printing including wood, metal, acrylic, foam, filaments: \$200; Maintenance and repair for 3D printers and laser cutter: \$100. Total expenses: \$700/year. Enrollment: 20 students/year. Proposed Fee: \$35. Total Revenue: \$700/year.

(74) EMAR 360 Media Sound Design I students learn the creative use of sound, both as its own art form, and in support of other emerging media arts. Students will also learn about composing for "non composers." The proposed fee will be used to offset the cost of software and server storage. ProTools, annual cost \$2227.50, is a specialty audio software used for music recording, audio editing, scoring, composition, sound design, and audio for video. This course also requires the use of Sassafras software, annual cost \$750, which allows us to deploy Ableton (Music Production) software to students' EMA issued laptops. Students in this course are also assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. Total expenses: \$3362.30/year. Enrollment: 10 students/year. Proposed Fee: \$80. Total Revenue: \$800/year.

(75) EMAR 391 Special Topics in Emerging Media Arts is reserved for special topics or new EMA courses that are in process of being added to the permanent EMA curriculum. Students in this course are assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. As the topic of this class varies, specialized software is required for the course work. Recent uses of software for this course are Creativity in Real Time (Motive3 motion capture software - \$10K permanent license); Digital Fabrication and Physical Computing (Rhino - \$590 upgrade cost for perpetual license updated every 2 years); Media Sound Design II (ProTools Standard - \$30/student, Sassafras - \$30/student, Ableton - \$180 per seat for upgrades, MaxMSP 8 - \$354/seat); Digital Motion & Rigging II - Substance (\$5K for perpetual license); and Virtual Production - (Motive3 motion capture software - \$10K permanent license). Total expenses: \$2000/year (minimum). Enrollment: 40 students/year. Proposed Fee: \$50. Total Revenue: \$2000/year.

(76) EMAR 440 Creating Virtual Worlds students create VR experiences using 3D software and game engines. Students in this course are assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48. This fee is intended to offset the annual cost. Total expenses: \$1539.20/year. Enrollment: 40 students/year. Proposed Fee: \$20. Total Revenue: \$800/year.

(77) EMAR 479 Capstone in Emerging Media Arts includes supervised planning and production of thesis projects in emerging media arts. Students in this course are assigned 500GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Our annual cost for maintenance and disaster recovery for this server is \$12,700. With 8 courses/330 students being charged this fee, the estimated cost per student is \$38.48, because of the additional storage requirements the cost is \$96.20 per student. This fee is intended to offset that annual cost. Total expenses: \$7696/year. Enrollment: 80 students/year. Proposed Fee: \$50. Total Revenue: \$4000/year.

(78) MUED 374 Advanced Conducting teaches the techniques of choral and instrumental conducting, score reading and preparation, rehearsal techniques, aural skills, practice strategies, and interpersonal considerations. The proposed fee is needed to cover yearly software subscription fees for GoReact, a video assessment software that integrates with Canvas. It is designed specifically for coaching students in action. GoReact has a yearly licensing fee of \$800. Total expenses: \$800/year. Enrollment: 26 students/year. Proposed Fee: \$30. Total Revenue: \$780/year.

(79) The Course Fees associated with Campus Recreation and Outdoor Education courses are intended to cover the cost of facility usage, supplies and materials, equipment, travel, etc. Supplies, materials, and equipment for these courses are not shared with any other users of Campus Recreation. The facility usage fee for the courses is calculated at the same rate that is applied to all other academic units on campus that reserve Campus Recreation facility space. The facility usage fee gives priority use to these classes, therefore not allowing other students access to the space during instruction time. Academic classes are purposefully scheduled during times when the fewest number of patrons use the CREC. The course fee for outdoor education courses cover the cost to provide equipment, (e.g. canoe/kayak/bike rentals), closed access to facilities, and field trip related costs. The nature of most of these courses means each class session is a mini-field trip. These courses are offered in partnership with the Department of Nutrition and Health Sciences and are all 1-credit hour.

(80) COMB 100N Naginata is designed to introduce the student to the traditional Japanese martial art of naginata. Atarashii (modern) naginata is a martial arts discipline in which the practitioner learns basic footwork, cutting, and other technical movements using a naginata with a wooden shaft and a bamboo, mock blade. The emphasis is on building fundamental skills, respect and good sportsmanship, personal discipline as well as Asian cultural awareness. The proposed fee is necessary to pay for facility space: \$490. Total expenses: \$490/year. Enrollment: 10 students/year. Proposed Fee: \$40. Total Revenue: \$400/year.

(81) FITN 100S Swimming Basics helps participants gain basic aquatic skills and swimming strokes. Participants will also learn skills and concepts needed to stay safe in and around water and to help themselves or others in an aquatic emergency. The proposed fee is necessary to pay for facility rental fee: \$1260 and equipment including pool noodles: \$60, kickboards: \$112.50, fins: \$187.50, and swim bars: \$187.50. Total expenses: \$1807.50/year. Enrollment: 24 students/year. Proposed Fee: \$60. Total Revenue: \$1440/year.

(82) FITN 102T Athletic Performance I will help participants gain knowledge in how to increase overall athleticism. Participants will also learn skills and concepts to be able to perform basic athletic skills test and also learn a new way to train and implement it in their current training program. The proposed fee is necessary to pay for facility space: \$1050. Total expenses: \$1050/year. Enrollment: 24 students/year. Proposed Fee: \$40. Total Revenue: \$960/year.

(83) FITN 110S Swimming Improvement helps students improve proficiency with basic aquatic skills and the six basic swimming strokes as well as concepts needed to stay safe in and around water. The proposed fee is necessary to pay for facility rental fee: \$1260 and equipment including pool noodles: \$60; kickboards: \$112.50; fins: \$187.50; and swim bars: \$187.50. Total expenses: \$1807.50/year. Enrollment: 24 students/year. Proposed Fee: \$60. Total Revenue: \$1440/year.

(84) FITN 120S Swimming for Fitness helps refine participants breaststroke, front crawl, and back crawl strokes and turns, and build endurance. Participants will also learn skills and concepts needed to stay safe in and around water. Participants must be able to swim front crawl, back crawl, and breaststroke at the level of performance described in the American Red Cross Level 4 Stroke Performance Chart each for 25 yards. The proposed fee is necessary to pay for facility rental fee: \$1260 and equipment including kickboards: \$112.50; pull buoys: \$75; fins: \$187.50; and swim paddles: \$150. Total expenses: \$1785/year. Enrollment: 16 students/year. Proposed Fee: \$60. Total Revenue: \$960/year.

(85) FITN 142D Weight Training V teaches participants the basics of Fatigue Management and the different recovery strategies to further optimize their training towards their fitness goals. Participants will also gain hands-on experience utilizing recovery modalities alongside proper exercise programming. The proposed fee is necessary to pay for facility space: \$1050. Total expenses: \$1050/year. Enrollment: 24 students/year. Proposed Fee: \$40. Total Revenue: \$960/year.

(86) FITN 160 First Aid/CPR/AED teaches the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. The fee increase is being requested to assist with the increase in the cost of the certificate charged by the American Red Cross over the last few years. Annual cost of supplies are FA/CPR/AED certificate: \$16,200; Face Shields: \$1300; Non-latex Gloves: \$150; CPR Mannequin: \$1000; CPR Mannequin Lung Replacements: \$1200; AED Trainers: \$1120; AED Training Pads: \$1072; AED Training Adapters: \$200; Disinfecting Agents: \$90; Participant's Manual: \$7800; Facility Rental Fee: \$3000. Total expenses: \$33,132/year. Enrollment: 600 students/year. Proposed Fee: \$55. Total Revenue: \$33,000/year.

(87) INDV 105B Bowling I is designed to help students acquire the fundamental skills of bowling including form and technique. Students will also learn the terminology, rules, strategies, and scoring procedures. The course involves lectures, demonstrations, and practice times. The proposed fee is necessary to pay for facility space and equipment rentals. Shoes and bowling ball rental: \$800; Facility Rental Fee: \$3600. Total expenses: \$4400/year. Enrollment: 80 students/year. Proposed Fee: \$55. Total Revenue: \$4400/year.

(88) INDV 115B Bowling II The objective of this course is for students to gain a broad understanding and appreciation for the sport, as well as, to improve each student's ability to bowl. By the end of the course, each student will be able to bowl at a competitive level. This is a secondary-level class designed for individuals with prior bowling experience. The proposed fee is necessary to pay for facility space and equipment rentals. Total expenses: \$3700/year. Enrollment: 10 students/year. Proposed Fee: \$55. Total Revenue: \$550/year.

(89) ODED 127E Cycling III will help refine students' mountain biking skills. This class will start in a parking lot to master the skills needed to enjoy mountain bike trails in Lincoln and the surrounding areas. Students will learn effective braking, shifting, balance, positioning, cornering, and climbing. The proposed fees are required to cover the cost to deliver the full, experiential learning experience for students and include rental fees, groceries, and permits for the field experience. Bike rental for students to participate in class sessions: \$1500; bike rental for students to participate in field experience (trip): \$600; camping equipment rental: \$600; groceries and cooking supplies: \$200; campsite reservation and permits: \$100. Total expenses: \$3000/year. Enrollment: 12 students/year. Proposed Fee: \$200. Total Revenue: \$2400/year.

Fee Proposal

Professional Program in Veterinary Medicine Application Fee

Background

The Professional Program in Veterinary Medicine (PPVM) is a cooperative educational program offered by the University of Nebraska-Lincoln (UNL) and Iowa State University (ISU). This program is accredited by the American Veterinary Medical Association Council on Education and allows students to receive the first two years of their veterinary education at UNL and the last two years at ISU. Only Nebraska residents are eligible for admission to the PPVM.

Students apply to the program by submitting an application through the Veterinary Medical Colleges Application Service (VMCAS): <https://www.aavmc.org/becoming-a-veterinarian/how-to-apply/>. The VMCAS application is a general application for all veterinary schools. Within the VMCAS system, applicants must select which institutions they would like to apply to. To apply to the PPVM, applicants select ISU.

Admissions personnel at each veterinary program are given access to applicant data via the affiliate VMCAS website, WebAdMIT. The PPVM is provided access to all Nebraska applicants by the Director of Admissions at ISU. Applicant data is accessible via WebAdMIT for at least 10 years. Therefore, the PPVM does not store applicant data within any UNL managed platform until after a subset of students are selected for admission and are enrolled at UNL.

The fee to apply to one veterinary program through VMCAS is \$220. Applicants are charged an extra \$120 for each additional institution: <https://www.aavmc.org/becoming-a-veterinarian/how-to-apply/application-fees/>.

Applicants also submit a fee directly to each institution (i.e. supplemental application fee, application processing fee). Those applying to the PPVM apply through ISU and thus, pay the \$75 ISU supplemental fee: <https://vetmed.iastate.edu/future-dvm-students/apply-to-the-college/application-requirements/supplemental-application-deadline-extended-september-29-2021>. Applicants are required to mail a check, money order, or their credit card information to ISU.

To be considered for admission to the PPVM and not ISU, Nebraska residents submit a Nebraska Residency Verification Form to the UNL Office of Admissions. ISU forwards applications from verified Nebraska residents to the PPVM for review by the PPVM Admissions Committee. Currently, applicants do not submit an application fee to UNL.

Fee Proposal

The first cohort of PPVM students applied in 2006 for matriculation in the fall of 2007. The processing of PPVM applications has changed significantly since 2006. Over time, UNL has had

increasing involvement with the admissions process. Currently, the ISU Director of Admissions provides PPVM staff access to Nebraska applications in VMCAS. After this point, the PPVM staff manages the rest of the admissions process. This includes reviewing transcripts, verifying completion of prerequisite coursework, calculating GPAs, collecting standardized test scores, preparing applications for review by the Admissions Committee, compiling academic and application scores, and communicating with applicants throughout the process.

In 2021, VMCAS piloted their first application for cooperative educational programs with the South Dakota State University-University of Minnesota 2+2 program. Since the pilot application was a success, VMCAS is expanding this service to other 2+2 programs. PPVM staff have been working with VMCAS to launch the first UNL application in 2022.

With our own application in VMCAS, UNL will be able to fully separate our admissions process from ISU. We will be able to access applications in VMCAS as soon as they are submitted and will no longer need to wait for ISU to release applications. Admissions requirements and communications with applicants will also be more straightforward. Although application requirements are very similar between UNL and ISU, there are differences. Since Nebraska residents apply through ISU, they are unsure whether they need to follow PPVM or ISU requirements. There is also confusion on whether they should contact the PPVM or ISU with questions. A separate PPVM application process should alleviate most of this confusion.

Implications

As part of this new process, Nebraska applicants will submit their supplemental application fee (e.g. processing fee) to UNL rather than ISU. The total cost of applying to the PPVM will not change. Applicants will still pay the \$220 application fee to VMCAS. Applicants will still pay a supplemental application fee. The only change will be that supplemental application fees will be received by UNL rather than ISU. This change is appropriate since UNL will be entirely responsible for processing these applications.

We propose to use the same application fee as currently required by ISU (\$75). This application fee is the same as or less than the fees charged by most of our peer institutions:

- Colorado State University = \$80
- Kansas State University = \$50
- Oklahoma State University = \$75
- South Dakota State University = \$85
- University of Minnesota = \$85
- University of Missouri = \$110

Over the past 5 years, an average of 74 people have applied to the PPVM. With a \$75 application fee, we would have collected approximately \$5,550 per year. ISU does not require applicants to pay the supplemental application fee if they apply two years in a row. With this policy, we would have only collected an application fee from an average of 60 applicants per year or \$4,500.

Since we have not collected application fees previously, expenses related to PPVM admissions have been paid by the PPVM general fund and have not been closely tracked. Beyond staff time required for processing applications and communicating with applicants, there are numerous other expenses associated with the admissions process, including:

- travel, lodging, and meal expenses for non-UNL Admissions Committee members
- postage (letters mailed to applicants, application materials sent to Committee members)
- Open House for admitted and wait-list applicants (food, beverages, office supplies)
- Application Workshop for prospective applicants (food, beverages, office supplies)

The intent of application fees is not to generate revenue. The intent of application fees is to help ensure applicants are seriously interested in the institutions they are applying to and are not simply casting a very wide net to see where they may be admitted. Processing applications is a very time consuming process and we want to be sure we are only evaluating applicants truly interested in our program.

Even though the purpose of application fees is not to generate revenue, any revenue generated by application fees should be used to help support the admissions process. In addition to being applied toward our direct expenses (e.g. postage, Committee member travel), application fees can help support admissions programming. For example, we have charged participants a small registration fee to attend past Application Workshops to help cover the costs associated with the event. Revenue from application fees could help support these workshops, allowing us to reduce or eliminate registration fees.

Rather than require applicants to send payments or credit card information in the mail, we will utilize an online storefront managed by UNL Marketplace to accept direct payments from bank accounts or credit cards. Application payments minus Marketplace fees will be transferred to a UNL revolving account managed by the PPVM.

**Nebraska College of Technical Agriculture
Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023**

Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
ABM	ABM 2963 (Farm and Ranch and Small Business Record Keeping)	\$ 5.00	\$ 5.00	(91)
ASI	ASI 1203 (Feedlot Operations)	\$ 20.00	\$ 20.00	(92)
ASI	ASI 1222 (Livestock Evaluation/Judging)	\$ 5.00	\$ 10.00	(93)
ASI	ASI 1241 (Ranch Horse Team I)	\$ 10.00	\$ 10.00	(94)
ASI	ASI 1312 (Livestock Judging I)	\$ 5.00	\$ 10.00	(93)
ASI	ASI 1341 (Ranch Horse Team II)	\$ 10.00	\$ 10.00	(95)
ASI	ASI 2312 (Livestock Judging II)	\$ 5.00	\$ 10.00	(93)
ASI	ASI 2332 (Livestock Judging III)	\$ 5.00	\$ 10.00	(93)
HSL	HSL 1103 (Plant Propagation)	\$ 20.00	\$ -	(96)
HSL	HSL 2314 (Nursery and Greenhouse Production)	\$ 20.00	\$ -	(96)
SCI	SCI 1204 (Technical Science)	\$ 15.00	\$ -	(96)
VTE	VTE 2611 (Equine Reproduction)	\$ 10.00	\$ -	(96)
VTL	VTL 1122 (Laboratory Animal Medicine II)	\$ 10.00	\$ -	(96)
VTL	VTL 1133 (Laboratory Animal Management)	\$ 10.00	\$ -	(96)
VTs	VTs 1403 (Anatomy and Physiology)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 1513 (Animal Care)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 2563 (Fur and Feather)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 2583 (Nursing I)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 2593 (Nursing II)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 2933 (Anesthesiology)	\$ 8.00	\$ 10.00	(97)
VTs	VTs 2954 (Surgery)	\$ 10.00	\$ 10.00	(98)
Academic/Student Fees				
Academic/Student Fees	Various based on per credit hour per semester	\$20.50/cr. hr.	\$24.00/cr. hr.	(99)
Student Health Fee (per semester)	Added counseling to health services	\$ 29.00	\$ 39.00	
Lab Fee (per semester)	No change	\$ 47.00	\$ 47.00	
Activity Fee (per semester)	Added additional participative student activities to AY calendar	\$ 49.50	\$ 57.00	
Student Union Fee (\$7 x 17 cr. hrs.)	Increased and expanded participative services and support	\$ 119.00	\$ 148.50	
Lab Printer Fee (per semester)	Implemented UNL/UNK Wepa print software app	\$ 12.50	\$ 20.00	
Ncard Fee	Cost of UNL-provided service	\$ 15.00	\$ 20.00	
Technology Fee (\$4.50 x 17 cr. hrs.)	No change	\$ 76.50	\$ 76.50	
	Total Consolidated Academic/Student Fees	\$ 348.50	\$ 408.00	
	Based on average cr. hr. load of 17 hours/semester	\$ 20.50	\$ 24.00	
Miscellaneous Fees				
Miscellaneous Fees	Parking Permit	\$ 20.00	\$ 25.00	(100)

(91) The course name is requested to be changed from Farm and Ranch and Small Business Record Keeping to Farm Records to add clarity.

(92) The course name is requested to be changed from Feedlot Operations to Feedlot Systems to add clarity.

(93) This course fee is requested to be increased from \$5 to \$10 to help mitigate the increased expense of lab materials, supplies, and travel and transportation. Travel and transportation budgeted expenses have increased approximately 50% year-over-year.

(94) The course name is requested to be changed from Ranch Horse Team I to Ranch Horse I to add clarity.

(95) The course name is requested to be changed from Ranch Horse Team II to Ranch Horse II to add clarity.

(96) Deleted due to programmatic changes. Deletions were reviewed and approved by Registrar, Academic and Executive Staff.

(97) This course fee is requested to be increased from \$8 to \$10 to help mitigate the increased costs of lab materials and equipment, and service and supplies. Required lab consumables and equipment increased 43% year-over-year

(98) The course name is requested to be changed from Surgery to Surgery Preparation to add clarity.

(99) The consolidated, academic/student fee is requested to be increased from \$20.50 to \$24.00 per credit hour per semester, or \$3.50 to help mitigate the increased costs of services and supplies as detailed above.

(100) This miscellaneous fee is requested to be increased from \$20 to \$25 to help mitigate the increased costs of supplies, repairs, and services. Current year-over-year expenses increased 37%.

University of Nebraska Medical Center Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Fee Type	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
Course Fees				
College of Allied Health Professions				
Course Fees	Clinical, Diagnostic and Therapeutic Sciences			
	DMS Fall Course Fee	\$ 140.00	\$ 164.00	(101)
	DMS Spring Course Fee	\$ 71.00	\$ -	(102)
	Medical Laboratory Science Microscope Rental Fee	\$ 40.00	\$ 45.00	(103)
	MRI Fall Course Fee	\$ 190.00	\$ 265.00	(104)
	MRI Spring Course Fee	\$ 87.00	\$ -	(105)
	Rad Therp Spring Course Fee	\$ 50.00	\$ -	(105)
	RAD1 Fall Course Fee for Omaha Students (Year 1 RAD Only)	\$ 275.00	\$ 434.00	(106)
	RAD1 Fall Course Fee for non-Omaha Students (Year 1 RAD	\$ 215.00	\$ 355.00	(107)
	RAD2 Fall Course Fee (Year 2 RAD Only)	\$ -	\$ 65.00	(108)
	RAD2 Spring Course Fee (Year 2 RAD Only)	\$ 347.00	\$ 175.00	(109)
Course Fees	Health and Rehabilitation Sciences			
	OTD1 Fall Course Fee	\$ 135.00	\$ 274.00	(110)
	OTD1 Spring Course Fee	\$ -	\$ 135.00	(111)
	OTD1 Summer Course Fee	\$ 5.00	\$ 35.00	(112)
	OTD2 Fall Course Fee	\$ 100.00	\$ 270.00	(113)
	OTD2 Spring Course Fee	\$ 19.00	\$ 123.00	(114)
	OTD2 Summer Course Fee	\$ -	\$ 55.00	(115)
	OTD3 Spring Course Fee	\$ -	\$ 17.00	(116)
	PT1 Fall Course Fee (Year 1 PT Only)	\$ 5.00	\$ 10.00	(117)
	PT1 Spring Course Fee (Year 1 PT Only)	\$ 58.00	\$ 143.00	(118)
	PT1 Summer Course Fee (Year 1 PT Only)	\$ 30.00	\$ 50.00	(119)
	PT2 Fall Course Fee (Year 2 PT Only)	\$ 45.00	\$ 121.00	(120)
	PT2 Spring Course Fee (Year 2 PT Only)	\$ 194.00	\$ 222.00	(121)
	PT3 Fall Course Fee (Year 3 PT Only)	\$ 42.00	\$ 146.00	(122)
	PT3 Spring Course Fee (Year 3 PT Only)	\$ 141.00	\$ 110.00	(123)
Course Fees	Medical Sciences			
	Perfusion1 Fall Course Fee (Year 1 CPE Only)	\$ -	\$ 75.00	(124)
	Perfusion Fall Course Fee (changing name to Perfusion2 Fall Course Fee (Year 2 CPE Only)	\$ 400.00	\$ 340.00	(125)
	Cytotechnology Microscope Rental Fee - Fall (changing name to Cytotechnology Fall Microscope Fee)	\$ 125.00	\$ 100.00	(126)
	Cytotechnology Microscope Rental Fee - Spring (changing name to Cytotechnology Spring Microscope Fee)	\$ 100.00	\$ 75.00	(127)
	CYTO Spring Course Fee	\$ 80.00	\$ -	(128)
	GC 1 Fall Course Fee	\$ 21.50	\$ 61.50	(129)
	GC 1 Spring Course Fee	\$ 21.50	\$ 133.50	(130)
	GC 2 Fall Course Fee	\$ 30.00	\$ 366.00	(131)
	GC 2 Spring Course Fee	\$ 185.00	\$ 261.00	(132)
	MMN1 Fall Course Fee	\$ 125.00	\$ 275.00	(133)
	MMN1 Spring Course Fee	\$ 90.00	\$ 55.00	(134)
	MMN1 Summer Course Fee	\$ 450.00	\$ 215.00	(135)
	MMN2 Fall Course Fee	\$270.00	\$160.00	(136)

University of Nebraska Medical Center Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Fee Type	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
Laboratory Fees				
College of Allied Health Professions				
Laboratory Fees	Clinical, Diagnostic and Therapeutic Sciences			
	DMS Fall Lab Fee	\$ 50.00	\$ 125.00	(137)
	DMS Spring Lab Fee	\$ 50.00	\$ 125.00	(138)
	DMS Summer Lab Fee	\$ 50.00	\$ 100.00	(139)
	MLS Fall Laboratory Supplies Fee (changing name to MLS Fall	\$ 280.00	\$ 335.00	(140)
Laboratory Fees	Health and Rehabilitation Sciences			
	OTD1 Fall Lab Fee	\$ 65.00	\$ 363.00	(141)
	OTD1 Spring Lab Fee	\$ 195.00	\$ 649.00	(142)
	OTD1 Summer Lab Fee	\$ 225.00	\$ -	(143)
	OTD2 Fall Lab Fee	\$ 195.00	\$ 679.00	(144)
	PT1 Fall Lab Fee (Year 1 PT Only)	\$ 105.00	\$ 144.00	(145)
	PT1 Spring Lab Fee (Year 1 PT Only)	\$ 23.00	\$ 33.00	(146)
	PT2 Summer Lab Fee (Year 2 PT Only)	\$ -	\$ 22.00	(147)
	PT3 Fall Lab Fee (Year 3 PT Only)	\$ 5.00	\$ 32.00	(148)
	PT3 Spring Lab Fee (Year 3 PT Only)	\$ -	\$ 27.50	(149)
Laboratory Fees	Medical Sciences			
	Perfusion1 Fall Lab Fee (Year 1 CPE Only)	\$ -	\$ 365.00	(150)
				(151)
	Perfusion1 Spring Lab Fee (Year 1 CPE Only)	\$ 65.00	\$ -	
	Perfusion1 Summer Lab Fee (Year 1 CPE Only)	\$ 1,100.00	\$ 1,125.00	(152)
	PA1 Spring Lab Fee (Year 1 PA Only)	\$ -	\$ 204.00	(153)
	PA1 Summer Lab Fee (Year 1 PA Only)	\$ -	\$ 136.00	(154)
	PA2 Fall Lab Fee (Year 2 PA Only)	\$ -	\$ 68.00	(155)
College of Medicine				
Laboratory Fees	Genetics, Cell Biology and Anatomy			
	GCBA/Anatomy for OT - Kearney Campus	\$ 325.50	\$ -	(156)
	GCBA/Anatomy for OT - Omaha Campus	\$ 550.00	\$ -	(156)
	GCBA/Anatomy for PT - Omaha Campus	\$ 966.00	\$ 1,014.00	(157)
	GCBA/Anatomy for PT - Kearney Campus	\$ 349.55	\$ 945.00	(158)
	GCBA/Anatomy for PA - Omaha Campus	\$ 966.00	\$ 1,014.00	(157)
	GCBA/Anatomy for PA - Kearney Campus	\$ 444.00	\$ 945.00	(158)
	GCBA 452 Radiation Tech Students	\$ 73.00	\$ -	(159)
	GCBA 552 Anatomy for Pharmacist	\$ 73.00	\$ -	(159)
	GCBA 812 Neuroanatomy	\$ 126.00	\$ 129.00	(157)
	GCBA 913 Cross-Sectional Anatomy 1 (Masters in Medical Anatomy)	\$ 1,915.00	\$ 913.00	(160)
	GCBA 826 Histology	\$ 188.00	\$ 192.00	(157)
	GCBA 830 Electron Microscopy	\$ 126.00	\$ 132.00	(157)
	GCBA 832 Cell & Tissue Culture	\$ 126.00	\$ 132.00	(157)
	GCBA 908 Advanced Hematology	\$ 123.00	\$ -	(161)
	GCBA 910/920 Gross Anatomy	\$ 356.00	\$ -	(159)
	GCBA 924 Selected Problems in Electron Microscopy	\$ 126.00	\$ 132.00	(157)

University of Nebraska Medical Center Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Fee Type	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
Laboratory Fees				
College of Medicine (continued)				
Laboratory Fees	Medicine			
	M-ID 711 Anatomic Dissection	\$ 876.00	\$ 920.00	(157)
Miscellaneous Fees				
College of Allied Health Professions				
Other Fees	CAHP Technology Fee - MLS students	\$ 165.00	\$ -	(162)
	CAHP Technology Fee-- All CAHP students except MLS (changing name to CAHP Technology Fee)	\$ 100.00	\$ 100.00	(163)
	MLS Technology & Software Licensing Fee (Per Semester)	\$ -	\$ 138.00	(164)
College of Medicine				
Other Fees	COM Anatomy and Neuroanatomy Fee (First Year Only)	\$ 1,107.00	\$ 1,162.00	(157)
	COM Technology Fee - all students M1-M4	\$ 159.00	\$ 165.00	(165)
	Technology Fee - All Masters in Medical Anatomy	\$ 181.00	\$ 190.00	(166)
College of Nursing				
Other Fees	Distributive Learning Fee - Nursing	\$ 30.00	\$ 28.00	(167)
	CON Technology Fee-Undergraduate & Graduate	\$ 100.00	\$ 95.00	(169)
	CON ATI Learning System - Levels 01-05	\$ 35.00	\$ 40.00	(169)
Student Success				
Other Fees	Student Access & Success Fee (Fall & Spring Only)	\$ 60.00	\$ 105.00	(170)

(101) Fee increased by \$24 to add cost of Scan Bands that are used in both clinical & lab scanning. Also covers the membership fee to the Society of Diagnostic Medical Sonography (SDMS) for MITS 415S/615S & MITS 435S/635S and Trajecsyst enrollment fee for MITS 412S/612S & MITS 440S/640S. Trajecsyst is an online clinical management and tracking system.

(102) Removing fee because the program doesn't consistently use Children's Hospital as a clinical site (\$30) and students will no longer be printing posters for the Forum on Evidence-Based Medicine (\$41).

(103) This fee covers the maintenance and replacement of parts for microscopes on the Omaha and Kearney campuses and is increasing by \$5 due to an increase in the annual maintenance fee charged by the vendor.

(104) This fee is being increased to add the N95 Fit Testing fee (\$75). This fee also covers student licensing fees to use ScanLabMR, a virtual laboratory for MRI scanning (\$75) and fees for printed clinical handbook and Trajecsyst enrollment fee for MITS 465R/665R (\$115). Trajecsyst is an online clinical management and tracking system.

(105) This fee is being removed because students will no longer be printing posters for the Forum on Evidence-Based Medicine.

(106) Covers new fees for the myClinicalExchange software application for clinical rotations at Children's Hospital (\$79 for Omaha students only), Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation (\$65) and fee for N95 fit testing (\$75) for MITS 315R. This fee also covers the purchase of lead markers (\$30), the Trajecsyst enrollment fee (\$150) for MITS 315R (Trajecsyst is an online clinical management and tracking system) and student membership to the American Society of Radiologic Technologists (ASRT) (\$35) for MITS 402R. Breakdown of fee increase: The \$159 increase is due to the myClinicalExchange fee increasing by \$19 (from \$60 to \$79) to cover the length of the program and the addition of the board prep (\$65) and N95 Fit Testing fees (\$75).

(107) The \$140 increase in this fee will cover new fees for the Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation (\$65) and the fee for N95 fit testing (\$75) for MITS 315R. This fee also covers the purchase of lead markers (\$30), the Trajecsyst enrollment fee (\$150) for MITS 315R (Trajecsyst is an online clinical management and tracking system) and student membership to the American Society of Radiologic Technologists (ASRT) (\$35) for MITS 402R.

(108) Covers Clover Learning/Rad Boot Camp subscription fee (\$65) for board preparation for Radiography students.

(109) Covers new fee for Kettering Board review (\$175) (MITS 407R). Breakdown of fee decrease: The \$172 decrease includes the removal of the poster fee (\$87) due to students no longer printing posters for the Forum on Evidence-Based Medicine and the fee for Board review seminar and exam prep resources (\$260), as it is being replaced by the new fee above.

(110) Last year's fee included Complete Anatomy Software (\$35) and EXXAT Licensing Costs (\$100). AY23 to include the same Complete Anatomy Software (\$35) and EXXAT Licensing (\$100), plus EXXAT Student Subscription (\$43), ICE Video Subscription (\$21), and AOTA Membership (\$75) for OCCT 501 and OCCT 520.

(111) This new fee will cover fees for Simucase (an online learning platform that connects students to videos and simulations) (\$100) and Standardized Patients (\$35) (\$30/hr. x 9 hrs. x 6 SPs = \$1,620/46) for OCCT 521.

(112) This fee is being increased to cover Standardized Patient fees for OCCT522: (\$35) (\$30/hr. x 9 hrs. x 6 SPs = \$1,620/46 students). This fee previously covered supplemental materials (\$5) as well for PHYT510, which is now being moved to YR2 Fall semester.

(113) Fee is being increased to cover annual membership for students to the American Occupational Therapy Association (AOTA) (\$75), Standardized Patient expenses (\$35), Mental Health First Aid instruction (\$37) for OCCT 623, the Fieldwork Performance Assessment (\$18) for OCCT 552 and supplemental materials (gel, pads, etc.), for PHYT/OCCT510 (\$5). This fee also covers the software and EXXAT license fees for students for OCCT 623 (\$100).

(114) The current fee of \$19 was for the Fieldwork Performance Assessment tool associated with course OCCT 650. The proposed fee of \$123 include the following for OCCT 650: the replacement of the Fieldwork Performance Assessment tool with the updated Fieldwork Performance Evaluation tool has reduced the cost for this expense from \$19 to (\$9); a fee for Simucase (online learning platform for clinical simulations) annual licenses has been added. (\$100); a fee for travel to fieldwork sites has been added. (\$14).

(115) This fee will cover advocacy materials and supplies (\$10) and the Occupational Therapy Knowledge Exam (OTKE) fee (\$25) for OCCT 700; teaching materials (\$10) for OCCT 701; and community program supplies and printing expenses (\$10) for OCCT 702.

(116) Covers cost of travel to fieldwork sites (AFWC) (\$14) and graduation pin expenses (\$3) for OCCT 713.

(117) Fee increasing by \$5 to cover periodic handouts for PHYT 560. Also covers copies of supplemental materials (lab assessments) for PHYT 502 (\$5).

(118) Fee increasing to cover N95 Fit Testing and 3 masks (\$76); copies of supplemental materials (lab assessments/exams) for PHYT 575 (\$5); copies of supplemental materials for PHYT 640 (\$5). Fee also covers clinical education data management software system access for PHYT 500 (\$25); clinical education ID badge (\$5); supplemental materials and supplies for biomechanics demos for PHYT 505 (\$10); copies of supplemental materials for PHYT 512 (\$5 – previously \$10); Standardized Patients for Omaha & Kearney (\$12 – previously \$8). Breakdown of fee increase of \$85: addition of new fees noted above = +\$86; the SP fee of \$8 is increasing to \$12. +\$4; and the supplemental materials fee for PHYT 512 is being reduced from \$10 to \$5. -\$5.

(119) Fee increasing by \$20 to cover increase in fees for SPs for Integrated Clinical Readiness Assessment (ICRA) to include training and subs and copies of supplemental materials (e.g., grading rubrics, instructor notes for ICRA) (\$35 – previously \$15). This fee also covers copies of supplemental materials for PHYT 509 (\$5) & PHYT 604 (\$5) and copies of back-up exams, academic integrity sheets, periodic handouts, periodic replacement of calculators for PHYT 622 (\$5).

(120) This fee is being increased by \$76 to cover N95 Fit Testing and three masks. This fee also covers clinical education data management software system access (\$25); copies of supplemental materials for PHYT 605 (\$5); copies of backup exams, academic integrity sheets, periodic handouts, periodic replacement of calculators for PHYT 610 (\$5); copies of supplemental materials for PHYT 616 (\$5); copies of simulation-related materials for PHYT 623 (\$5).

(121) This fee is increasing by \$28 to cover the increase in SPs needed for the Integrated Clinical Readiness Assessment (ICRA), to include training and subs and copies of supplemental materials (e.g., grading rubrics, instructor notes for ICRA) for PHYT 660 (\$35 – previously \$7). This fee also covers copies of supplemental materials for PHYT 611 (\$5); standardized testing booklets for the Standardized Testing in Pediatrics lecture for PHYT 612 (\$7); copies of supplemental materials for PHYT 617 (\$5); copies of supplemental materials for PHYT 624 (\$5); copies of supplemental materials for PHYT 727 (\$5); equipment fee (\$160).

(122) Fee is being increased to cover N95 Fit Testing and three masks (\$76) and the printshop poster expense for PHYT 760 (\$35). This fee also covers clinical education data management software system access for PHYT 700 (\$25), copies of supplemental materials for PHYT 722 (\$5) and copies of back up exams and supplemental materials for PHYT 730 (\$5). Breakdown of \$104 fee increase: the fee for the annual subscription of the CPI tool for PHYT 601 (\$7) was removed as it is not needed in this semester; and the addition of the two new fees noted above totaling \$111 minus the \$7 removed fee = \$104.

(123) This fee covers the annual subscription of the CPI tool (\$6) and the CSIF, clinical education data management software, for PHYT 701 (\$25) and the Academic PEAT for PHYT 751 (\$79). This fee is being reduced by \$31, as the annual subscription of the CPI tool (\$6) and the CSIF, clinical education data management software (\$25), is no longer needed for PHYT 700.

(124) Covers N95 Fit Testing for students in CLPR 506, Applied Clinical Practices, where they will be applying learned concepts in the clinical environment.

(125) Breakdown of fee reduction: Previous items covered under this fee - EXXAT annual subscription fee for students (\$100) (CLPR 730) and repair/maintenance of simulation equipment (\$300). The repair/maintenance of simulation equipment fee has been moved to the new Perfusion1 Fall Lab Fee. The EXXAT annual subscription fee has been increased to \$200 per student to cover the annual licensing fee (\$100) as well as the \$100 fee per student. The new EXXAT amount plus the additional items added to this fee total less than the original fee of \$400 that was charged previously: EXXAT fees = \$200; BLS training = \$70; Drug panel screens = \$40; My Clinical Exchange = \$30; Total = \$340.

(126) Covers microscope rental, cleaning/maintenance and annotation of slides in CYTO 701, 702, 703, 704, 705. This fee is being reduced due to fewer students being on campus, as this has decreased the frequency of replacing microscopes as well as our expenses for maintaining them.

(127) Covers microscope rental, cleaning/maintenance and annotation of slides in CYTO 710, 711, 713, 714. This fee is being reduced due to fewer students being on campus, as this has decreased the frequency of replacing microscopes as well as our expenses for maintaining them.

(128) Removing this fee because students will no longer be printing posters for the Forum on Evidence-Based Medicine.

(129) This fee is being increased by \$40 to cover the registration fee for students to attend the Resolved Through Sharing workshop, a workshop designed to meet the bereavement care needs of genetic counseling students. This fee also covers standardized patient costs for GENC 610

(130) Fee is being increased by \$112 to cover the fee for students to take the Intercultural Development Inventory (IDI) (\$12), an assessment for building cultural competence, for GENC 611 and student licenses to use Typhon software for clinical rotations (\$100). This fee also covers standardized patient costs for GENC 611 (\$21.50).

(131) Fee is being increased by \$336 to cover (1) the students' membership fees to the National Society of Genetic Counselors (NSGC) in GENC 710 (\$120); (2) the fee for students to attend the Resolved Through Sharing workshop, a workshop designed to meet the bereavement care needs of genetic counseling students (\$40); and (3) a Capstone Project fee to cover statistician support and other Capstone-related needs (e.g., transcription or coding software) for GENC 721 (\$176). This fee also covers fees for the strength assessment tool used in GENC 710 (\$30).

(132) This fee is being increased to cover a Capstone Project fee to cover statistician support and other Capstone-related needs (e.g., transcription or coding software) for GENC 722 (\$176). This fee also covers the fee for the board practice exam for GENC 711 (\$55) and Project DOCC, a national curriculum designed by parents of children who have chronic illness or disability, using parents as teachers; the Genetic Counseling program partners with this program and each student interviews one parent for GENC 718 (\$30). The \$100 poster fee is being removed for GENC 722 because students will no longer be printing posters for the Forum on Evidence-Based Medicine. Breakdown of fee increase: poster fee removed -\$100; and Capstone Project fee added +\$176.

(133) Fee is being increased to cover student licenses for Typhon software for clinical rotations (\$90) (MNED 710), registration fee for MyClinicalExchange for rotations at Children's Hospital (\$20) (MNED 730) and the fee for N95 fit testing (\$75). This fee also covers standardized patient fees (\$50, reduced from \$65) (MNED 732), ServeSafe certification (\$35) (MNED 710) and shared reference materials (\$5, reduced from \$25). Breakdown of fee increase: addition of the new fees +\$185; and reduction of the SP and shared reference materials fees -\$35.

(134) The SP and shared reference materials fees for MNED 787 are being reduced to \$50 (from \$65) and \$5 (from \$25), respectively. The reduction in the number of students coming to campus the last two years due to COVID restrictions caused a buildup of the student fee account, so the SP fee and shared reference materials are being reduced in order to utilize the existing funds for these expenses.

(135) This fee for study guides for the Registered Dietitian exam is being reduced due to the cost of the guides being reduced (\$67 for ACEND guides, \$48 for Inman guides, \$100 for Eat Right Exam study guides).

(136) This fee is being decreased due to the Meyers-Briggs test (\$95) for MNED 724 being replaced by the Gallup Clifton StrengthsFinder tool (\$50), the poster printing fee being reduced from \$100 to \$50 and abstract fees for student submissions in MNED 790 being reduced from \$75 to \$50. This fee will also cover supplies for the student cooking demonstration project in MNED 766 (\$10).

(137) Fee is being increased by \$75 due to the increase in the number of standardized patients needed for scan lab courses. This fee also covers lab scan supplies for MITS 412S/612S & MITS 440S/640S.

(138) Fee is being increased by \$75 due to the increase in the number of standardized patients needed for scan lab courses. This fee also covers lab scan supplies for MITS 402S/602S & MITS 450S/650S.

(139) Fee is being increased by \$50 due to the increase in the number of standardized patients needed for scan lab courses. This fee also covers lab scan supplies for MITS 452S/652S & MITS 460S/660S.

(140) This fee is being increased by \$55 due to the addition of a new fee for instructional design support (\$50) and an increase in supply costs for laboratory supplies for MLS 407, 408, 409, 410, 411 (\$5).

(141) Previous fee covered ADL lab expenses (\$55), lease expense for the Village Flats apartments in Kearney and the Davis Global Center apartments as well as furnishings such as linens, utensils and furniture for OCCT 500 as well as lab supplies & PPE (\$10). Fee will still cover ADL lab expenses (\$55) and the lease expense for the Village Flats apartments in Kearney and the Davis Global Center apartments and the furnishings (linens, utensils and furniture) as well as PPE (\$18) for OCCT 501. The fee will also cover Lab Instructors (\$65) (\$50/hr x 4 hrs./wk. x 15 weeks = \$3,000/46 students) and equipment depreciation expense (Dynamometers, Pinch Gauge, Sensory Objects) (\$10) for OCCT 501; PPE (N95 mask fittings) (\$75) and SPs (\$35) (\$30/hour x 9 hrs. x 6 SPs = \$1,620/46 students) for OCCT 520; and range of motion measurement supplies (\$80); equipment depreciation and maintenance (wheelchairs, assistive devices) (\$15) and SPs (\$10) (\$30/hr. x 1 hr. X 15 weeks = \$450/46 students) for PHYT502.

(142) This fee is being increased to cover lab instructors (\$502) (3 instructors x \$50/Hr. x 11 hrs./week x 14 weeks = \$23,100/46 students); PPE (\$27) (50 masks x 45 sessions x .55/mask = \$1,237.50/46); assessment replacement forms (\$15); equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20); printing fees for OSCE and SPACE cases, lab manuals (\$5) for OCCT 530; Lab Supplies for PHYT/OCCT510 (\$30). This fee also covers ADL lab expenses and the lease expense for the Village Flats apartments in Kearney and the Davis Global Center apartments as well as furnishings such as linens, utensils and furniture for OCCT 530 (\$55); and lab, splinting and activity supplies (\$25) (previously \$100). Breakdown of \$484 fee increase: addition of the new fees above = +\$599; removal of SP fee = -\$10; lab, splinting & activity supplies reduced from \$100 to \$25 = -\$75; and removal of lab supplies for OCCT 523 = -\$30.

(143) This fee is being reduced due to a decrease in lab costs for OCCT 522 and OCCT 531 and fees moving to other courses as appropriate. Removing PHYT 510 lab supplies at \$30, as this course has moved to YR2 Fall semester – added to YR2 Fall Lab Fee form.

(144) This fee is being increased to cover lab instructors (\$502) (3 instructors x \$50/Hr. x 11 hrs./week x 14 weeks = \$23,100/46 students); PPE (\$27) (50 masks x 45 sessions x .55/mask = \$1,237.50/46); equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20); printing fees for OSCE and SPACE cases, lab manuals (\$5) for OCCT 530; Lab Supplies for PHYT/OCCT510 (\$30). This fee also covers ADL lab expenses and the lease expense for the Village Flats apartments in Kearney and the Davis Global Center apartments as well as furnishings such as linens, utensils and furniture for OCCT 530 (\$55); and lab, splinting and activity supplies (\$25) (previously \$100). Breakdown of \$484 fee increase: addition of the new fees above = +\$599; removal of SP fee = -\$10; lab, splinting & activity supplies reduced from \$100 to \$25 = -\$75; and removal

(145) This fee is being increased to cover the increase in fees for hourly salaries for Standardized Patients and mobility supplies/equipment for PHYT 502 (gait belts and equipment replacement / upkeep including wheelchairs, assistive devices for gait/transfers). This fee will also cover PPE masks for students. This fee also covers range of motion supplies (goniometers, drawstring bag, inclinometer, tape measures). Breakdown of \$39 fee increase: fee for SPs increased from \$10 to \$20. +\$10; fee for mobility supplies/equipment increased from \$20 to \$30. +\$10; addition of the PPE masks. +\$32; and fee for range of motion supplies decreased from \$75 to \$62. (-\$13). Difference: \$52-\$13 = \$39.

(146) This fee is being increased to cover PPE masks for students (\$15). This fee also covers linens, hi-lo table maintenance and repair for PHYT 505 (\$10) and hi-lo table maintenance and repair, lab equipment (reflex hammers, cotton balls, monofilaments) for PHYT 512 (\$8). Breakdown of \$10 fee increase: fee for copies of supplemental materials, linens, and hi-lo table maintenance and repair for PHYT 575 was removed. -\$5; and fee for PPE masks was added. +\$15.

(147) This fee will cover PPE masks for students in PHYT 601.

(148) This fee is being increased to cover PPE masks for students in PHYT 700 (\$27). This fee also covers linens for PHYT 730 (\$5).

(149) This fee will cover PPE masks for students in PHYT 701.

(150) Covers annual lab costs for transducers, tubing, other miscellaneous supplies and simulator equipment repair/maintenance for CLPR 502, Intro to Perfusion Technology.

(151) Removing this fee because it has been combined with the new Perfusion1 Fall Lab Fee (Year 1 CPE Only).

(152) Covers summer lab fees for supplies including syringes, gloves, masks, needles, sharps containers, perfusion equipment, perfusion disposables, and animal care charges for CLPR 701, In Vitro/In Vivo Lab Procedures. The additional \$25 in fees is due to an increase in costs for these expenses.

(153) PHAS 630: Addition of lab assistants used for physical examination skills to keep an appropriate student-to-faculty ratio for a hands-on, interactive lab and student assessment (three lab assistants x \$75/hr. x 40 hours each = \$9,000/66 = \$136). PHAS 650: Addition of lab assistants used for physical examination skills to keep an appropriate student-to-faculty ratio for a hands-on, interactive lab and student assessment (two lab assistants x \$75/hr. x 30 hours each = \$4,500/66 = \$68).

(154) PHAS 635: Lab assistants used for clinical skills to keep an appropriate student- to-faculty ratio for a hands-on, interactive lab and student assessment (three assistants at 40 hrs. each at \$75/hr. = \$9,000/66 students = \$136).

(155) PHAS 656: Lab assistants used for clinical skills to keep an appropriate student- to-faculty ratio for a hands-on, interactive lab and student assessment (two assistants at 30 hrs. each at \$75/hr. = \$4,500/66 students = \$68).

(156) The OT program no longer requires the use of the Anatomy Lab.

(157) Represents 5% increase to cover increased costs of salary/benefits, general operating, and supplies.

(158) Previous model kept costs for anatomy in Kearney separate and they are now being included in a single fee as they did not adequately represent the costs covered from the Omaha campus.

(159) The course is no longer being offered.

(160) Course was restructured, resulting in a significant reduction of lab usage.

(161) Course no longer requires a fee.

(162) This fee is being removed. It currently covers the maintenance and replacement of iPads used in student labs on the Omaha and Kearney campuses and the maintenance of virtual microscopy equipment (\$100), which will be covered under the CAHP Technology Fee. The rest of this fee (\$65) pays for student access to the web-based viewer and is being replaced by a new fee, the "MLS Technology & Software Licensing Fee."

(163) Requesting name change only for this fee, as it will now also cover MLS students. New name to be CAHP Technology Fee.

(164) This fee covers the MLS iPad leasing fee and the ViewsIQ Panoptiq virtual microscopy licensing fee, which also provides access to the web-based viewer for students that was previously covered under the old MLS Technology Fee.

(165) Represents 5% increase. Fee covers costs of support equipment in computer and clinical skills lab.

(166) Represents 5% increase.

(167) Distributive Learning Fees have been on moratorium from AY 2018-19 to AY 2021-22. The anticipated remaining balance in the fee account at the end of AY 2021-22 will not be adequate to support the level of estimated expenses in AY 2022-23 therefore the fee is being reinstated. A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$30 per credit hour.

(168) Technology Fees have been on moratorium from AY 2019-20 to AY 2021-22. The anticipated remaining balance in the fee account at the end of AY 2021-22 will not be adequate to support the level of estimated expenses in AY 2022-23 therefore the fee is being reinstated. A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$100 per semester.

(169) The ATI Optimal CBC RN package is utilized in the undergraduate program and embedded in the curriculum to prepare students for the NCLEX (licensing exam). The ATI products have been enhanced to correlate to student performance which leads to improved test scores and board pass rates for CON students. ATI product pricing is set annually for each cohort of students based on discussion between the vendor and CON Administration. Recent discussions resulted in a reduced annual price increase in AY 2021-22 and 2022-23. After analysis of the product costs for AY 2022-23 and anticipated costs for AY 2023-24, it has been determined that \$40 per credit hour will need to be assessed to cover the contracted expenses.

(170) Increase of \$45 per semester will fund five full-time positions in mental health support, accessibility services, and student life, as well as additional support for academic success programs.

University of Nebraska at Omaha Laboratory, Student, and Miscellaneous Fee Changes for 2022-2023				
Department	Course Number	Current Fee 2021-2022	Proposed Fee 2022-2023	
College of Arts and Sciences				
Biology	BIOL 3730 Fauna of the Great Plains	\$ 20.00	\$ 45.00	(172)
Biology	BIOL 4130/8136 Molecular Genetics	\$ 90.00	\$ 100.00	(172)
Biology	BIOL 4810 Behavioral Genetics	\$ -	\$ 100.00	(173)
College of Communication, Fine Arts and Media				
School of Communication	CMST 4800/8806 Advanced Conflict Mediation	\$ 45.00	\$ -	(174)
School of Communication	JMC 1050 Film History and Appreciation	\$ 14.00	\$ -	(175)
School of Communication	JMC 3110 Photography	\$ 15.00	\$ -	(176)
School of Communication	JMC 3220 Critical Writing for the Mass Media	\$ 15.00	\$ -	(177)
School of Communication	JMC 3350 Media Communication Research	\$ 15.00	\$ -	(177)
School of Communication	JMC 3400 Magazine Article Writing	\$ -	\$ 15.00	(178)
School of Communication	JMC 4380/8386 Film Theory and Criticism	\$ 14.00	\$ -	(177)
School of Communication	JMC 4250 Strategic Writing for Public Relations and Advertising	\$ -	\$ 15.00	(179)
School of Communication	JMC 4810/8816 Digital Literacies for Technical Communicators	\$ 15.00	\$ -	(180)
School of Communication	JMC 4830/8836 Technical Communication	\$ 15.00	\$ -	(180)
School of Communication	JMC 4850/8856 Information Design for Technical Communicators	\$ 15.00	\$ -	(180)
School of Communication	JMC 4870/8876 Technical Editing	\$ 15.00	\$ -	(180)
School of Communication	JMC 4890/8896 Capstone Course in Technical Communication	\$ 15.00	\$ -	(180)
School of the Arts	THEA 1050 Film History and Appreciation	\$ 14.00	\$ -	(175)
College of Education, Health, and Human Sciences				
School of Health and Kinesiology	ATHT 8110 Athletic Training Techniques	\$ -	\$ 36.00	(181)
School of Health and Kinesiology	ATHT 8120 Emergency Management of Injury and Illness	\$ -	\$ 50.00	(181)
School of Health and Kinesiology	ATHT 8360 Advanced Orthopedic and Medical Aspects of Athletic Training	\$ 31.00	\$ 65.00	(181)
School of Health and Kinesiology	KINS 2800 Motor Learning	\$ -	\$ 5.00	(182)
School of Health and Kinesiology	KINS 2130 Lifeguarding	\$ 40.00	\$ 50.00	(183)
School of Health and Kinesiology	PEA 111W Scuba	\$ 120.00	\$ 650.00	(184)
School of Health and Kinesiology	PHHB 3030 First Aid	\$ 25.00	\$ 28.00	(185)
Teacher Education	TED 2800/STEM 2800 Science Experimentation and Engineering Design	\$ 20.00	\$ 25.00	(186)
College of Public Affairs and Community Service				
Aviation Institute	AVN 1020 Private Pilot Theory	\$ 160.00	\$ 175.00	(187)
Aviation Institute	AVN 2170 Instrument Flight Theory	\$ 160.00	\$ 175.00	(187)
Aviation Institute	AVN 2180 Commerical Pilot Theory	\$ 160.00	\$ 175.00	(187)
Aviation Institute	AVN 3190 Certified Flight Instructor Theory	\$ 320.00	\$ 350.00	(187)
Miscellaneous Fee				
Academic Affairs	Access and Success Fee (per student)	\$ 110.70	\$ 114.00	(189)

(172) The department has been reviewing lab fees. This adjustment to the fees will reduce the budget burden this class places on the departmental budget and make room for other lab offerings.

(173) BIOL 4810 is a new course. This course fee will cover half the cost of consumable materials for the course. The other half will be covered by the Biology department.

(174) No longer necessary. Students were charged to earn their conflict resolution certification simultaneously. This is not a requirement of the course or program.

(175) Course fee no longer needed.

(176) No longer necessary. Digital Photography replaced previous expenses.

(177) No longer necessary. Students no longer need to print out their work for this class. They use Canvas and have students submit their work electronically.

(178) Students produce CommUNO magazine and write professional quality articles in this class. In doing so, they use the computer lab and print off their work for peer and faculty feedback. Additionally, this is a full-color magazine. As such, students enrolled in this course use quite a bit of printer ink and paper to complete their assignments, produce quality work, and create a nationally awarded magazine for the School of Communication. The proposed fee is to off-set the materials used by this class and replenish the computer ink and paper as needed.

(179) This course is writing intensive and taught in a computer lab. As they learn about strategic writing for public relations and advertising, they print their work, share it with peers for feedback, and acquire instructor feedback. As such, students enrolled in this course use quite a bit of printer ink and paper to complete their assignments. The proposed fee is to off-set the materials used by this class and replenish the computer ink and paper as needed.

(180) No longer necessary. This class is being discontinued.

(181) This fee will cover the cost of expendable items purchased annually. The expendable items are used to instruct specific course-related competencies and are used by each student.

(182) This fee will cover the cost of an individual MotorLab software license for each student that they will utilize during the entirety of the KINS 2800 course. This software was free to use until the Fall semester of 2021.

(183) This fee covers the cost of the American Red Cross lifeguarding certification. The cost of this certification has increased causing an increase in the course fee.

(184) The school of Health & Kinesiology has partnered with a new company to operate the Scuba course, Diventures. The new course fee is reflective of the instructor, pool, materials, required equipment, rental gear and open water training dive costs paid to Diventures.

(185) The cost of the American Red Cross First Aid/CPR/AED certification (which students receive as a part of completing the course) is increasing by \$3, which is reflected in the increased course fee proposal.

(186) Fee increase will cover consumables costs for each semester that are required to successfully conduct high-altitude balloon (HAB) near-space experiments (NSEs) developed by enrolled students. A HAB launch requires a weather balloon, lifting gas, and GPS (global positioning system) tracking (monthly subscription). Student-developed NSEs require payload modules, single-board microprocessors, and appropriate experiment components (e.g., sensors and dependent variable platforms). HAB NSEs require materials such as payload security (e.g., tape, Velcro, and nylon cable ties), payload harnesses (e.g., paracord, tape, and carabiners), and batteries (i.e., AA and AAA).

(187) The testing fee is set by the testing service provider, PSI Services, LLC. PSI has increased the testing fee.

(188) The proposed rates for fiscal year 2022-23 are the same rates that were approved by the Board of Regents for fiscal year 2021-22.

(189) Proposed increase needed to cover the required salary and benefits increases.

TO: The Board of Regents Addendum XI-C-6
Academic Affairs Committee

MEETING DATE: June 23, 2022

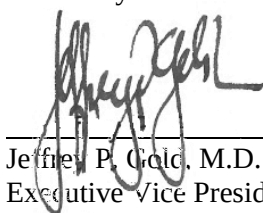
SUBJECT: Annual Program Monitoring Reports to the Board of Regents

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: June 25, 2021 – The Board approved continuing the UNO Bachelor of Science in Black Studies and forwarding the associated in-depth review report and monitoring plan to the Nebraska Coordinating Commission for Postsecondary Education (NCCPE).
June 25, 2021 – Annual monitoring of the UNO Bachelor of Arts in Art History was reported to the Board.

EXPLANATION: Ongoing monitoring is required for programs that have been continued by the Board of Regents and NCCPE, following receipt and acceptance of a required in-depth report [Neb. Rev. Stat. § 85-1414(5)]. The attached reports are provided to document the monitoring process and to show progress towards meeting NCCPE performance standards.

SPONSOR: Sacha Kopp
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

APPROVED: 

Jeffrey P. Gold, M.D.
Executive Vice President and Provost

DATE: May 19, 2022

University of Nebraska at Omaha (UNO)
Annual Program Monitoring Report to the Board of Regents
Bachelor of Science (BS) in Black Studies

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

June 25, 2021 – The BoR approved continuing the BS in Black Studies and forwarding the in-depth report and monitoring plan to the CCPE.

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

December 2, 2021 – The CCPE approved continuation of the program with a report on monitoring due December 13, 2024.

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed: _____



(Chief Academic Officer or designated representative)

4/13/2022

(Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
1	3	4	3	5	4	4

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
27	39	40	43	55	56	59

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

The program leadership continue to engage in active planning to expand enrollment. These include a) Clearly identifying four-year degree pathways, b) Clarifying the process for students to have a double major, c) Connecting with Interdisciplinary Studies' concentration in Exploratory Studies, and d) Reviewing and revising the Introduction to Black Studies course as the foundational course for the discipline to better recruit and support majors. These specific action steps are elaborated upon below.

- a. **Clearly identifying four-year degree pathways:** The program has completed development of a four-year degree pathway, which is now in use in the student advising process. This pathway is available to students and is posted on the departmental

website at: <https://catalog.unomaha.edu/undergraduate/college-arts-sciences/black-studies/black-studies-bs/#fouryearplantext>.

- b. **Clarifying the process for students to have a double major:** The program is currently working with the Associate Dean for Social Sciences and the Assistant Dean for Student Success to develop student-friendly language clarifying how students could double major in Black Studies. This information will be published on the departmental and college websites in the near future.
 - c. **Connecting with the newly inaugurated Interdisciplinary Studies concentration in Exploratory Studies:** In the Spring of 2021 and the Spring of 2022 a faculty member in the Department of Black Studies taught or will teach a “sheltered” section of BLST 1000, Introduction to Black Studies. Sheltered sections of introductory courses are helpful to “Explorers” as they navigate their choice of a major.
 - d. **Reviewing and revising the Introduction to Black Studies course as the foundational course for the discipline to better recruit and support majors:** The program completed a revision of BLST 1000, Introduction to Black Studies, in the course management system, CourseLeaf. Instructors for the course are currently meeting to discuss implementation of the revisions in preparation for the Spring 2022 semester. The expectation was that each of these actions will contribute to increase interest in Black Studies as a field of study, and the data suggests that this is slowly taking hold, and likely delayed somewhat by the shift to asynchronous and remote synchronous teaching during the pandemic last year.
4. Additional strategies employed (if any) to ensure the CCPE’s degrees-awarded threshold is achieved:

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

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

June 28, 2018 – The BoR approved the academic program review and recommendation to continue the BA in Art History.

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

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

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 22, 2022 for the June 23, 2022 BoR agenda.

Signed:  _____ 4/13/2022
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
71	65	80	54	55	75	75
BAH only: 11	6	6	2	3	8	8

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

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (estimated)
381	406	422	367	403	431	431
BAH only: 18	18	15	17	27	26	32

3. Progress towards full implementation of strategies outlined in the in-depth report:
The program continues with the activities and strategies submitted in September 2020 monitoring report. Specifically, a) continued growth of online and remote learning, b) workforce development-focused initiatives, including expanded applied curatorial

opportunities and generating the *Arts Entrepreneurship* minor, c) curriculum review including alignment with recently approved Bak Learning Center and Museum

a. Growth of online and remote learning opportunities and workforce development

preparation: The department effectively prepares students for the workforce, including in Nebraska, through a variety of initiatives. Such as welcoming community partners who serve as gallery and museum professionals from the Joslyn Art Museum, Gallery 1516, Bemis Center for Contemporary Art, and the Nebraska Jewish Historical Society to introduce students to the duties associated with their positions. Additionally, new for the 2022-2023 academic catalog, the School of the Arts generated an *Arts Entrepreneurship Minor*. Students from all the units of the School can enroll this will create additional opportunities to expose students from other disciplines to Art History, which is expected to result in more majors. It is noteworthy to share that the acceptance rate of Art History graduates to graduate school is 100%, including UNO's program welcoming back two prior alum as instructors to further meet the needs of UNO students.

b. Curriculum Review and Alignment: A new curriculum appeared in the 22/23 catalog. The Focus B option (previously Museum Studies/Arts Administration, currently Arts Management) of the curriculum was revised to make the degree attractive to a wider audience by reducing the foreign language credit hours and removing the history requirements. The new curriculum will make it easier for studio art and other majors to double major. While many students express interest in double majoring, it should be noted that it increases the credit hours necessary to graduate markedly. Many students become art history minors instead. The additional hours made available by deleting language and history requirements will be filled with courses applicable to careers in galleries, museums, and other non-profit arts organizations—workforce development. Faculty selected the required and elective courses after surveying graduates of the program who hold positions in the arts in Omaha and beyond. The courses such as non-profit leadership, fundraising, collection management, and provide students with hands-on skills. They are also required to have an internship experience for graduation.

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

a. Community partners: The Art History Department has community partners across the city of Omaha, including most recently (2021) adding Gallery 1516 (GS1516) to the list. GS1516 became a formal affiliate of the School of the Arts, employing UNO art history interns is part of the formal agreement. Additional internship opportunities for art historians are included across the city, with nearly every gallery in Omaha (e.g. former graduates are also currently stationed as full-time staff at Bemis, for example). UNO art history graduates are filling workforce needs in Omaha. The Roberta and Bob Rogers gallery also currently employee two interns, and student successes in such roles lead to ongoing and prolific collaborations.

b. Cross-program teaching: Art history is by nature interdisciplinary and art history faculty offer courses that are cross listed with numerous programs on campus, including OLLAS, Medieval Renaissance Studies, Women's and Gender Studies, and Ancient Mediterranean Studies. Art history faculty also regularly offer courses for TLC

(Thompson Learning Community) and Honors and are involved in Medical Humanities. Several seats in art history survey sections have been held for students in the Success Academy. Art history has developed a special relationship through the Bak Museum and Academic Learning Center with Holocaust and Genocide Studies, Goldstein Center for Human Rights, and the Schwalb Center. In offering classes that are populated by students from different disciplines and programs, the possibility exists that some of them will become art history majors. Since art history is not a subject commonly offered in high school, the art history program relies on students changing their major. The faculty will continue to teach courses with other programs and to seek new opportunities to cross-list with other programs. Finally, the program offered an introductory art history course at the Omaha Correctional Facility.

TO: The Board of Regents Addendum XI-C-7

Academic Affairs Committee

MEETING DATE: June 23, 2022

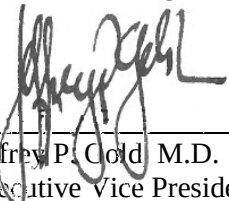
SUBJECT: Personnel Reports

RECOMMENDED ACTION: Report

PREVIOUS ACTION: On December 10, 1994, the Board of Regents amended Section 3.2 of the *Bylaws of the Board of Regents* to delegate to the President, or administrative officers designated by the President, authority to make appointments in the Academic-Administrative staff to faculty positions and to administrative positions below the rank of Dean and equivalent ranks. Executive Memorandum No. 13 subsequently delegated authority to the Chancellors to make Academic-Administrative appointments below the level of Dean. Such appointments at the rank of assistant professor or above are required by the *Bylaws of the Board of Regents* to be reported to the Board after each quarter and maintained on file as a public record in the Office of the Corporation Secretary.

EXPLANATION: A series of reports of campus personnel actions approved by each Chancellor during the 1st quarter of 2022 is attached.

APPROVED:



Jeffrey P. Gold M.D.
Executive Vice President and Provost

DATE: May 19, 2022

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Armstead, Marquita	Athletics	Executive Associate Athletic Director	Special	2/1/2022		200,000	FY	1.00
Fischer, Kenneth	College of Journalism and Mass Communicat	Assistant Professor of Practice	Faculty Practice	1/2/2022	5/10/2024	73,000	AY	1.00
Gel, Esma	Supply Chain Management and Analytics	Professor	Continuous	1/2/2022		200,000	AY	1.00
Immethun, Cheryl	Chemical and Biomolecular Engineering	Senior Research Associate	Special	1/17/2022	6/30/2022	82,000	FY	1.00
Naveed Aman, Muhammad	School of Computing	Assistant Professor	Specific Term	1/2/2022		115,000	AY	1.00
Thomsen, Lindsay	Management	Assistant Professor of Practice	Faculty Prattice	1/2/2022	5/10/2024	63,700	AY	0.60
	Center for Enteprenuership	Director of Business Development	Special	1/2/2022	5/10/2024	36,400	AY	0.40
Tiwari, Virendra	Chemistry	Senior Research Associate	Special	2/16/2022	2/12/2024	51,000	FY	1.00
Xi, Huang	Electrical and Computer Engineering	Research Assistant Professor	Faculty Research	3/1/2022	3/14/2025	87,000	FY	1.00

PERSONNEL REPORT
1/1/2022 - 3/31/2022
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>
DiCostanzo, Alfredo	Eastern Nebraska Research and Extension	Extension Educator	Special	3/1/2022		101,000	FY	1.00
Dorsey, Nathaniel	Eastern Nebraska Research and Extension	Associate Extension Educator	Special	2/14/2022		65,862	FY	1.00
Emery, Mary	Agricultural Leadership Education and Communication	Professor	Continuous	2/15/2022		98,000	FY	0.70
	Rural Futures Institute	Director (Includes stipend)	Special	2/15/2022		56,000	FY	0.30
Hamm, Elizabeth	4-H Youth Development	Assistant Extension Educator	Special	1/10/2022		62,000	FY	1.00
Hess, Melanie	Animal Science	Research Assistant Professor	Special	2/1/2022	1/31/2023	65,000	FY	1.00
Jackson, Hayley	Eastern Nebraska Research and Extension Center	Associate Extension Educator	Special	2/7/2022		64,900	FY	1.00
Lindal Chavarria, Ingrid	West Central Research and Extension Center	Assistant Extension Educator	Special	3/1/2022		56,230	FY	1.00
Pickinpaugh, Wayde	Eastern Nebraska Research and Extension Center	Assistant Extension Educator	Special	2/14/2022		55,825	FY	1.00
Ritzema, Randall	Water for Food Institute	Research Assistant Professor	Special	3/1/2022		95,000	FY	1.00
Wrich, Morgan	West Central Research and Extension Center	Assistant Extension Educator	Special	1/3/2022		56,825	FY	1.00

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA MEDICAL CENTER
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Avecillas-Chasin, Josue	Neurosurgery	Assistant Professor	Special	2/1/2022		57,000	FY	1.00
Bash, Kirstie	Family Medicine	Associate Professor	Health Prof	3/7/2022	6/30/2023	60,000	FY	0.50
	Office of Medical Education	Director of Student Assessment	Special	3/7/2022		45,000	FY	0.50
Coyle, Carolyn	Internal Medicine	Assistant Professor	Health Prof	1/1/2022	6/30/2023	45,000	FY	1.00
Cozad, Melanie	Health Services and Research	Assistant Professor	Health Prof	1/1/2022	6/30/2023	100,000	FY	1.00
Crane, Kathryn	Anesthesiology	Assistant Professor	Special	1/1/2022		110,000	FY	1.00
Dave, Pooja	Pediatrics	Assistant Professor	Health Prof	3/1/2022	6/30/2023	45,000	FY	1.00
Doss, Sarah	Neurological Science	Assistant Professor	Special	2/15/2022		450	FY	0.01
Duffy, Ashlee	Surgery	Assistant Professor	Special	2/15/2022		60,000	FY	1.00
		Research Scientist (Stipend)	Special	2/15/2022	6/30/2022	25,000	FY	0.00
Dunbar Matos, Christina	Internal Medicine	Assistant Professor	Health Prof	2/1/2022	6/30/2023	45,000	FY	1.00
Fullenkamp, Lynn	Pediatrics	Assistant Professor	Health Prof	2/1/2022	6/30/2023	45,000	FY	1.00
Hartl, Nicholas	Internal Medicine	Assistant Professor	Health Prof	1/1/2022	6/30/2023	45,000	FY	1.00
Kogan, Dina	Anesthesiology	Assistant Professor	Special	1/11/2022		110,000	FY	1.00
Lewis, Cynthia	Internal Medicine	Assistant Professor	Health Prof	1/1/2022	6/30/2023	45,000	FY	1.00
Matos, Miguel	Surgery	Associate Professor	Health Prof	1/31/2022	6/30/2023	50,000	FY	1.00
Michaud, Jason	Surgery	Assistant Professor	Health Prof	2/1/2022	6/30/2023	45,000	FY	1.00

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA MEDICAL CENTER
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Perry, Megan	Genetics, Cell Biology and Anatomy	Assistant Professor	Health Prof	1/5/2022	6/30/2023	60,000 FY	1.00
		Research Scientist (Stipend)	Special	1/5/2022	6/30/2022	19,000 FY	0.00
Scheffer, Ashley	Pediatrics	Assistant Professor	Health Prof	2/1/2022	6/30/2023	45,000 FY	1.00
Stiles, Katherine	Anesthesiology	Assistant Professor	Special	2/1/2022		40,500 FY	0.90
Wagner, David	Pathology and Microbiology	Associate Professor	Health Prof	1/5/2022	6/30/2023	70,000 FY	1.00
Wei, Xin	Pharmaceutical Science	Research Assistant Professor	Special	1/3/2022		48,394 FY	1.00
Wiggins, Shirley	College of Nursing - Lincoln Division	Associate Professor	Special	1/1/2022		54,972 FY	0.40

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA AT OMAHA
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Crutchfield, Chris	Athletics	Head Coach, Men's Basketball	Special	3/22/2022		275,000	FY	1.00
Miller, Andrew	Chancellor's Office	Chief Diversity Officer	Special	2/16/2022		185,000	FY	1.00

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA ADMINISTRATION
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Holm, Spencer W	VP and General Counsel	Associate General Counsel	Special	1/5/2022		120,000 FY	1.00
Klintoe, Jaclyn L	VP and General Counsel	Assoc Gen Counsel/Dir Univ Records	Special	1/1/2022		120,000 FY	1.00

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA AT KEARNEY
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Bartling, Chelsea	Plambeck Early Childhood Education Center	Director	Special	2/1/2022		80,000 FY	1.00
		Interim Director	Special		1/31/2022	77,500 FY	1.00
Carlson, Kimberly	Biology	Professor	Continuous	1/1/2022		49,840 AY	0.60
		Professor	Continuous		12/31/2021	83,066 AY	1.00
		Co-Department Chair (Includes Stipend)	Special	1/1/2022		35,877 AY	0.40
		N/A	N/A		12/31/2021	AY	0.00
Cremers, Michael	Facilities Management and Planning	Director	Special	2/1/2022		125,000 FY	1.00
		Interim Director	Special		1/31/2022	86,950 FY	1.00
Daniel, Trelana	Residence Life	Director	Special	1/1/2022		80,000 FY	1.00
		Associate Director	Special		12/31/2022	77,500 FY	1.00
Shaffer, Julie	Biology	Professor	Continuous	1/1/2022		49,840 AY	0.60
		Professor	Continuous		12/31/2021	49,840 AY	0.60
		Co-Department Chair (Includes Stipend)	Special	1/1/2022		38,529 AY	0.40
		Department Chair (Includes Stipend)	Special		12/31/2021	38,529 AY	0.40
Van Ingen, Linda	History	Professor	Continuous	1/1/2022		49,643 AY	0.60
		Professor	Continuous		12/31/2021	82,739 AY	1.00
		Interim Department Chair (Includes Stipend)	Special	1/1/2022		35,747 AY	0.40
		N/A	N/A		12/31/2021	0 AY	0.00
Wadkins, Theresa	Psychology	Professor	Continuous	1/1/2022		49,839 AY	0.60
		Professor	Continuous		12/31/2021	83,065 AY	1.00
Wadkins, Theresa	Criminal Justice	Interim Department Chair (Includes Stipend)	Special	1/1/2022		35,877 AY	0.40
		N/A	N/A		12/31/2021	0 AY	0.00

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA AT KEARNEY
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Wells, Robert JD	History	Associate Professor	Continuous	1/1/2022		63,394 AY	1.00
		Associate Professor	Continuous		12/31/2021	38,036 AY	0.60
		N/A	N/A	1/1/2022		0 AY	0.00
		Department Chair (Includes Stipend)	Special		12/31/2021	30,660 AY	0.40

PERSONNEL REPORT
1/1/2022 - 3/31/2022

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**UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS**

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
¹ Andrews III, Arthur	Psychology	Associate Professor	Continuous	1/3/2022		47,090	0.51
		Associate Professor	Continuous		1/2/2022	55,400	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		45,243	0.49
		Associate Professor	Special		1/2/2022	36,933	0.40
	Nutrition and Health Sciences	Assistant Professor	Specific Term			94,585	1.00
		Assistant Professor	Specific Term			94,585	1.00
Ammachathram, Thyagarajan	Hospitality, Restaurant and Tourism Management Program	Director	Special	1/1/2022	6/30/2022	3,500	0.00
		N/A	N/A			0	0.00
	English	Associate Professor	Continuous	1/3/2022		50,791	0.51
		Associate Professor	Continuous		1/2/2022	59,755	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		48,800	0.49
		Associate Professor	Special		1/2/2022	39,836	0.40
¹ Curry, Dawne	History	Susan Rosowski Professorship	Special			3,000	0.00
		Susan Rosowski Professorship	Special			3,000	0.00
	History	Associate Professor	Continuous	1/3/2022		40,927	0.51
		Associate Professor	Continuous		1/2/2022	48,149	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		39,322	0.49
		Associate Professor	Special		1/2/2022	32,100	0.40
² Edwards, Katie	Educational Psychology	Associate Professor	Continuous	1/3/2022		160,000	1.00
		Associate Professor	Continuous		1/2/2022	121,500	1.00

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Endacott, Richard	Johnny Carson School of Theatre and Film	Professor	Continuous			88,644	1.00
		Professor	Continuous			88,644	1.00
		Associate Director	Special	1/3/2022	5/20/2022	7,500	0.00
		Associate Director	Special		1/2/2022	10,000	0.00
	Hixson-Lied College of Fine and Performing Arts	Acting Associate Dean for Academic Progr	Special	1/3/2022		2,500	0.00
		N/A	N/A		1/2/2022	0	0.00
Frost, Scott	Athletics	Head Coach-Football	Special	1/1/2022		4,000,000	1.00
		Head Coach-Football	Special		12/31/2021	5,000,000	1.00
¹ Garza, James	History	Associate Professor	Continuous	1/3/2022		40,819	0.51
		Associate Professor	Continuous		1/2/2022	48,023	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		39,218	0.49
		Associate Professor	Special		1/2/2022	32,014	0.40
	Modern Languages and Literatures	Associate Professor	Continuous	1/3/2022		39,012	0.51
		Associate Professor	Continuous		1/2/2022	45,898	0.60
¹ Gonzalez, Jose	Ethnic Studies	Associate Professor	Special	1/3/2022		37,483	0.49
		Associate Professor	Special		1/2/2022	30,597	0.40
	School of Art, Art History and Design	Professor	Continuous			95,556	1.00
		Professor	Continuous			95,556	1.00
Hoff, Michael	Hixson-Lied College of Fine and Performing Arts	Acting Associate Dean for Research	Special	1/3/2022	5/20/2022	3,000	0.00
		N/A	N/A		1/2/2022	0	0.00

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>	
¹ Huettl, Margaret	History	Assistant Professor	Continuous	1/3/2022		37,055	0.51	
		Assistant Professor	Continuous		1/2/2022	43,594	0.60	
	Ethnic Studies	Assistant Professor	Special	1/3/2022		35,602	0.49	
		Assistant Professor	Special		1/2/2022	29,063	0.40	
	Jewell, Andrew	University Libraries	Professor	Continuous			0	0.00
			Professor	Continuous			89,400	1.00
Director			Special	2/1/2022	1/31/2027	4,000	0.00	
Interim Director-Digital Research in Humanities			Special		1/31/2022	3,500	0.00	
Chairperson			Special	2/1/2022		102,900	1.00	
Interim Chairperson			Special		1/31/2022	9,500	0.00	
¹ Jones, Jeannette	History	Associate Professor	Continuous	1/3/2022		51,574	0.51	
		Associate Professor	Continuous		1/2/2022	60,675	0.60	
	Ethnic Studies	Associate Professor	Special	1/3/2022		49,551	0.49	
		Associate Professor	Special		1/2/2022	40,450	0.40	
¹ Jones, Patrick	History	Associate Professor	Continuous	1/3/2022		40,805	0.51	
		Associate Professor	Continuous		1/2/2022	48,007	0.60	
	Ethnic Studies	Associate Professor	Special	1/3/2022		39,204	0.49	
		Associate Professor	Special		1/2/2022	32,002	0.40	
¹ Kang, Alice	Political Science	Associate Professor	Continuous	1/3/2022		48,960	0.51	
		Associate Professor	Continuous		1/2/2022	57,600	0.60	
	Ethnic Studies	Associate Professor	Special	1/3/2022		47,040	0.49	
		Associate Professor	Special		1/2/2022	38,400	0.40	

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
LaGrange, Mary	Business and Finance	Interim Vice Chancellor	Special	1/3/2022		280,000	1.00
		Associate Vice Chancellor	Special		1/2/2022	191,074	1.00
³ Larson, Rachel	College of Business	Assistant Dean	Special	1/1/2022		110,000	1.00
		Assistant Dean	Special		12/31/2021	100,000	1.00
Le Sueur, James	History	Professor	Continuous			46,059	0.40
		Professor	Continuous			46,059	0.40
		Chairperson	Special			75,998	0.60
		Chairperson	Special			75,998	0.60
		Samuel Clark Waugh Distinguished College Professorship	Special	1/2/2022	8/15/2027	7,500	0.00
		Samuel Clark Waugh Distinguished College Professorship	Special		1/1/2022	7,500	0.00
Lewis, Elizabeth	Teaching, Learning and Teacher Education	Associate Professor	Continuous	1/3/2022		76,700	0.80
		Associate Professor	Continuous		1/2/2022	98,875	1.00
	Center for Science, Math and Computer Education	Senior Advisor	Special	1/3/2022	8/13/2023	19,175	0.20
		N/A	N/A		1/2/2022	0	0.00
⁴ Mackalski, Robert	Jeffrey S. Raikes School of Computer Science and Management	Asst Professor of Practice	Special	1/3/2022		76,155	0.75
		Asst Professor of Practice	Special		1/2/2022	76,050	0.75
		Assistant Director of Branding	Special	1/3/2022		10,000	0.00
		Assistant Director of Branding	Special		1/2/2021	10,140	0.00
	Marketing	Assistant Professor of Practice	Special	1/3/2022		25,385	0.25
		Assistant Professor of Practice	Special		1/2/2021	25,350	0.25

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Marks, Christopher	Hixson-Lied College of Fine and Performing Arts	Interim Dean	Special	1/4/2022		200,000	1.00
		Associate Dean	Special		1/3/2022	136,312	1.00
¹ Munoz, Laura	History	Assistant Professor	Continuous	1/3/2022		37,291	0.51
		Assistant Professor	Continuous		1/2/2022	43,872	0.60
	Ethnic Studies	Assistant Professor	Special	1/3/2022		35,829	0.49
		Assistant Professor	Special		1/2/2022	29,248	0.40
O'Connor, Charles	Office of the Executive Vice Chancellor	Coordinator	Special	1/4/2022	8/15/2022	268,086	1.00
	Hixson-Lied College of Fine and Performing Arts	Dean	Special	7/1/2012	1/3/2022	268,086	1.00
⁵ Paxton, Michelle	Center on Children, Families and the Law	Director, Children's Justice Clinic	Special	1/1/2022	6/30/2023	130,093	1.00
		Director, Children's Justice Clinic	Special		12/31/2021	120,013	1.00
¹ Robyn, Ingrid	Modern Languages and Literatures	Assistant Professor	Continuous	1/3/2022		35,700	0.51
		Assistant Professor	Continuous		1/2/2022	42,000	0.60
	Ethnic Studies	Assistant Professor	Special	1/3/2022		34,299	0.49
		Assistant Professor	Special		1/2/2022	27,999	0.40
¹ Rosa Rodriguez, Luis	Modern Languages and Literatures	Associate Professor	Continuous	1/3/2022		41,187	0.51
		Associate Professor	Continuous		1/2/2022	48,455	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		39,572	0.49
		Associate Professor	Special		1/2/2022	32,304	0.40
¹ Rutledge, Gregory	English	Associate Professor	Continuous	1/3/2022		40,244	0.51
		Associate Professor	Continuous		1/2/2022	47,345	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		38,665	0.49
		Associate Professor	Special		1/2/2022	31,564	0.40

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PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Schaefer, Matthew	College of Law	Professor	Continuous			177,949	1.00
		Professor	Continuous			177,949	1.00
	Cyber Space and Telecommunications Law Program	Clayton K Yeutter Chair - International Trade and Finance	Special	1/1/2022	6/30/2026	17,000	0.00
		Co-Director	Special		12/30/2021	11,051	0.00
		Clayton K Yeutter Professorship	Special	1/1/2022	6/30/2026	15,000	0.00
		Haggart/Work Professorship	Special		12/30/2021	15,000	0.00
Spiegel, Amy	Social/Behavioral Science and Research Consortium	Research Associate Professor	Research Faculty	1/1/2022	6/30/2022	42,686	0.51
		Research Associate Professor	Research Faculty		12/31/2021	50,219	0.60
¹ Wals, Sergio	Political Science	Associate Professor	Continuous	1/3/2022		44,763	0.51
		Associate Professor	Continuous		1/2/2022	52,662	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		43,008	0.49
		Associate Professor	Special		1/2/2022	35,109	0.40
³ Warren, Tracy	College of Law	Assistant Dean of Admissions	Special	1/1/2022		80,931	1.00
		Assistant Dean of Admissions	Special		12/31/2021	73,910	1.00
¹ Willis-Esqueda, Cynthia	Psychology	Associate Professor	Continuous	1/3/2022		42,240	0.51
		Associate Professor	Continuous		1/2/2022	49,669	0.60
	Ethnic Studies	Associate Professor	Special	1/3/2022		40,583	0.49
		Associate Professor	Special		1/2/2022	33,154	0.40

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1/1/2022 - 3/31/2022
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>
⁶ Bartels, Melissa	Eastern Nebraska Research and Extension Center	Assistant Extension Educator	Special	3/14/2022		72,500	FY	1.00
		Assistant Extension Educator	Special		3/13/2022	71,084	FY	1.00
Bingham, Georgina	Entomology	Research Associate Professor	Special	3/1/2022	2/28/2023	101,339	FY	1.00
		Research Associate Professor	Special		2/28/2022	101,339	FY	1.00
Bradshaw, Jeffrey	Entomology	Associate Professor	Continuous	1/1/2022		122,439	FY	1.00
		Associate Professor	Continuous		12/31/2021	61,219	FY	0.50
	Panhandle Research and Extension Center	N/A	N/A	1/1/2022		0	FY	0.00
		Interim Director/Chair (Includes stipend)	Special		12/31/2021	91,830	FY	0.50
Centner, Terence	Agricultural Economics	Professor of Practice	Special	1/1/2022	5/31/2023	36,068	FY	0.25
		Professor of Practice	Special		12/31/2021	72,136	FY	0.50
Ciftci, Ozan	Food Science and Technology	Associate Professor	Continuous			99,423	AY	1.00
		Associate Professor	Continuous			99,423	AY	1.00
		Kenneth E Morrison Distinguished Professor of Food Engineering	Special	1/1/2022	12/31/2026	10,000	AY	0.00
		N/A	N/A		12/31/2021	0	AY	0.00
Creech, Cody	Agronomy and Horticulture	Associate Professor	Continuous			104,744	FY	1.00
		Associate Professor	Continuous			104,744	FY	1.00
		Fenster Professor of Dryland Agriculture	Special	1/1/2022	12/31/2026	10,000	FY	0.00
		N/A	N/A		12/31/2021	0	FY	0.00
Erickson, Galen	Animal Science	Professor (Includes stipend)	Continuous	2/1/2022		165,479	FY	1.00
		Professor	Continuous		1/31/2022	150,436	FY	1.00
		Nebraska Cattle Industry Professor in Animal Science	Special			10,000	FY	0.00
		Nebraska Cattle Industry Professor in Animal Science	Special			10,000	FY	0.00

PERSONNEL REPORT

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1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA-LINCOLN IANR
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<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>
Fischer, Jean	Cooperative Extension Division	Program Leader Human Sciences (Includes stipend)	Special	1/1/2022		63,976 FY	0.60
		Program Leader Human Sciences	Special		12/31/2021	54,837 FY	0.60
	Nutrition and Health Sciences	Associate Extension Educator	Special			36,558 FY	0.40
		Associate Extension Educator	Special			36,558 FY	0.40
Harris, Susan	West Central Research and Extension Center	Associate Extension Educator	Special	1/1/2022		38,097 FY	0.60
		Associate Extension Educator	Special		12/31/2021	63,495 FY	1.00
Hille, Mathew	School of Veterinary Medicine and Biomedical Sciences	Assistant Professor	Specific Term	1/1/2022		113,400 FY	1.00
		Post Doctoral Research Associate	Other		12/31/2021	52,061 FY	1.00
Koehler-Cole, Katja	Cooperative Extension Division	Associate Extension Educator	Special	3/28/2022		75,037 FY	1.00
	Agronomy and Horticultural	Research Assistant Professor	Special		3/27/2022	61,978 FY	1.00
⁷ Kuenning, Deborah	West Central Research and Extension Center	Associate Extension Educator	Special	1/1/2022		53,120 FY	0.80
		Associate Extension Educator	Special		12/31/2021	49,620 FY	0.80
⁶ Larson, Andrew	4-H Youth Development	Assistant Extension Educator	Special	1/1/2022		60,505 FY	1.00
		Assistant Extension Educator	Special		12/31/2021	57,624 FY	1.00
Lingard, Jill	4-H Youth Development	Extension Professor (Includes stipend)	Special	1/1/2022		104,841 FY	1.00
		Extension Professor	Special		12/31/2021	95,310 FY	1.00
Losey, Audra	Eastern Nebraska Research and Extension Center	Associate Extension Educator	Special	1/1/2022		49,628 FY	0.75
		Associate Extension Educator	Special		12/31/2021	39,702 FY	0.60
Louis, Joe	Entomology	Professor	Continuous			132,259 AY	1.00
		Professor	Continuous			132,259 AY	1.00
		Eberhard Professor of Agricultural Entomology	Special	1/1/2022	12/31/2026	20,000 AY	0.00
		N/A	N/A		12/31/2021	0 AY	0.00

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UNIVERSITY OF NEBRASKA-LINCOLN IANR
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<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>
8 Mieno, Taro	Agricultural Economics	Associate Professor	Continuous	1/3/2022		123,776 FY	1.00
		Associate Professor	Continuous		10/4/2021	109,856 FY	1.00
Porter, John	Cooperative Extension Division	Program Leader (Includes stipend)	Special	3/1/2022		28,305 FY	0.30
		N/A	N/A		2/28/2022	0 FY	0.00
	Eastern Nebraska Research and Extension	Associate Extension Educator	Special	3/1/2022		49,533 FY	0.70
		Associate Extension Educator	Special		2/28/2022	70,762 FY	1.00
Ramer-Tait, Amanda	Food Science and Technology	Associate Professor	Continuous			107,622 AY	1.00
		Associate Professor	Continuous			107,622 AY	1.00
		Maxcy Professor of Agriculture and Natural Resources	Special	1/1/2022	12/31/2026	10,000 AY	1.00
		N/A	N/A		12/31/2021	0 AY	0.00
Ruis, Sabrina	Agronomy and Horticulture	Research Assistant Professor	Special	3/30/2022	3/29/2023	60,846 FY	1.00
		Research Assistant Professor	Special		3/29/2022	60,846 FY	1.00
7 Santiago, Hector	Agricultural Research Division	Assistant Dean/Assistant Director	Special	3/1/2022		164,848 FY	1.00
		Assistant Dean/Assistant Director	Special		2/28/2022	131,878 FY	1.00
Stephenson, Mitchell	Agronomy and Horticulture	Associate Professor	Continuous	1/1/2022		75,096 FY	0.70
		Associate Professor	Continuous		12/31/2021	107,280 FY	1.00
	Panhandle Research and Extension Center	Director/Chair (includes stipend)	Special	1/1/2022	12/31/2022	40,912 FY	0.30
		N/A	N/A		12/31/2021	0 FY	0.00
Tenorio, Fatima Amor	Agronomy and Horticulture	Research Assistant Professor	Special	1/1/2022	12/31/2022	62,000 FY	1.00
		Post Doctoral Research Associate	Other		12/31/2021	50,810 FY	1.00
Topp, Amy	Cooperative Extension Division	Extension Educator/Coordinator (Includes	Special	2/1/2022		102,363 FY	1.00
	West Central Research and Extension Center	Extension Educator	Special		1/31/2022	74,984 FY	1.00

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Wachter-Mead, Lindsay	West Central Research and Extension School of Veterinary Medicine and Biomedical Sciences	Extension Educator	Special	2/1/2022		80,000 FY	1.00
		Lecturer	Special		1/31/2022	88,915 FY	1.00

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UNIVERSITY OF NEBRASKA MEDICAL CENTER
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<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>
Bagenda, Danstan	Anesthesiology	Assistant Professor	Special	1/1/2022		14,000 FY	0.20
		Assistant Professor	Special		12/31/2021	70,000 FY	1.00
		Research Scientist (Stipend)	Special	1/1/2022	6/30/2022	5,640 FY	0.00
		Research Scientist (Stipend)	Special		12/31/2022	28,200 FY	0.00
Bassett, Kathlene	Pediatrics	Associate Professor	Special	1/1/2022		36,089 FY	0.80
		Associate Professor	Special		12/31/2021	40,600 FY	0.90
⁹ Beatty, Mark	Adult Restorative Dentistry	Professor	Special	1/1/2022		24,206 FY	0.25
		Professor	Continuous		12/31/2021	64,549 FY	0.50
	Otolaryngology-Head and Neck Surgery	Assistant Professor	Courtesy			0 FY	0.00
		Assistant Professor	Courtesy			0 FY	0.00
	Oral Biology	Professor	Courtesy			0 FY	0.00
		Professor	Courtesy			0 FY	0.00
	Bennett, Gregory	Assistant Professor	Health Prof			115,000 FY	1.00
		Assistant Professor	Health Prof			115,000 FY	1.00
		Vice Chair Adult Restorative Dentistry (Stipend)	Special	2/1/2022		5,000 FY	0.00
		N/A	N/A		1/31/2022	0 FY	0.00
Brabec, Bradford	Pediatrics	Assistant Professor	Special	1/1/2022		121,932 FY	0.60
		Assistant Professor	Special		12/31/2021	40,644 FY	0.20
¹⁰ Cardoso Genaro De Mattos, Thiago	Munroe-Meyer Institute-Administration	Research Assistant Professor	Special	1/1/2022		77,000 FY	1.00
		Research Assistant Professor	Special		12/31/2021	65,301 FY	1.00

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¹¹ Ciborowski, Pawel	Pharmacology and Experimental Neuroscience	Professor	Special	2/1/2022		27,188 FY	0.21
		Professor	Special		1/31/2022	28,216 FY	0.21
		Research Scientist (Special	Special	2/1/2022		2,400 FY	0.00
		Research Scientist (Special	Special		1/31/2022	1,411 FY	0.00
		Professor	Special	1/5/2022		28,216 FY	0.21
		Professor	Continuous		1/4/2022	129,465 FY	1.00
		Research Scientist (Stipend)	Special	1/5/2022		1,411 FY	0.00
		Research Scientist (Stipend)	Special		1/4/2022	11,617 FY	0.00
Deegan, Rebecca	Biochemistry and Molecular Biology	Associate Professor	Health Prof			107,142 FY	1.00
		Associate Professor	Health Prof			107,142 FY	1.00
		Research Scientist (Stipend)	Special			15,479 FY	0.00
		Research Scientist (Stipend)	Special			15,479 FY	0.00
	Vice Chancellor for Research-Biosafety Program	Institutional Biosafety Committee Chair (Stipend)	Special	3/1/2022	1/31/2025	10,000 FY	0.00
		N/A	N/A		2/28/2022	0 FY	0.00
Dong, Yuxiang	Pharmaceutical Science	Research Associate Professor	Special	2/1/2022		39,528 FY	0.42
		Research Associate Professor	Special		1/31/2022	31,058 FY	0.33
Dzewaltowski, David	Health Promotion	Professor	Continuous			192,844 FY	1.00
		Professor	Continuous			192,844 FY	1.00
		Community Chair for Physical Activity, Nutrition and Obesity (Stipend)	Special	1/1/2022		40,000 FY	0.00
		Endowed Community Chair for Nutrition, Physical Activity, and Obesity in Early Childhood Education (Stipend)	Special		12/31/2021	40,000 FY	0.00

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Gard, Andrew	Neurosurgery	Assistant Professor	Special	3/1/2022		1,000 FY	0.02
		Assistant Professor	Health Prof		2/28/2022	45,500 FY	1.00
Hansen, Keith	Epidemiology	Instructor	Special			119,183 FY	1.00
		Instructor	Special			119,183 FY	1.00
	Biosecurity and Biopreparedness	Co-Director, Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases	Special	1/1/2022		0 FY	0.00
		Director, Center for Preparedness	Special		12/31/2021	0 FY	0.00
Herstein, Jocelyn	Environmental, Agricultural and Occupational Health	Assistant Professor	Health Prof	1/1/2022	6/30/2023	81,200 FY	1.00
		Research Assistant Professor	Special		12/31/2021	60,900 FY	0.75
Levy, Deborah	Epidemiology	Professor	Special	1/1/2022		114,865 FY	0.50
		Professor	Special		12/31/2021	183,784 FY	0.80
Maliszewski, Katherine	Internal Medicine	Assistant Professor	Special	3/1/2022		31,500 FY	0.70
		Assistant Professor	Health Prof		2/28/2022	45,000 FY	1.00
Mukherjee, Maheswari	Cytotechnology	Associate Professor	Continuous	2/1/2022		89,512 FY	0.49
		Associate Professor	Continuous		1/31/2022	84,004 FY	1.00
		N/A	N/A	2/1/2022		0 FY	0.00
		Education Coordinator (Stipend)	Special		1/31/2022	3,000 FY	0.00
		Program Director	Special	2/1/2022		10,500 FY	0.51
		Interim Program Director (Stipend)	Special		1/31/2022	7,500 FY	0.00
Mullane, Ryan	Internal Medicine	Assistant Professor	Health Prof			45,200 FY	1.00
		Assistant Professor	Health Prof			45,200 FY	1.00
	Physician Assistant Program	Medical Director	Special	1/1/2022		0 FY	0.00
		N/A	N/A		12/31/2021	0 FY	0.00

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Palm, David	Health Services Research and	Associate Professor	Special	1/1/2022		70,420 FY	0.60	
		Associate Professor	Special		12/31/2021	117,367 FY	1.00	
	Center for Health Policy	Director (Stipend)	Special			5,000 FY	0.00	
		Director (Stipend)	Special			5,000 FY	0.00	
	Peters, Edward	Epidemiology	Professor	Continuous			225,000 FY	1.00
			Professor	Continuous			225,000 FY	1.00
Chairperson (Stipend)		Special			40,000 FY	0.00		
Chairperson (Stipend)		Special			40,000 FY	0.00		
Harold M. Maurer, MD, Distinguished Chair		Special	1/1/2022	12/31/2022	0 FY	0.00		
N/A		N/A		12/31/2021	0 FY	0.00		
Rogan, Eleanor	Environmental, Agricultural and Occupational Health	Professor	Continuous			179,967 FY	1.00	
		Professor	Continuous			179,967 FY	1.00	
	N/A	N/A	1/1/2022		0 FY	0.00		
	Chairperson	Special		12/31/2021	15,000 FY	0.00		
	Health Promotion	Interim Chairperson (Stipend)	Special	1/1/2022		15,000 FY	0.00	
		N/A	N/A		12/31/2021	0 FY	0.00	
	Sammut, Paul	Pediatrics	Professor	Special	2/1/2022		28,166 FY	0.25
			Professor	Special		1/31/2022	56,331 FY	0.50
Schopfer, Lawrence	Eppley Institute	Research Assistant Professor	Special	1/1/2022		7,118 FY	0.10	
		Research Assistant Professor	Special		12/31/2021	42,709 FY	0.60	

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Sitorius, Michael	Family Medicine	Professor	Special	1/5/2022		53,025 FY	0.20
		Professor	Continuous		1/4/2022	234,030 FY	0.89
		N/A	N/A	1/5/2022		0 FY	0.00
		Milton G. Waldbaum, MD, Professor of Family Practice			1/4/2022	31,095 FY	0.11
	Rural Health Initiatives	Senior Advisor to the Chancellor for Rural Health	Special			10,000 FY	0.00
		Senior Advisor to the Chancellor for Rural Health	Special			10,000 FY	0.00
Tomek, Debra	Pediatrics	Associate Professor	Special	1/1/2022		8,663 FY	0.20
		Associate Professor	Special		12/31/2021	12,994 FY	0.30
Warkentin, Phyllis	Pathology and Microbiology	Professor	Special	1/1/2022		15,300 FY	0.09
		Professor	Continuous		12/31/2021	166,129 FY	1.00
Welsh, Melonie	Munroe-Meyer Institute-Administration	Associate Professor	Special			113,184 FY	1.00
		Associate Professor	Special			113,184 FY	1.00
		Director of Community Engagement (Stipend)	Special			16,000 FY	0.00
		Director of Community Engagement (Stipend)	Special			16,000 FY	0.00
		Robert F. and Myrna I. Krohn Professorship	Special	3/1/2022	2/28/2027	0 FY	0.00
		N/A	N/A		2/28/2022	0 FY	0.00
Wyatt, Todd	Environmental, Agricultural and Occupational Health	Professor	Continuous			65,654 FY	0.41
		Professor	Continuous			65,654 FY	0.41
		Interim Chairperson (Stipend)	Special	1/1/2022		15,000 FY	0.00
		N/A	N/A		12/31/2021	0 FY	0.00
	Internal Medicine	Professor	Special			63,080 FY	0.39
		Professor	Special			63,080 FY	0.39

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¹² Yoachim, Shayla	Oral Biology	Assistant Professor	Health Prof	2/1/2022		117,000 FY	1.00
		Assistant Professor	Health Prof		1/31/2022	106,569 FY	1.00
		Dr. F. Gene Dixon and Rosemary Dixon Faculty Fellowship for Excellence in Teaching at the UNMC	Special	2/1/2022		5,000 FY	0.00
		N/A	N/A		1/31/2022	0 FY	0.00

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<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>
Bjornsen-Ramig, Abby	Counseling	Atherton Professorship	Special	1/17/2022	8/31/2026	5,000 AY	0.00
		NA	NA		1/16/2022	0 AY	0.00
		Associate Professor	Continuous			75,063 AY	1.00
		Associate Professor	Continuous			75,063 AY	1.00
Boron, Julie	Graduate Studies	Associate Dean	Special	1/1/2022	12/31/2022	67,500 FY	0.50
		NA	NA		12/31/2021	0 FY	0.00
	Gerontology	Professor	Continuous	1/1/2022		57,500 AY	0.50
		Professor	Continuous		12/31/2021	83,975 AY	1.00
		Missinne Professorship	Special			5,000 AY	0.00
		Missinne Professorship	Special			5,000 AY	0.00
		Doctoral Program Chair	Special			5,000 AY	0.00
		Doctoral Program Chair	Special			5,000 AY	0.00
	Academic Affairs	Faculty Academic Assesement	Special			3,600 FY	0.00
		Faculty Academic Assesement	Special			3,600 FY	0.00
Chalecki, Elizabeth	Sociology	Director, Sustainability	Special	1/3/2022	5/13/2022	600 AY	0.00
		NA	NA		1/2/2022	0 AY	0.00
	Politcal Science	Associate Professor	Continuous			69,572 AY	1.00
		Associate Professor	Continuous			69,572 AY	1.00

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Chasek,Christine	Counseling	Hefflinger Professorship	Special	1/3/2022	6/30/2026	10,000 AY	0.00
		NA	NA		1/2/2022	0 AY	0.00
		Chairperson	Special			65,000 AY	0.60
		Chairperson	Special			65,000 AY	0.60
		Associate Professor	Continuous			40,000 AY	0.40
		Associate Professor	Continuous			40,000 AY	0.40
Cutucache, Christine	Academic Affairs	Faculty Fellow	Special	1/17/2022	8/17/2022	5,000 AY	0.00
		NA	NA		1/16/2022	0 AY	0.00
	Biology	Associate Professor	Continuous			75,536 AY	1.00
		Associate Professor	Continuous			75,536 AY	1.00
	STEM Trail Center	Haddix Community Chair	Special			22,500 AY	0.00
		Haddix Community Chair	Special			22,500 AY	0.00
Dodge, Keristiena	Office of the Chancellor	Chief of Staff	Special	1/1/2022		100,000 AY	1.00
	Academic Affairs	Director, Academic Strategic Planning	Special		12/31/2021	81,725 AY	1.00
Haney, Amy	Art and Art History	Lecturer	Specific			47,139 AY	1.00
		Lecturer	Specific			47,139 AY	1.00
		Foundations Coordinator	Special	1/3/2022		3,000 AY	0.00
		NA	NA		1/2/2022	0 AY	0.00

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Hawkins, Daniel	Academic Affairs	Faculty Fellow	Special	1/3/2022	5/31/2022	7,500	FY	0.00
		Chairperson	Special		12/31/2022	46,061	AY	0.60
	Sociology	Associate Professor	Continuous	1/1/2022		70,769	AY	1.00
		Associate Professor	Continuous		12/31/2021	28,966	AY	0.40
Kemp, Michael	Athletics	Executive Associate Athletic Director	Special	1/1/2022		160,000	FY	1.00
		Senior Associate Athletic Director	Special		12/31/2021	160,000	FY	1.00
Kilinc, Ramazan	Political Science	Oville D Menard Distinguished Professorship	Special	1/3/2022	8/31/2024	2,500	AY	0.00
		NA	NA		1/2/2022	0	AY	0.00
		Professor	Continuous			78,463	AY	1.00
		Professor	Continuous			78,463	AY	1.00
		Distinguished Professorship	Special			5,000	AY	0.00
		Distinguished Professorship	Special			5,000	AY	0.00
		Director	Special			2,000	AY	0.00
		Director	Special			2,000	AY	0.00
Kohout, Victoria	Office of the Chancellor University Communications	Chief, Government and Community Relations	Special	1/1/2022		120,000	AY	1.00
		Director, State and Community Relations	Special		12/31/2021	91,670	AY	1.00
Moore, James	Physics	Chairperson	Special	1/3/2022	5/13/2022	51,127	AY	0.60
		NA	NA		1/2/2022	0	AY	0.00
		Professor	Continuous	1/3/2022		32,884	AY	0.40
		Professor	Continuous		1/2/2022	82,211	AY	1.00
		Haddix Community Chair	Special			22,500	AY	0.00
		Haddix Community Chair	Special			22,500	AY	0.00

Shaded reflects a new or ongoing appointment; un-shaded reflects an old appointment.

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Nielsen, David	College of Business	Assistant Dean	Special			148,786 FY	1.00
		Assistant Dean	Special			148,786 FY	1.00
	Office of the Chancellor	Academic Affairs Budget Specialist	Special	3/1/2022	8/31/2022	7,200 FY	0.00
		NA	NA		2/28/2022	0 FY	0.00
Nix, Justin	School of Criminology	Distinguished Associate Professor	Special	1/1/2022	12/31/2022	20,000 AY	0.00
		NA	NA		12/31/2021	0 AY	0.00
		Associate Professor	Continuous			84,315 AY	1.00
		Associate Professor	Continuous			84,315 AY	1.00
		MA Program Coordinator	Special			5,000 AY	0.00
		MA Program Coordinator	Special			5,000 AY	0.00
Pelton, Julie	Sociology	Chairperson	Special	1/18/2022	5/20/2022	43,024 AY	0.60
		Director, Sustainability	Special		12/31/2021	1,200 AY	0.00
		Associate Professor	Continuous	1/18/2022		27,483 AY	0.40
		Associate Professor	Continuous		1/17/2022	68,707 AY	1.00
Smith-Howell, Deborah	Office of the Chancellor	Senior Advisor to the Chancellor	Special	1/1/2022		248,000 FY	1.00
		Associate Vice Chancellor	Special		12/31/2021	110,007 AY	0.52
	Graduate Studies	NA	NA			0 FY	0.00
		Dean	Special		12/31/2021	101,371 FY	0.48
	Office of the Chancellor	NA	NA			0 FY	0.00
		Executive Associate to the Chancellor	Special		12/31/2021	18,000 FY	0.00

Shaded reflects a new or ongoing appointment; un-shaded reflects an old appointment.

PERSONNEL REPORT
1/1/2022 - 3/31/2022
UNIVERSITY OF NEBRASKA ADMINISTRATION
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
¹³ Chambers, Bren H	VP and General Counsel	Deputy General Counsel	Special	1/1/2022		185,000 FY	1.00
		Associate General Counsel	Special		12/31/2021	130,953 FY	1.00
¹⁴ Gonnerman, Laura E	VP and General Counsel	Associate General Counsel	Special	1/1/2022		135,000 FY	1.00
		Associate General Counsel	Special		12/31/2021	124,457 FY	1.00
¹⁴ Mello, Heath M	VP for External Relations	Vice President for External Relations	Special	1/1/2022		300,000 FY	1.00
		Vice President for External Relations	Special		12/31/2021	246,645 FY	1.00
³ Polt, Audrey A	VP and General Counsel	Associate General Counsel	Special	1/1/2022		135,000 FY	1.00
		Associate General Counsel	Special		12/31/2021	124,378 FY	1.00

¹ Retention offer.

² Mid-year merit increase.

³ Addition of new job responsibilities.

⁴ Correction for stipend that was increased during merit process.

⁵ Correcting FTE split for joint appointments.

⁶ Change of duties.

⁷ Equity increase.

⁸ Rehired after visa reinstated.

⁹ Remainder of salary defrayed by Nebraska-Western Iowa Veterans Health Care System.

¹⁰ Internal equity adjustment.

¹¹ Correct entries from 1/5/22.

¹² External market adjustment.

¹³ Promotion W/in Unit-Rt Chg -NC

¹⁴ Performance adjustment.

Shaded reflects a new or ongoing appointment; un-shaded reflects an old appointment.

TO: The Board of Regents Addendum XI-C-8
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Residence Hall Room and Board Rates for the Academic Year 2022-23
at the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the Residence Hall Room and Board Rates for the Academic
Year 2022-23 at the University of Nebraska at Kearney (UNK)

Double Room+ <u>Meals/Week</u>	<u>2022-2023</u>
Loper	\$ 10,813
Gold	10,709
Blue	10,450

PREVIOUS ACTION: December 6, 2019 – The Board of Regents approved the following Room
and Board rates for double occupancy for the 2021-22 Academic Year.

Double Room+ <u>Meals/Week</u>	<u>2021-22</u>
Loper	\$ 10,498
Gold	10,397
Blue	10,146

EXPLANATION: The proposed rates will generate the income required to cover
obligations while managing the cost to students. The rates reflect a 3%
annual increase for students selecting the Loper meal plan residing in a
double occupancy basic room.

The above-noted rates are the basic room and board charges for
traditional residence halls, to which all other housing rates are then
related – break housing, suites, Antelope/Nester Hall suite living, etc.
The percentage increase in rates for these other special contracts may be
higher than those stated above for the standard plans, depending upon the
unique features that call for a special rate and contract.

UNK's rate increase supports cost recovery for employee salaries and
wages, employee benefits, raw food costs, materials and supplies, and
computing enhancements. These rates will also support the debt service
related to the facility renovation projects of the University Housing
Master Plan and a high quality food service program, as well as
continued investment to address deferred maintenance needs.

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

SPONSOR: Jon C. Watts
Vice Chancellor for Business & Finance

RECOMMENDED:



Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-C-9
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Residence Hall Room and Board Rates for Academic Year 2022-23 at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: February 12, 2021 – The Board of Regents approved a 2.2% reduction of double-occupancy room and board rates for academic year 2021-22 and a preliminary 3.0% increase previously approved for academic year 2022-23 at UNL

<u>Meals/Week</u>	<u>2021-22</u>	<u>2022-23</u>
All-Access	\$ 11,918	\$ 12,276 (est.)

December 5, 2019 – The Board of Regents approved a 3.0% annual increase of double-occupancy room and board rates for academic years 2020-21 through 2022-23 at UNL

<u>Meals/Week</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
All-Access	\$ 12,185	\$ 12,551	\$ 12,928

EXPLANATION: The below reflects a 3.0% increase for planned rates in academic year 2022-23

<u>Meals/Week</u>	<u>2022-23</u>
All-Access	\$ 12,276

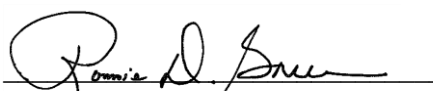
The above rates are for double occupancy in traditional-style renovated halls and the all-access plan, which is the most prevalent rate used today. The Returning Student Discount applies to occupancy in all traditional-style and suite-style halls.

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

SPONSORS: Laurie Bellows
Vice Chancellor for Student Affairs

Mary LaGrange
Interim Vice Chancellor for Business & Finance

APPROVED:


Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE: May 19, 2022

TO: The Board of Regents Addendum XI-C-10

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Residence Hall Room Rates for Academic Years 2022-23 at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: December 5, 2019 – The Board of Regents approved Residence Hall Room and Board Rates increases up to 3.0% annually for Academic Years 2020-21 through 2020-23 at UNO

EXPLANATION: The table below reflects a 3.0% increase for planned rates in Academic Year 2022-23

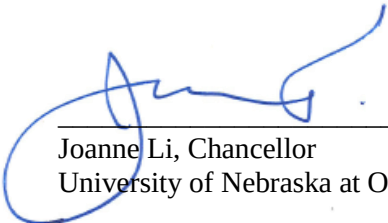
2022-23 Planned Rates:

	Housing Complex (\$)			
Payment Plan	Scott Court	Scott Village	Maverick Village	University Village
Monthly	\$ N/A	\$7,849	\$ N/A	\$ N/A
Semi-Annual	7,972	7,663	N/A	N/A
Annual	7,849	7,540	7,777	N/A
9 Month	7,107	N/A	6,901	6,349

The above-noted rates are the basic room and board charges for traditional residence halls, to which all other housing rates are then related – break housing, suites, etc. The percentage increase in rates for these other special contracts may be higher than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract.

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

SPONSORS: James R. Kamm
Interim Vice Chancellor for Business and Finance

APPROVED: 
Joanne Li, Chancellor
University of Nebraska at Omaha

DATE: May 19, 2022

TO: The Board of Regents
Executive Committee

MEETING DATE: June 23, 2022

SUBJECT: Report of emergency budget increase for Scott Engineering Center Renovation and Link Replacement at the University of Nebraska-Lincoln.

RECOMMENDED ACTION: Report

PREVIOUS ACTION: December 4, 2020 – The Board of Regents approve a budget increase for Scott Engineering Center Renovation and Link Replacement at UNL

October 25, 2019 – The Board of Regents received the Intermediate Design Report for Scott Engineering Center Renovation and Link Replacement at UNL

August 3, 2018 – The Board of Regents approved the program statement for Scott Engineering Center Renovation and Link Replacement at UNL

EXPLANATION: During renovation of Scott Engineering Center, the structural condition of existing interior masonry walls has been uncovered. This includes unbraced walls with non-grouted cells and no vertical reinforcement. Each wall has been examined and the structural engineers and design team have determined corrective strategies at each location. These fixes include installing struts and kickers, installing grout, and removing and infilling some courses with block or studs and drywall.

The total budget increase for this work, including design, abatement, disposal, testing, materials, and installation is \$2.5 million. A budget increase for this amount is requested to address the existing interior masonry wall conditions in the Scott Engineering Center.

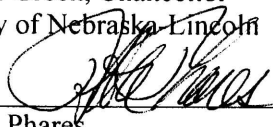
In order to mitigate costs and project delays, emergency approval under RP-6.3.1.6 was received by Chair Phares after consultation with the Board of Regents.

		<u>Current</u>	<u>Proposed</u>
PROJECT COST:	Total Project Budget	\$77,456,000	\$79,956,000
SOURCE OF FUNDS:	State Funds (LB957)	72,000,000	72,000,000
	State Funds (LB384)		2,500,000
	Private Donations	5,456,000	5,456,000

SPONSOR: Mary LaGrange
Interim Vice Chancellor for Business and Finance

RECOMMENDED:

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

A handwritten signature in black ink, appearing to read 'R. Phares', is written over a horizontal line.

APPROVED

Robert A. Phares
Chair of the Board

DATE:

April 26, 2022

TO: The Board of Regents Addendum XI-C-12
Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Naming of the east vestibule of Architecture Hall, at the University of Nebraska-Lincoln (UNL) the “W. Cecil Steward Vestibule”, pursuant to *Board of Regents Policy RP-6.2.7.3.b*

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Carter and Chancellor Green have approved the naming of the east vestibule of Architecture Hall at UNL the “W. Cecil Steward Vestibule” in honor of W. Cecil Steward.

W. Cecil Steward, Emeritus Dean and Emeritus Professor of Architecture, was a colleague, teacher, mentor, and friend, to the alumni, students, staff, and faculty of the College of Architecture which he led proudly for over 27 years as its dean. Cecil served as the college’s first dean from 1973 until his retirement in 2000. He was well respected throughout the allied professions for his numerous contributions to educational outreach, the elevation of professional standards, and his passion for sustainability.

Known as a transformative leader, Cecil profoundly influenced and molded the design and planning professions by serving on boards and committees such as the United Nations Best Practices for Sustainable Development and Local Leadership Program, the Nebraska Capitol Environs Commission, the UN Habitat steering committee for the creation of the World Urban Campaign and the Lincoln-Lancaster County Planning Commission, to name a few.

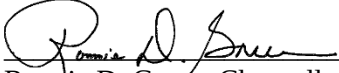
Cecil earned numerous awards and accomplishments throughout his lifetime including the Joint Award for Excellence in Architecture Education, the Topaz Medallion by the American Institute of Architects (AIA), and the Association of Collegiate Schools of Architecture (ACSA,) with the title, Distinguished Professor, ACSA/AIA; W. Cecil Steward Distinguished Chair for Sustainable Design, founding recipient, University of Nebraska Foundation; Outstanding Educator of the Year, University of Nebraska-Lincoln; and the first living recipient of the AIA Nebraska’s Harry F. Cunningham Gold Medal for Architecture, among copious other awards.

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

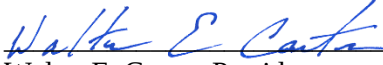
SPONSOR:

Mary LaGrange
Interim Vice Chancellor for Business and Finance

APPROVED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln



Walter E. Carter, President
University of Nebraska

DATE:

May 19, 2022

TO: The Board of Regents Addendum XI-C-13
Business and Finance Committee

MEETING DATE: June 23, 2022

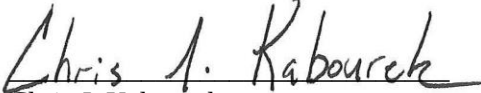
SUBJECT: Report of Bids and Contracts

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.4 of the *Bylaws of the Board of Regents of the University of Nebraska* for the period ended April 30, 2022.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

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

DATE: May 19, 2022

Contracts over \$1,000,000 February 1, 2022, to April 30, 2022
 NU Facilities, Planning and Capital Programs (UNK, UNL, UNMC, UNO)
 Business and Finance Report – Bids and Contracts

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction	UNK	UNK New Fraternity and Sorority Life Housing	Campus Funds	\$27,000,000	\$4,011,774	Sampson Construction Co., Inc.	CMR GMP**
Consultant	UNL	Kimball Recital Hall (C091) LB384 Renovation	LB384	\$1,048,500	\$1,048,500	Quinn Evans Architects Inc.	A/E Public RFQ
Consultant	UNL	Westbrook Music Building (C058) LB384 Replacement	LB384	\$5,044,000	\$4,999,900	Sinclair, Hille & Associates, Inc.	A/E Public RFQ
Furniture	UNL	Mabel Lee Hall (C246) LB 957 Replacement	State Appropriations	\$3,991,000	\$1,619,887	Office Interiors and Design Inc.	Public RFQ
Construction	UNL	Memorial Stadium (C252) CONFIDENTIAL North Stadium Expansion	Private/Trust	\$117,610,000	\$13,350,000	Hausmann Construction, Inc.	CMR GMP**
Consultant	UNMC	Saddle Creek Campus Public Improvements	Iner Local Agreement	\$1,362,470	\$1,362,470	Olsson, FHU, Benesch	A/E Consultant
Construction	UNO	Durham Science Center(U017) Renovation - LB384	LB384	\$27,800,000	\$27,753,000	McCarthy Building Companies, Inc	CMR GMP**

*Approved budget amount represents the entirety of the applicable budget lines.

** GMP = Guaranteed Maximum Price; entry is a GMP amendment to a prior contract.

TO: The Board of Regents Addendum XI-C-14

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: University of Nebraska at Kearney
Report of Gifts, Grants, Contracts, and Bequests accepted during the
Quarter January 1, 2022 through March 31, 2022

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/21-9/30/21	\$2,957,999	\$4,611,173	\$0	\$0	\$7,569,172
10/1/21-12/31/21	787,035	1,763,077	0	0	2,550,112
1/1/22-3/31/22	2,441,281	4,437,210	0	89,900	6,968,391
4/1/22-6/30/22	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	\$6,186,315	\$10,811,460	\$0	\$89,900	\$17,087,675
2020-21 Totals	\$4,536,974	\$30,000,581	\$0	\$240,100	\$34,777,655
2019-20 Totals	\$5,089,947	\$14,356,015	\$0	\$343,423	\$19,789,385

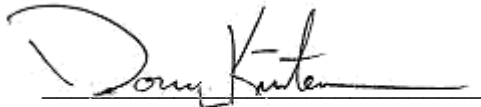
A - Gifts of \$100,000 and more are itemized on the attached pages

B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jon C. Watts
Vice Chancellor for Business and Finance

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

DATE: May 19, 2022

University of Nebraska at Kearney
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER January 1, 2022 through March 31, 2022

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
University of NE Foundation	Scholarships	\$2,007,144
	Subtotal	\$2,007,144
	Total amount of gifts under \$100,000	<u>434,137</u>
Total Gifts for the Quarter		\$2,441,281

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
U.S. Dept. of Education	Federal Pell 21-22	Student Aid	\$3,291,300
	Subtotal		\$3,291,300
	Total amount of all grants under \$1,000,000		<u>1,145,910</u>
Total Grants for the Quarter			\$4,437,210

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal		\$0
	Total amount of all contracts under \$400,000		<u>89,000</u>
Total Contracts for the Quarter			\$89,000

TO: The Board of Regents Addendum XI-C-14

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: University of Nebraska-Lincoln
Report of Gifts, Grants, Contracts, and Bequests accepted during the
Quarter January 1, 2022 through March 31, 2022

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/21-9/30/21	\$577,100	\$58,707,426	\$0	\$9,615,015	\$68,899,541
10/1/21-12/31/21	490,831	51,895,062	0	12,002,250	64,388,143
1/1/22-3/31/22	371,667	44,141,700	0	12,063,655	56,577,022
4/1/22-6/30/22	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	\$1,439,598	\$154,744,188	\$0	\$33,680,920	\$189,864,706
2020-21 Totals	\$1,322,677	\$295,551,217	\$0	\$54,728,270	\$351,610,949
2019-20 Totals	\$1,757,540	\$242,923,613	\$0	\$35,485,514	\$280,166,667

A - Gifts of \$100,000 and more are itemized on the attached pages

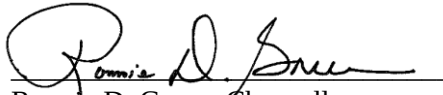
B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Bob G. Wilhelm
Vice Chancellor for Research and Economic Development

RECOMMENDED:


Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE: May 19, 2022

University of Nebraska-Lincoln
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER January 1, 2022 through March 31, 2022

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
Healthy Blue Nebraska	Donation-Food Access/NEP	\$100,000
	Subtotal	\$100,000
	Total amount of gifts under \$100,000	<u>271,667</u>
Total Gifts for the Quarter		\$371,667

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Justin Chase Brown Academic Services and Enrollment Mgmt	Undergraduate Scholarships FY 21-22	\$7,798,098
Dept of Agriculture-NRCS	Adam Smith NE State Forest Service	NE Forest Restoration Partnership	\$4,500,000
NSF	Jessica Corman School of Natural Resources	RII Track-2 FEC: From Ecosystem to Evolution	\$1,499,192
Dept of Agriculture-NIFA	Joe Louis Dept of Entomology	Elucidating the Role of Brown Midrib12	\$1,193,000
Dept of Agriculture-ARS	Archie Clutter Ag Research Division	Support Effort for Developing Scientific Info/New Tech to Solve High Priority Problems For U.S. Beef, Sheep, and Swine Industries	\$1,000,000
	Subtotal		\$15,990,290
	Total amount of all grants under \$1,000,000		<u>28,151,410</u>
Total Grants for the Quarter			\$44,141,700

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Hawaii Dept of Transportation	Ronald Faller Midwest Roadside Safety	Crash Testing of Various Bridge Guardrails - Phase 3	\$2,369,485
UNO	Daniel Linzell Dept of Civil and Environmental Engineering	Multilevel Analytics and Data Sharing for Operations Planning	\$1,392,384
Industry Sponsor	Marc Libault Dept of Agronomy and Horticulture	Development of Advanced Multi-Modal Capabilities for Plant Single-Cell	\$1,159,856
Industry Sponsor	Scott Johnson Biological Process Development Facility	Tech Transfer and Manufacturing of Products	\$1,079,579
Industry Sponsor	Scott Johnson Biological Process Development Facility	Tech Transfer and Manufacturing of Products	\$457,649
	Subtotal		\$6,458,953
	Total amount of all contracts under \$400,000		<u>5,604,702</u>
Total Contracts for the Quarter			\$12,063,655

TO: The Board of Regents Addendum XI-C-14

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: University of Nebraska Medical Center
Report of Gifts, Grants, Contracts, and Bequests accepted during the
Quarter October 1, 2021 through December 31, 2021

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/21-9/30/21	\$552,961	\$44,194,693	\$0	\$17,879,308	\$62,626,962
10/1/21-12/31/21	47,501	16,189,024	250,000	14,687,477	31,174,002
1/1/22-3/31/22	0	0	0	0	0
4/1/22-6/30/22	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	\$600,462	\$60,383,717	\$250,000	\$32,566,785	\$93,800,964
2020-21 Totals	\$1,038,992	\$132,836,135	\$0	\$94,574,351	\$228,449,478
2019-20 Totals	\$796,745	\$145,657,041	\$0	\$77,742,309	\$224,196,095

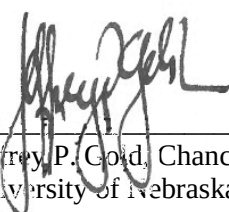
A - Gifts of \$100,000 and more are itemized on the attached pages

B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jennifer L. Larsen
Vice Chancellor for Research

RECOMMENDED: 

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: May 19, 2022

University of Nebraska Medical Center
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER October 1, 2021 through December 31, 2021

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
Dr. Allen G. and Kay L. Blezek Charitable Fund	Bequest	\$250,000
	Subtotal	\$250,000
	Total amount of gifts under \$100,000	<u>47,501</u>
Total Gifts for the Quarter		\$297,501

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/NIH/NCI	Eppley Inst Faculty	Fred and Pamela Buffett Cancer Ctr	\$2,395,393
NE DHHS	Int Med Infectious Diseases	ICAP/ASAP ELC Cares, Enhanced and IPC Training - HAI COVID	\$2,472,017
	Subtotal		\$4,867,410
	Total amount of all grants under \$1,000,000		<u>11,321,614</u>
Total Grants for the Quarter			\$16,189,024

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/ASPR/BARDA	Vice Chancellor for Research	Training, Simulation, and Quarantine Svcs	\$621,217
Deloitte	Vice Chancellor for Research	MCNIS Pilot Program	\$440,120
NE DHHS	Int Med Infectious Diseases	Health Equity and Quality Management	\$1,619,049
NE DHHS	COPH Environ, Agri, and Occ Health	Sequencing SARS- CoV-2 samples in NE	\$740,538

NE DHHS	COPH Epidemiology	Nebraska Ctr for Bioterrorism Education	\$462,477
Mayo Clinic	Pathology/Microbiology	Molecular Diagnosis, Prognosis, and Therapeutic Targets in Lymphoma	\$437,030
Rutgers	Internal Medicine Cardiovascular Medicine	Myocardial Ischemia and Transfusion	\$532,440
	Subtotal		\$4,852,871
	Total amount of all contracts under \$400,000		<u>9,834,606</u>
Total Contracts for the Quarter			\$14,687,477

TO: The Board of Regents Addendum XI-C-14

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: University of Nebraska Medical Center
Report of Gifts, Grants, Contracts, and Bequests accepted during the
Quarter January 1, 2022 through March 31, 2022

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/21-9/30/21	\$552,961	\$44,194,693	\$0	\$17,879,308	\$62,626,962
10/1/21-12/31/21	47,501	16,189,024	250,000	14,687,477	31,174,002
1/1/22-3/31/22	65,096	50,668,921	0	51,468,363	102,202,380
4/1/22-6/30/22	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	\$665,558	\$102,718,558	\$250,000	\$84,035,148	\$187,669,264
2020-21 Totals	\$1,038,992	\$132,836,135	\$0	\$94,574,351	\$228,449,478
2019-20 Totals	\$796,745	\$145,657,041	\$0	\$77,742,309	\$224,196,095

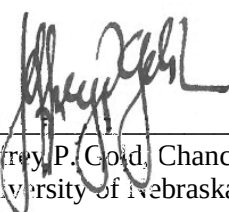
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B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jennifer L. Larsen
Vice Chancellor for Research

RECOMMENDED: 

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: May 19, 2022

University of Nebraska Medical Center
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER January 1, 2022 through March 31, 2022

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of gifts under \$100,000	<u>65,096</u>
Total Gifts for the Quarter		\$65,096

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/NIH/NIGMS	Eppley Inst Faculty	Nebraska Center for Molecular Target Discovery and Development	\$2,043,205
DHHS/NIH/NIGMS	Neurological Sciences	Cognitive Neuroscience of Development and Aging (CoNDA) Center	\$2,051,638
DHHS/NIH/NIA	Pharmacology/Exp Neuroscience	FAM222A and amyloid plaque deposition in Alzheimers Disease	\$2,886,632
DHHS/NIH/NIA	Pharmacology/Exp Neuroscience	Mitochondrial TDP-43 in Alzheimers Disease	\$1,460,652
DHHS/HRSA	CON-Omaha Division	Nebraska Collaborative Investment in Nurses: Resiliency, Retention, Well-being	\$1,058,124
DHHS/CDC	Vice Chancellor for Research	National Infection Control Strengthening for Small and Rural Hospitals	\$18,000,000
	Subtotal		\$27,500,251
	Total amount of all grants under \$1,000,000		<u>23,168,670</u>
Total Grants for the Quarter			\$50,668,921

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
United States Public Health Service	Vice Chancellor for Research	USPHS Training Modernization	\$4,083,440
Deloitte	Vice Chancellor for Research	MCNIS Pilot Program	\$850,241
Accelaron Pharma	Int Med Cardiovascular Medicine	A Phase 2, Double-blind, Randomized, Placebo-controlled Study to Evaluate the Effects of Sotatercept versus Placebo for the Treatment of Combined Postcapillary and Precapillary Pulmonary Hypertension (Cpc-PH) due to Heart Failure with...(CADENCE)	\$1,346,495
Bellicum Pharmaceuticals, Inc.	Int Med Oncology/Hematology	A PHASE 1/2 FEASIBILITY, SAFETY, AND ACTIVITY STUDY OF PSCA-SPECIFIC CHIMERIC ANTIGEN RECEPTOR ENGINEERED T CELLS (BPX-601) IN SUBJECTS WITH PREVIOUSLY TREATED ADVANCED SOLID TUMORS (BPX601 PSCA GoCART)	\$875,695
NE DHHS	Psychiatry	Addiction Medicine Fellowship	\$456,361
NE DHHS	Pathology/Microbiology	NPHL/DHHS Lab Services / Special Pathogens Contract	\$690,975
NE DHHS	Pathology/Microbiology	Bioterrorism Laboratory Services Agreement	\$603,765
NE DHHS	Pathology/Microbiology	Expanded Testing Capacity for COVID-19/SARS-CoV-2	\$22,348,635
Emory University	COPH Environ, Agri & Occ Health	National Ebola Training and Education Center	\$2,275,690
University of Liverpool	Int Med Infectious Diseases	LONG acting pipeline to Establish medicines for malaria, tuberculosis and	\$699,439

		hepatitis C Virus with Infrastructure for sustainable Translational capacity(LONGEVITY)	
Arkansas Children's Hospital Research Institute	Pediatrics Hospitalists	RECOVER Cohort Phase II Pediatric Cohort	\$698,396
West Virginia University	Int Med General Medicine	RECOVER initiative adult cohort	\$821,490
ICWERX-DEFENSEWERX	Pathology/Microbiology	DEFENSEWERX-ICWERX Biosurveillance Research Development Agreement	\$500,000
Vanderbilt University Medical Center	Emergency Medicine	NECTAR - Novel Experimental COVID Therapies Affecting Host Response CONNECTS Master Protocol for Clinical Trials targeting macro-micro-immuno-thromobsis, vascular hyperinflammation, and hypercoagulability and renin-angiotensin-aldosterone system (RAAS)	\$1,741,039
	Subtotal		\$37,991,661
	Total amount of all contracts under \$400,000		<u>13,476,702</u>
Total Contracts for the Quarter			\$51,468,363

TO: The Board of Regents Addendum XI-C-14

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: University of Nebraska at Omaha
Report of Gifts, Grants, Contracts, and Bequests accepted during the
Quarter January 1, 2022 through March 31, 2022

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/21-9/30/21	\$782,047	\$47,331,884	\$0	\$3,988,975	\$52,102,906
10/1/21-12/31/21	1,102,507	10,992,523	0	515,362	12,610,392
1/1/22-3/31/22	7,834,242	13,404,796	0	1,220,657	22,459,969
4/1/22-6/30/22	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	\$9,718,797	\$71,729,203	\$0	\$5,724,994	\$87,172,994
2020-21 Totals	\$12,354,384	\$75,566,295	\$0	\$1,482,176	\$89,902,885
2019-20 Totals	\$13,665,276	\$57,310,531	\$0	\$1,488,934	\$72,486,741

A - Gifts of \$100,000 and more are itemized on the attached pages

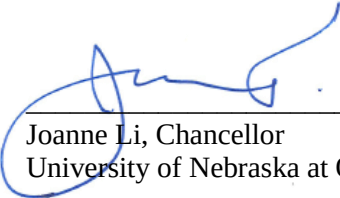
B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: James R. Kamm
Interim Vice Chancellor for Business and Finance

RECOMMENDED:



Joanne Li, Chancellor
University of Nebraska at Omaha

DATE: May 19, 2022

University of Nebraska at Omaha
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER January 1, 2022 through March 31, 2022

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Samuel Bak-Recollections Oil Arts/Science	120,000
NU Foundation	Fall 2021 Scholarships	2,368,795
NU Foundation	Professorships	348,333
NU Foundation	Teachers Researcher Partners	184,543
NU Foundation	Service-Learning Academy	148,452
NU Foundation	Sherwood Foundation for MOEC Operations	125,545
NU Foundation	Spring 2022 Scholarships	2,682,483
NU Foundation	Walter Scott, Jr. Scholarship Fund	325,235
NU Foundation	Access to Exceptional Year One	279,044
	Subtotal	\$6,582,430
	Total amount of gifts under \$100,000	<u>1,251,812</u>
Total Gifts for the Quarter		\$7,834,242

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NE Department of Roads	Ctr for Public Affairs Research	Applied Research	\$1,486,005
	Subtotal		\$1,486,005
	Total amount of all grants under \$1,000,000		<u>11,918,791</u>
Total Grants for the Quarter			\$13,404,796

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
U.S. Dept of the Air Force	School of Health and Kinesio	Applied Research	\$740,251
	Subtotal		\$740,251
	Total amount of all contracts under \$400,000		<u>480,406</u>
Total Contracts for the Quarter			\$1,220,657

TO: The Board of Regents Addendum XI-C-15

Business and Finance Committee

MEETING DATE: June 23, 2022

SUBJECT: Quarterly Status of Capital Construction Projects

RECOMMENDED ACTION: Report

EXPLANATION: This is a summary report of projects included in the Quarterly Capital Construction Report required by state statute. Inclusion in the report commences with Board of Regents approval and ends one year following substantial completion.

The report fulfills the requirements of R.P.6.3.6.2.e and R.P. 6.3.6.4 and contains the campus and project name, designer and contractor, contracting method, contract status, stage of construction, and approved budget categories for the period ending March 31, 2022.

SPONSOR: Ryan Swanson
Associate Vice President for Facilities, Planning and Capital Programs

APPROVED:

A handwritten signature in black ink that reads "Chris J. Kabourek". The signature is written in a cursive, flowing style.

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

DATE: May 19, 2022

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

KEARNEY

Calvin T. Ryan Library Renovation

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:	10/8/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$18,738,000
Construction Start:	6/1/2022		DLR Group Inc.	2/2/2022	\$2,207,300			A/E Selection	Non Construction:	\$6,262,000
Construction End Date:	7/31/2024	8/30/2022	MCL Construction	3/1/2022	\$11,000			CM at Risk Selection	Total Project Cost:	\$25,000,000
Phase:	Advanced Programming								% funds expended:	1%

New Fraternity and Sorority Life (FSL) Housing

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:	2/12/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$28,302,000
Construction Start:	5/1/2021		BWBR Architects Inc.	7/21/2021	\$1,949,250			A/E Selection	Non Construction:	\$4,344,000
Construction End Date:	5/31/2023	11/22/2022	Sampson Construction Co., Inc.	7/6/2021	\$4,536,059	2	\$100,748	CM at Risk Selection	Total Project Cost:	\$32,646,000
Phase:	Construction Documents / Construction								% funds expended:	14%
Funding Source										
									Campus Funds	\$32,646,000
									Total Funding	\$32,646,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

LINCOLN											
Barkley Memorial Center Expansion and Renovation											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	12/6/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$8,205,800
Construction Start:	5/31/2020		Alley Poyner Macchietto	3/10/2020	\$615,450	1	\$18,000	A/E Four Year Consultant		Non Construction:	\$1,794,200
Construction End Date:	6/30/2022	5/12/2022	BECKENHAUER CONSTRUCTION	7/9/2020	\$7,047,686	4	\$120,691	CM at Risk Selection		Total Project Cost:	\$10,000,000
Phase:	Construction										% funds expended: 71%
										Funding Source	
										Private/Trust	\$10,000,000
										Total Funding	\$10,000,000
Bessey Hall Renovation											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$7,200,000
Construction Start:								A/E Four Year Consultant		Non Construction:	\$2,125,000
Construction End Date:										Total Project Cost:	\$9,325,000
Phase:	Planning										% funds expended: 0%
										Funding Source	
										State Funds LB384	\$9,325,000
										Total Funding	\$9,325,000
College of Law Schmid Law Library Renovation											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	12/4/2020	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$4,262,000
Construction Start:	5/31/2021		Alvine & Assoc	2/23/2021	\$404,000			A/E Four Year Consultant		Non Construction:	\$1,738,000
Construction End Date:	5/31/2022	7/8/2022	Sampson Construction Co., Inc.	4/22/2021	\$3,575,201	2	\$0	CM at Risk Selection		Total Project Cost:	\$6,000,000
Phase:	Construction										% funds expended: 57%
										Funding Source	
										Private/Trust	\$6,000,000
										Total Funding	\$6,000,000
Kiewit Hall, Phase 2 College of Engineering Building											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$97,852,100
Construction Start:	3/31/2021		Clark & Enersen, Inc.	5/13/2020	\$5,700,000	2	\$402,400	A/E Consultant Selection		Non Construction:	\$17,147,900
Construction End Date:	11/30/2023	11/30/2023	Kiewit Bldg Group Inc	10/19/2020	\$88,162,998			CM at Risk Selection		Total Project Cost:	\$115,000,000
Phase:	Construction										% funds expended: 18%
										Funding Source	
										Private/Trust	\$115,000,000
										Total Funding	\$115,000,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

LINCOLN

Kimball Recital Hall Renovation

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$12,412,500	
Construction Start:									A/E Selection	Non Construction:	\$2,767,500
Construction End Date:										Total Project Cost:	\$15,180,000
Phase:	AE Selection								% funds expended:	1%	
									Funding Source		
									State Funds LB384	\$15,180,000	
									Total Funding	\$15,180,000	

Lied Center for Performing Arts Renovation and Addition

BoR Schedule Dates		Contracts							Approved Budget			
Project Approved:	12/3/2021	Sub. Comp.	Provider		Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$19,488,000	
Construction Start:	6/1/2022								A/E Consultant Selection	Non Construction:	\$6,012,000	
Construction End Date:	7/31/2024								CM at Risk Selection	Total Project Cost:	\$25,500,000	
Phase:	AE and CMR Selection									% funds expended:	1%	
											Funding Source	
											Other	\$25,500,000
											Total Funding	\$25,500,000

Mabel Lee Hall Replacement Building (LB957)

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	6/1/2017	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$36,450,000
Construction Start:	1/31/2020		Sinclair, Hille & Associates, Inc.	10/12/2017	\$2,450,000	2	\$316,976	A/E Selection	Non Construction:	\$9,550,000
Construction End Date:	11/30/2021	5/19/2022	Hausmann Construction, Inc.	2/4/2020	\$28,541,600	8	\$309,944	Low Responsible Bid	Total Project Cost:	\$46,000,000
Phase:	Construction								% funds expended:	66%
									Funding Source	
									Private/Trust	\$6,000,000
									State Appropriations	\$40,000,000
									Total Funding	\$46,000,000

Morrill Hall Renovation

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$7,948,500	
Construction Start:			Kenneth Hahn Architects	3/21/2022	700,000			A/E Four Year Consultant	Non Construction:	\$1,316,500	
Construction End Date:									Total Project Cost:	\$9,265,000	
Phase:	Cost Estimating								% funds expended:	1%	
										Funding Source	
										State Funds LB384	\$9,265,000
										Total Funding	\$9,265,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

LINCOLN

Nebraska Hall (LB957) East Enterprise Technology Services and Data Solutions Renovation

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	2/7/2020	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$3,276,000	
Construction Start:	6/30/2020		Clark & Enersen, Inc.	3/11/2020	\$234,000	1	\$9,530	A/E Four Year Consultant	Non Construction:	\$1,824,000	
Construction End Date:	11/30/2020	2/19/2021	Sampson Construction Co., Inc.	8/26/2020	\$2,055,000	8	\$318,202	Low Responsible Bid	Total Project Cost:	\$5,100,000	
Phase:	Warranty									% funds expended:	89%
									Funding Source		
									Campus Funds	\$5,100,000	
									Total Funding	\$5,100,000	

North Stadium Expansion

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$135,113,954	
Construction Start:	4/30/2021		Bahr Vermeer & Haecker	6/23/2020	\$9,282,700	3	\$624,485	A/E Selection	Non Construction:	\$29,886,046	
Construction End Date:	4/30/2023	8/7/2023	Hausmann Construction, Inc.	6/26/2020	\$117,610,000			CM at Risk Selection	Total Project Cost:	\$165,000,000	
Phase:	Construction									% funds expended:	26%
									Funding Source		
									Revenue Bonds	\$50,000,000	
									Private/Trust	\$115,000,000	
									Total Funding	\$165,000,000	

Outdoor Track Replacement

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	2/7/2020	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$13,865,000
Construction Start:	3/31/2020		Clark & Enersen, Inc.	11/5/2019	\$675,000	1	\$129,000	A/E Four Year Consultant	Non Construction:	\$2,635,000
Construction End Date:	3/31/2021	1/1/2021	Nemaha Landscape Const.	10/27/2020	\$263,000	2	\$60,725	Low Responsible Bid	Total Project Cost:	\$16,500,000
Phase: Construction		1/17/2022	Nemaha Landscape Const.	2/3/2021	\$1,816,750	2	(\$681,175)	Low Responsible Bid	% funds expended:	57%
		5/4/2022	Nemaha Landscape Const.	5/4/2021	\$7,299,210	3	\$266,723	Low Responsible Bid	Funding Source	
									Private/Trust	\$16,500,000
									Total Funding	\$16,500,000

Pershing Military & Naval Science Building Renovation

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$8,169,000	
Construction Start:								A/E Four Year Consultant	Non Construction:	\$1,831,000	
Construction End Date:									Total Project Cost:	\$10,000,000	
Phase:	Planning									% funds expended:	0%
Funding Source											
State Funds LB384										\$10,000,000	
Total Funding										\$10,000,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

LINCOLN

Scott Engineering Center Renovation & Link Replacement (LB957)

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	8/3/2018	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$67,075,000
Construction Start:	6/30/2019		RDG Schutte Wilsam Birge Inc.	12/11/2018	\$5,651,000	2	\$36,000	A/E Selection	Non Construction:	\$10,381,000
Construction End Date:	9/30/2022	1/24/2023	Hausmann Construction, Inc.	12/12/2018	\$61,134,918	11	\$425,355	CM at Risk Selection	Total Project Cost:	\$77,456,000
Phase:	Construction								% funds expended:	70%
Funding Source										
									Private/Trust	\$5,456,000
									State Appropriations	\$72,000,000
									Total Funding	\$77,456,000

Westbrook Music Building Replacement Project

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$60,454,000	
Construction Start:	5/1/2022							A/E Selection	Non Construction:	\$14,546,000	
Construction End Date:	5/31/2025							CM at Risk Selection	Total Project Cost:	\$75,000,000	
Phase:	AE & CMR Selection									% funds expended:	0%
Funding Source											
									State Funds LB384	\$75,000,000	
									Total Funding	\$75,000,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

MEDICAL CENTER

Munroe-Meyer Institute Facility Replacement (LB957) On UNO Scott Campus

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$46,398,688
Construction Start:	6/12/2019		Altus Architectural Studios	9/13/2018	\$2,389,932	3	\$871,818	A/E Consultant Selection	Non Construction:	\$44,686,522
Construction End Date:	1/27/2021	1/27/2021	Meyers-Carlisle-Leapley Const.	11/15/2019	\$40,233,600	10	\$2,436,818	CM at Risk	Total Project Cost:	\$91,085,210
Phase:	Closeout								% funds expended:	97%
Funding Source										
									Private/Trust	\$73,585,210
									State Appropriations	\$10,000,000
									Auxiliary	\$5,000,000
									Campus Funds	\$2,500,000
									Total Funding	\$91,085,210

Saddle Creek Campus Public Improvements (ILP)

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:	2/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$10,530,900
Construction Start:	9/1/2022		Olsson, FHU, Benesch	2/15/2022	\$1,362,470			A/E Consultant Selection	Non Construction:	\$7,469,100
Construction End Date:	8/1/2025		General Contractor TBD					Low Responsible Bid	Total Project Cost:	\$18,000,000
Phase:	Design								% funds expended:	8%
Funding Source										
ILP										\$18,000,000
Total Funding										\$18,000,000

Williams Science Hall Renovation (LB957)

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	6/1/2017	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$10,432,000	
Construction Start:	5/20/2019		RDG Planning & Design	10/2/2017	\$602,000	3	\$197,000	A/E Consultant Selection	Non Construction:	\$2,241,300	
Construction End Date:	5/31/2021	3/31/2021	Meco-Henne Contractors, Inc.	12/4/2019	\$9,321,000	7	\$330,955	Low Responsible Bid	Total Project Cost:	\$12,673,300	
Phase:	Closeout									% funds expended:	98%
Funding Source											
									Private/Trust	\$2,673,000	
									State Appropriations	\$10,000,000	
									Total Funding	\$12,673,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

MEDICAL CENTER

Wittson Hall Renovation & Wigton Heritage Center (LB957)

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	8/11/2017	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$24,298,000
Construction Start:	11/1/2018		HDR Architecture, Inc.	10/13/2017	\$1,018,500			A/E Consultant Selection	Non Construction:	\$7,110,000
Construction End Date:	7/1/2021	9/2/2021	Hausmann Construction	2/26/2019	\$19,730,000	14	\$2,188,816	Low Responsible Bid	Total Project Cost:	\$31,408,000
Phase:	Construction								% funds expended:	98%
Funding Source										
									Private/Trust	\$13,408,000
									State Appropriations	\$18,000,000
									Total Funding	\$31,408,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

OMAHA

Arts & Sciences Hall Renovation (LB957)											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	10/5/2017	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$10,184,729
Construction Start:	7/31/2018		Farris Engineering Inc.	5/15/2018	\$649,000	2	\$54,930	A/E Four Year Consultant		Non Construction:	\$1,815,271
Construction End Date:	8/31/2020	7/1/2021	MECO HENNE Contracting Inc	10/24/2018	\$6,020,000	14	\$2,768,713	Low Responsible Bid		Total Project Cost:	\$12,000,000
Phase:	Warranty									% funds expended:	96%
										Funding Source	
										Revenue Bonds	\$12,003,916
										Total Funding	\$12,003,916

Durham Science Center Renovation											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$25,879,100
Construction Start:	3/31/2021		Clark & Enersen, Inc.	7/19/2021	\$2,075,000	1	\$7,260	A/E Selection		Non Construction:	\$9,120,900
Construction End Date:	4/30/2023	5/13/2024	McCarthy Building Companies	8/17/2021	\$27,800,000			CM at Risk Selection		Total Project Cost:	\$35,000,000
Phase:	Bidding									% funds expended:	8%
										Funding Source	
										State Funds LB384	\$15,000,000
										Private/Trust	\$20,000,000
										Total Funding	\$35,000,000

Kayser Hall Renovation for the Samuel Bak Museum and Academic Learning Center											
BoR Schedule Dates		Contracts								Approved Budget	
Project Approved:	6/25/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method		Construction:	\$18,887,000
Construction Start:	5/31/2022		Alley Poyner Macchietto	11/12/2021	\$1,688,000			A/E Selection		Non Construction:	\$4,556,000
Construction End Date:	12/31/2023	12/29/2023	McCarthy Building Companies	11/12/2021	\$32,500			CM at Risk Selection		Total Project Cost:	\$23,443,000
Phase:	Schematic Design									% funds expended:	2%
										Funding Source	
										State Funds LB384	\$10,000,000
										Other	\$13,443,000
										Total Funding	\$23,443,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2022

OMAHA

Mammel Hall Addition

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	10/4/2018	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$12,849,000
Construction Start:	9/30/2019	4/30/2021	Weitz Co LLC	8/16/2019	\$12,000,000	6	\$937,810	Design-Build	Non Construction:	\$4,151,000
Construction End Date:	4/30/2021								Total Project Cost:	\$17,000,000
Phase:	Warranty								% funds expended:	98%

TO: The Board of Regents Addendum XI-C-16

Academic Affairs

MEETING DATE: June 23, 2022

SUBJECT: Revisions to rules and regulations for self-government organizations: Student Government Association at UNO, College of Journalism and Mass Communications at UNL, and College of Arts and Sciences at UNL

RECOMMENDED ACTION: Report

PREVIOUS ACTION: January 10, 2010 – The Board of Regents approved an amendment to Section 1.2 of the *Bylaws of the Board of Regents of the University of Nebraska* to revise the process for approval of rules and regulations for faculty and student self-government organizations.

EXPLANATION: Section 1.2 of the *Bylaws of the Board of Regents of the University of Nebraska* 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.

Consistent with these *Bylaws* and operating procedures, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- Revisions to the *Bylaws* of the Student Government Association at UNO.
- Revisions to the *Bylaws* of the College of Journalism and Mass Communications at UNL.
- Revisions to the *College Handbook* of the College of Arts and Sciences at UNL

These changes are available for inspection in the Office of the Corporation Secretary.

REPORTED BY:



Philip J. Bakken
Corporation Secretary

DATE: May 19, 2022

~~STUDENT GOVERNMENT OF THE~~
~~UNIVERSITY OF NEBRASKA AT OMAHA~~

~~BYLAWS~~

Bylaws of the University of Nebraska at Omaha Student Government Association

Approved by the Student Senate on: ~~April 15, 2024~~February 10, 2022

PREAMBLE

Approved by the cognizant Chancellor on: XXXXXXXXXXXXXXXX

Submitted to the Board of Regents Secretary on: XXXXXXXXXXXXXXXX

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 ~~Student Government of the~~ University of Nebraska at Omaha Student Government Association.

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ARTICLE I: NAME, MISSION, VISION, AND VALUES

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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 organ of SGA shall be a 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. Exercises acts may be overturned by a 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

~~Section B~~Chapter 2: Organization Mission

~~Section C~~Chapter 3: Organization Vision

~~Section D~~Chapter 4: Organization Values

Community:

3. Continuity: An ongoing resolve to serve the Student Body and our mission.
~~An ongoing resolve to serve the Student Body and our mission.~~

Growth:

Justice:

Leadership:

Passion:

Transparency:

ARTICLE II: DEFINITIONS

Part 3: Membership of the Association

Chapter

1. All currently enrolled students of the University of Nebraska at Omaha and University of Nebraska students who pay University Program and Facilities Fees at UNO ~~are~~ shall be members ~~the Electorate of SG-UNO~~ SGA.

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Clause **Chapter 2: —Discrimination**

1. No ~~enrolled student at UNO or student paying the University Program and Facilities Fees~~ sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation, or any other identity protected by law or policy of the University of Nebraska or its Omaha campus.

Part 4: The Student Senate (The Senate)

Chapter 1: Purpose of the Student Senate

Chapter 2: Composition of the Student Senate

Article 1: Senators

1. The Senate ~~shall be a simple majority of those Student~~ include twenty-eight (28) Senators holding office. No business.
2. Senators ~~shall be transacted without a quorum~~ represent undergraduate UNO students in the 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.~~

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Section **Section D: Common Terms**

1. ~~To be elected and to serve as President/Regent shall be the following: a Student Senator the~~
 - a. ~~To be a member of the Electorate and to have completed at least three (3) consecutive Fall or Spring semesters;~~
 - b. ~~Maintain a 2.50 cumulative~~ Grade Point Average; grade point average
 - c. ~~To be~~ 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;

Section 2: Selection

1. Senators shall be elected from the membership pursuant to the election rules established by the Election Commission.

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.~~To fulfill~~

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. ~~requirements set~~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~~and~~
 - ~~d.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

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Section 5: Attendance

1. Attendance policy for senators shall be:
 - a. The accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed Student Senate 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.

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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~~ Clause 2: 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.

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Section 1: Student Body President/Student Regent

1. Requirements to be President/Regent shall be the following:
 - a. To be a member of SGA
 - b. To have completed at least three (3) consecutive Fall or Spring semesters.
 - c. To maintain a 2.0 cumulative grade point average.
 - d. To not be on academic or disciplinary probation with UNO.
 - e. To 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. To 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. To be elected by a 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. To not be convicted of a felony, unless all civil rights have been restored by the date set for filing for candidacy in Student Government elections.
 - i. To fulfil any additional requirements set by the University of Nebraska Board of Regents.
2. Election of the President/Regent shall take place during the ~~general election of all elected~~ President/Regent-elect is deemed ineligible prior to installation of office, the Vice President-elect would then become President/Regent-elect.

Clause 3: ~~The term~~
3. Term of office for the President/Regent shall ~~be for not exceed~~ one (1) year ~~beginning and the installation of the new Student Senate~~ or until ~~their~~ death, resignation, removal from office, or ~~the next President/Regent's~~ their successor's installation. No individual shall serve more than position.

Clause 4:
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.

Clause 5:
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.

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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 and to
a-c. To advocate for the interests of the Student Body before the staff, faculty, and
administration of the University of Nebraska at Omaha;

b-a. To attend the following meetings:

f. Fill vacant executive offices.

e-g. To deliver a report at each regular reports to the Student Senate meeting on all relevant

f. To assist in the training of each member of the Executive
Council;

h-i. To sign or veto all Student Senate Resolutions passed by the Student Senate by using the

i. To deliver a report at each Student Senate meeting on all relevant activities in which the
President/Regent is involved, including items relating to the University of Nebraska Board of
Regents;

k. To serve a minimum of three (3) appoint individuals to university committees as needed
through an executive memorandum.

l. To establish any office hours per week during the Fall and Spring semesters, and four
(4) requirements for executives through an executive memorandum.

k-m. To actively prepare their office hours per month during the summer sessions;

l-n. To complete all Fulfill such other duties assigned vested to them by these bylaws and the
governing documents

Clause 6: _____

6. Attendance of the President/Regent shall be governed by the following SG-UNO policy:-

a. The accrual of four (4) attendance points is cause for automatic removal.

1. Should violation of this attendance policy occur due to an emergency situation or
academic reason, the President/Regent may request an exemption from the Student
Court within thirty (30) calendar days of the violation.

d-c. One (1) missed Student Senate meeting Executive Committee meetings 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 Committee 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 SG-UNO Retreat retreat is equivalent to one (1) attendance point,
unless the retreat conflicts with a University of Nebraska Board of Regents function;

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~~g. Two (2) missed meetings of any other committee in which the President/Regent is involved is equivalent to one (1) attendance point, each time the violation occurs, unless the meeting conflicts with a University of Nebraska Board of Regents function;~~

~~h. Clause 7: Impeachment 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 following SG-UNO policy: removal bylaws.~~

~~a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines set forth in these bylaws;~~

Section C:2: Student Body Vice President

~~1. Clause 1: Requirements to be elected as the Vice President shall be identical to those set forth above.~~

~~Clause 2:~~

~~2. The Vice President shall be elected on the same ticket as the President/Regent.~~

~~Clause 3: The terms served by the Vice President shall be identical to those served by 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 as Vice President in this position.~~

~~Clause 4:~~

~~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 has 30 business days to fill the vacancy. Until the position is filled, the President/Regent shall fulfill all of the Vice President's duties.~~

~~Clause 5:~~

~~5. Duties of the Vice President shall include, but not be limited to, the following:~~

~~a. To attend the following meetings:~~

~~1-i. Executive Council; Committee meetings.~~

~~2. Student Senate meetings (non-voting member);~~

~~iii. Student Senate circuit meetings.~~

~~5-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.~~

~~b-d. To assist the President/Regent in carrying out duties;~~

~~c. To organize, schedule, and serve as the chairperson for To facilitate the Freshmen Leadership Council;~~

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their office.

g. To serve a minimum of three (3) office hours per week during the Fall and Spring semesters, and four (4) office hours per month during the summer sessions; To actively prepare their office for transition to their successor.

Fulfill such

Clause 6:

6. Attendance of the Vice President shall be governed by the following SG-UNO policy:

a. The ~~accrue~~ Accrual of four (4) attendance points is cause for automatic removal.

1. Should violation of this attendance policy occur due to an emergency situation or academic reason, the Vice President may request an exemption from the Student Court within thirty (30) calendar days of the violation.

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.

d-e. Each missed day of a ~~SG-UNO Retreat~~ retreat is equivalent to one (1) attendance point.

e. Two (2) missed meetings of any other committee in which the Vice President is involved, such as the Freshmen Leadership Council, is equivalent to one (1) attendance point, each time the absences occur;

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.

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Section 3: Chief of Staff

1. Requirements to be Chief of Staff shall be:
 - a. To be a member of SGA
 - b. To maintain a 2.0 cumulative grade point average
 - c. To not be on academic or disciplinary probation with UNO
 - d. To 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 has 30 business days to fill the vacancy. 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. Attendance of the Chief of Staff shall be:
 - 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.

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- f. Failure to serve their weekly office hours per month during the fall and spring semesters monthly office hours during the summer sessions shall be equivalent to one (1) attendance point, each time the ~~failure~~violation occurs.

~~Clause 7: —Impeachment of the Vice President shall be governed by the following SG-UNO policy:~~

- 7. Removal of the Chief of Staff shall be governed by the removal policies contained in these bylaws.

Section D4: Director of Diversity, Equity, and Inclusion Integrity

1. ~~Clause 1:~~ Requirements to be appointed and to serve as the Director of Diversity, Equity, and Inclusion Integrity:
- To be a member of the ~~Electorate~~; SGA
 - To maintain a 2.50 cumulative ~~Grade Point Average~~; grade point average
 - ~~To not be on academic or disciplinary probation with UNO~~
 - ~~To 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;~~

~~d. To fulfill the requirements set by these bylaws.~~

2. The Director of Diversity, Equity, and Inclusion Integrity shall be ~~the duty of~~ appointed by the President/Regent and confirmed by 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. The President/Regent has 30 business days to fill the vacancy. Until the position is filled, the Chief of Staff shall fulfil all the Director of Integrity's duties.

~~Clause 3: Terms of the Director of Diversity, Equity, and Inclusion shall not exceed one (1) year or until death, resignation, removal from office, or the next Senate installation. No individual shall serve more than three (3) terms as Director of Diversity, Equity, and Inclusion.~~

5. Duties of the Director of Diversity, Equity, and Inclusion Integrity shall include, but not be limited
- a. ~~a.~~ To attend the following meetings:

~~1.i.~~ Executive ~~Council~~; Committee meetings.

~~2.iii.~~ Student Senate ~~business~~ meetings ~~(non-voting member);~~

~~iv.~~ Student Senate circuit meetings.

~~v.~~ Any other meetings as deemed appropriate by the President/Regent.

~~3.i.~~ Any other meetings as deemed appropriate by the President/Regent.

~~e.d.~~ To ensure that risks associated with all needs necessary to support all agencies SGA and

~~d.f.~~ To deliver a report at each regular reports to the Student Senate meeting on all relevant

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f. ~~Fulfill such~~ other duties ~~assigned~~ vested to them by these bylaws ~~and the Student Senate governing documents.~~

~~Clause 6: —~~

6. Attendance of the Director of ~~Diversity, Equity, and Inclusion~~ shall be governed by the following

- a. ~~The accrual~~ Accrual of four (4) attendance points is cause for automatic removal.
- b. ~~Should 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 of this occurs.~~
- 1-g. ~~Should an attendance policy occur~~ point accrue due to an emergency situation or the Director of Diversity, Equity, and Inclusion an appeal may ~~request an exemption~~ violation.

b. ~~One (1) missed Executive Council meetings is equivalent to one (1) attendance point;~~

7. Removal of the Director of ~~Diversity, Equity, and Inclusion~~ Integrity shall be governed by the bylaws.

- a. ~~Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for no confidence or automatic removal set forth in these bylaws;~~

Section 5: Director of Recruitment

1. Requirements to be ~~appointed and to serve as the~~ Director of ~~Finance~~ Recruitment shall be ~~the~~

- a. To be a member of ~~the Electorate~~ SGA
- b. To maintain a 2.50 cumulative ~~Grade Point Average~~ grade point average

c. ~~To 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;~~

b. ~~One (1) missed Executive Council meetings is equivalent to one (1) attendance point;~~

d. ~~To fulfill the requirements set by these bylaws.~~

2. The Director of ~~Public Relations~~ Recruitment shall be ~~the duty of~~ appointed by the thirds (2/3) majority ~~vote of the Student Senate. The President/Regent has 30 business days to~~
~~Clause 3: — Terms~~

~~3. Term of office for the Director of Public Relations~~Recruitment shall not exceed one (1) year ~~or ending at the installation of the new Student Senate or until their death, resignation, removal from office, or until the next Senate installation, their successor's appointment.~~ No individual terms ~~Director of Public Relations in this position.~~

Clause 4: _____

~~4. In the case of a vacancy in the position of Director of Public Relations~~Recruitment due to death, removal, the ~~Vice President position~~ shall ~~fulfill~~be filled by the appointment of a new Director of 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 fulfil all the Director of Recruitment's duties.

Clause 5: _____

~~5. Duties of the Director of Public Relations~~Recruitment shall include, but not be limited to, the

a. To attend the following meetings:

~~1. Executive Council;~~

~~3. Election Commission (non voting member);~~

~~h.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.~~

~~i.c. To deliver a report at each regular reports to the~~ Student Senate ~~meeting~~ on all relevant

~~e. To actively prepare their office for transition to their successor.~~

~~k.f. Fulfill such other duties vested to them by these bylaws and, the Student Senate, or governing documents.~~

~~6. Clause 6: Attendance of the Director of Public Relations shall be governed by the~~

a. ~~The accrue ment~~Accrual of four (4) attendance points is cause for automatic removal.

~~1. Should violation of this attendance policy occur due to an emergency situation or academic reason, the Director of Public Relations may request an exemption from the Student Court within thirty (30) calendar days of the violation.~~

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.~~

~~d.e. Each missed day of a SG-UNO Retreat~~retreat is equivalent to one (1) attendance point;

~~e. Two (2) missed meetings of any other committee in which the Director of Public Relations is involved, such as the Election Commission, is equivalent to one (1) attendance point;~~

~~g. Clause 7: 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.~~

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Removal of the Director of ~~Public Relations~~ Recruitment shall be

following SG-UNO policy:

- ~~b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from removal may be granted based on the discretion of the Student Court;~~

Section ~~G6~~: Director of ~~Programming~~ Administration

Clause 1: ~~Requirements to be appointed and to serve as the~~ Director of ~~Programming~~ Administration shall be the following:

- a. To be a member of SGA
b. To maintain a 2.50 cumulative ~~Grade Point Average;~~ grade point average
c. To not be on academic or disciplinary probation with UNO
~~c-d.~~ To 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;

~~d. To fulfill the requirements set by these bylaws.~~

2. The Director of ~~Programming~~ Administration shall be ~~the duty of appointed by the~~ a two-thirds (2/3) majority ~~vote of the Student Senate. The President/Regent has 30 business~~
Clause 3: ~~Terms~~
3. Term of office for the Director of ~~Programming~~ Administration shall not exceed one (1) year ~~or~~ ending at the installation of the new Student Senate or until their death, resignation, removal from office, or ~~the next Senate installation; their successor's appointment.~~ No individual shall terms ~~as Director of Programming, in this position.~~

Clause 4: ~~_____~~

4. In the case of a vacancy in the position of Director of ~~Programming~~ Administration due to death, or removal, the ~~Vice President~~ position shall ~~fulfill~~ be filled by the appointment of a new Director 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.

Clause 5: ~~_____~~

5. Duties of the Director of ~~Programming~~ Administration shall include, but not be limited to, the
a. To attend the following meetings:

~~1. Executive Council;~~

- ii. Student Senate business meetings.
iii. Student Senate circuit meetings.
iv. Any other meetings as deemed appropriate by the President/Regent.
~~2.i. Any other meetings as deemed appropriate by the President/Regent.~~

~~b. To plan and organize~~ coordinate the following:

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d. ~~Clause 6: ———~~ 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. Attendance of the Director of ProgrammingAdministration shall be governed by the following

a. ~~The accruelement~~ Accrual of four (4) attendance points is cause for automatic removal.

1. ~~Should violation of this attendance policy occur due to an emergency situation or academic reason, the Director of Programming may request an exemption from the Student Court within thirty (30) calendar days of the violation.~~

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.

~~d.e.~~ Each missed day of a SG-UNO Retreatretreat is equivalent to one (1) attendance point;

e. ~~Two (2) missed meetings of any other committee in which the Director of Programming is involved is equivalent to one (1) attendance point;~~

g. ~~Clause 7: ———~~ 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.

Removal of the Director of ProgrammingAdministration shall be governed by the following SG-UNO policy:

b. ~~Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from removal may be granted based on the discretion of the Student Court;~~

Section 7: Director of Diversity, Equity, Inclusion, & Accessibility

1. Requirements to be appointed and to serve as the Director of AppointmentsDiversity, Equity,

e.a. To be a member of the Electorate;SGA

f.b. To maintain a 2.50 cumulative Grade Point Average;grade point average

c. To not be on academic or disciplinary probation with UNO

g.d. To 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 Appointments Diversity, Equity, Inclusion, and Accessibility shall be the duty President/Regent with confirmation and confirmed by a two-thirds (2/3) majority vote of the~~
~~Clause 3: Terms~~

~~3. Term of office for the Director of Appointments Diversity, Equity, Inclusion, and Accessibility shall one (1) year or until beginning and ending at the installation of the new Student Senate or until death, resignation, removal from office, or the next Senate installation their successor's serve more than three (3) terms as Director of Appointments in this position.~~

~~Clause 4:~~

~~4. In the case of a vacancy in the position of Director of Appointments Diversity, Equity, Inclusion, Accessibility due to death, resignation, or removal, the Viceposition shall be filled by the appointment of a new Director of Diversity, Equity, Inclusion, and Accessibility by the President shall fulfill/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 fulfil all of the Director of Diversity, Equity, Inclusion, and Accessibility's duties.~~

~~Clause 5:~~

~~5. Duties of the Director of Appointments Diversity, Equity, Inclusion, and Accessibility shall include, limited to, the following:~~

~~a. a- To attend the following meetings:~~

~~1. Executive Council;~~

~~iii. Student Senate business meetings.~~

~~9-iv. Student Senate circuit meetings.~~

~~v. Any other meetings as deemed appropriate by the President/Regent.~~

~~Clause 6:~~

~~b. To maintain communication with the Directors of the SGA Agencies.~~

~~c. To provide consultation and support to the Directors of the SGA Agencies.~~

~~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. Attendance of the Director of Appointments Diversity, Equity, Inclusion, and Accessibility shall be~~

~~a. The accrue ment Accrual of four (4) attendance points is cause for automatic removal.~~

~~1. Should violation of this attendance policy occur due to an emergency situation or academic reason, the Director of Appointments may request an exemption from the Student Court within thirty (30) calendar days of the violation.~~

~~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.~~

~~d-e. Each missed day of a SG-UNO Retreat retreat is equivalent to one (1) attendance point.~~

~~e. Two (2) missed meetings of any other committee in which the Director of Appointments is involved in is equivalent to one (1) attendance point.~~

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g. ~~Clause 7:~~ Should an attendance point accrue due to an emergency situation or academic an appeal may be submitted to the Student Court within thirty (30) calendar days of the violation.

Removal of the Director of ~~Appointments~~Diversity, Equity, Inclusion, and Accessibility shall be governed by the following ~~SG-UNO~~

~~bylaws;~~

~~e. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from removal may be granted based on the discretion of the Student Court;~~

Section A: ~~Composition of The Student Senate~~8: Director of Marketing

~~Clause 1: The Student Senate shall consist of twenty-eight (28) elected Student Senators and two (2) First Year Ambassadors elected by the Freshman Leadership Council.~~

- ~~a. To be a member of the Electorate;SGA~~
- ~~b. To maintain a 2.50 cumulative Grade Point Average;grade point average~~
- ~~c. To not be on academic or disciplinary probation with UNO~~
- ~~d. To 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 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 fulfil 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. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Outreach Committee meetings.

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- 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. Attendance of the Director of Marketing shall be:
- 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. Requirements to be the Director of Finance shall be:
 - a. To be a member of SGA
 - b. To maintain a 2.0 cumulative grade point average
 - c. To not be on academic or disciplinary probation with UNO
 - d. To 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 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 fulfil 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. Student Senate business meetings.
 - iii. Student Senate circuit meetings.
 - iv. Budget Committee 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 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. Attendance of the Director of Finance shall be:
 - 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 Finance shall be governed by the removal policies contained in these bylaws.

Section 10: Director of Leadership Development

1. Requirements to be the Director of Leadership Development shall be:
 - a. To be a member of SGA
 - b. To maintain a 2.0 cumulative grade point average
 - c. To not be on academic or disciplinary probation with UNO
 - d. To 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 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 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 deliver regular reports to the Student Senate on all relevant activities of their office.
 - d. To actively prepare their office for transition to their successor.
 - e. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
6. Attendance of the Director of Leadership Development shall be:
 - 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.

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- 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 Leadership Development shall be governed by the removal policies contained in these bylaws.

Section 11: Coordinators

1. Requirements to be a Coordinator shall be:
 - a. To be a member of SGA
 - b. To maintain a 2.0 cumulative grade point average
 - c. To not be on academic or disciplinary probation with UNO
 - d. To 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. Coordinator position shall be created and filled by the President/Regent through an executive memorandum and supervised by the President/Regent or another executive of the President/Regent's choosing.
3. Term of office for Coordinators 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, or their successor's appointment.
4. In the case of a vacancy of a Coordinator position due to death, resignation, or removal, the position may be filled by the selection coordinator by the President/Regent if they so desire.
5. Duties of a Coordinator 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.
6. Attendance of a Coordinator shall be:
 - a. Accrual of four (4) attendance points is cause for automatic removal.
 - b. One (1) missed meeting as deemed appropriate by their supervising executive 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.
7. Removal of a Coordinator shall be the prerogative of the President/Regent.

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 elected and to serve as an ambassador individual must
 - a. Be a member of SGA
 - b. To 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. To not be on academic or disciplinary probation with UNO
 - d. To 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;

d. To fulfill the requirements set by these bylaws:

~~Clause 3: Terms of Student Senators shall not exceed one (1) year beginning and ending at the installation of the new Student Senate.~~

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 General duties of each Student Senator shall include, but not be limited to, the following:~~

Section 5: Attendance

1. Attendance policy for senators shall be identical to Senators.

Section Student6: Removal

1. Removal of the Ambassadors shall be governed by the removal policies contained in these bylaws.

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Article 4: Affiliates

1. The Senate meetings shall 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 an Affiliate the individual must
 - a. Be a member of SGA
 - b. To maintain a 2.0 cumulative grade point average
 - c. To not be on academic or disciplinary probation with UNO
 - d. To 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:
 - 2-i. Respective Student Senate Committee circuit meetings;
 - 3-ii. Any other meetings as deemed appropriate by the Senate Represent
 - b. Fulfill such other duties vested to them by these bylaws, the Electorate in all dealings directly related to SG-UNO business or in which representation is requested;

Section 5: Attendance

1. Attendance policy for Affiliates shall be:
 - 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 the best interest these bylaws.

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Chapter 3: Senate Circuits

~~e-1. In order to provide organization, promote community, and encourage accountability of the constituent members of the Student Body, Senate, there shall exist within the Senate a number of Circuits.~~

~~d-2. To research Establishment and study all issues pertaining to SG-UNO and the UNO dissolution of circuits shall be done by Student Body; Senate resolution.
To vote or to abstain on every~~

Article 1: Membership

1. Upon beginning their membership in the Student Senate, all individuals shall be assigned to one Circuit by the President/Regent taking into account the preferences of the individual.
2. The President/Regent shall strive to keep a balanced number of members across all circuits.
3. Once a member of the Senate is assigned to a Circuit, they may not be assigned to a different Circuit for the remainder of their time in the Senate, except by a motion called at one's respective Student from the Senate Committee meeting.

Article 2: Leadership

1. Each Circuit will choose among its membership in whatever fashion they wish a Circuit Chair to provide leadership and support to those in the Circuit.
2. The Chair will serve until they are no longer eligible or upon their death, resignation, or removal by the selection of a new Chair.

Chapter 4: Meetings of the Senate

Article 1: Types of Meetings

~~e.~~ 1. There shall be two types of Student Senate meetings;

~~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 SG-UNO in accordance with the policies of the University of Nebraska Board of Regents;

b. Circuit meetings, which shall be used for personal and professional development of the members of the Senate and provide the opportunity for the circuits to meet and report on current projects and initiatives.

Article 2: Meeting Schedule and Location

~~b.~~ — The

2. Clause 2: — Dates, times, type, and places for the regular meetings of the Student Senate shall be prescribed by the Vice President or by a majority vote during a Senate Business meeting.

Article 3: Special Meetings

1. In the event of ~~an~~ urgent ~~business need~~ the ~~Speaker of the Senate~~ Vice President may call a 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 ~~seated~~ senators is

a. Senators must reply to the notification email within 24 hours with either their consent or dissent.

~~a. — Senators must reply to the notification email within 24 hours with either their consent or dissent.~~

~~Clause 2: — All Student Senate meetings shall be conducted according to Robert's Rules of Order and these bylaws.~~

Article 4: Critical Procedures and Parliamentary Authority for Business Meetings

1. The most recent edition of Roberts 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 the current Student Senate-Senators.

3. Clause 4: — It shall be the duty of the Speaker of the Student Senate to The Vice President shall disseminate Student Senate meeting agendas and any minutes to be approved to each all members of the Student Senator Senate forty-eight (48) hours prior to the next Student Senate meeting. Additional agendas shall be made available to the general public in the SG-UNO office.

4. Clause 5: — During emergencies and temporary losses of a quorum, the Speaker of the Student Senate retains Chair shall have the right to call a recess, not to exceed exceeding fifteen (15) minutes, without the vote of the Student Senate.

5. Clause 6: — Members of the general public shall be able to attend any and all Student Senate meetings underpursuant to the restrictions provided rules laid out in Robert's Rules of

6. Clause 7: — Removal of any person disrupting the conduct of business shall be the right of

7. Clause 8: — Consideration of any business not on the agenda shall require a suspension of the rules by a two-thirds (2/3) majority vote of the Student Senate. If the executives who normally operate in the functionary roles (i.e., Chair, Parliamentarian, or Secretary) are absent

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the President/Regent, the Vice President, and the Chief of Staff and shall distribute those responsibilities among themselves.

If both the Vice President and Chief of Staff are absent, the President/Regent

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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.
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.

Chapter 5: 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 under these bylaws that are kept the same between each meeting. These:
 - a. Standing committees shall be the main drivers for SG-UNO to enact change, and shall adhere to a specific committee mission each meeting.

Clause 2: The Standing Committees shall remain from session to session, but their mission and action steps shall be set by the committee members at the beginning of each session. The Standing Committees shall be the following:

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 the Senate 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. Make appropriate interim decisions when the Senate is not in session.
 - d. 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 majority vote of the Senate.

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Article 3: Rules Committee

1. There shall exist a standing Rules Committee to review and recommend changes to the rules of SGA.

a. ~~This~~ of this committee shall include, but not be limited to, the following: meet regularly

1. ~~This~~ To vote or abstain on all resolutions regarding academics and research;

1. To vote or abstain on all resolutions regarding improvements to the campus or student services;

b. ~~The~~ Any number of Affiliates, who shall not vote and is not counted towards quorum and shall be appointed to the committee by the Vice President of the SG-UNO, 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 will choose from among its Senators and Ambassadors in whatever fashion they wish a Chair to provide leadership and coordinate the operations of the committee. This Chair will serve until they are no longer eligible or upon their ~~designee~~ death, resignation, or removal by the selection of a new Chair. Should the Chair be removed from their role, they remain a member from the Executive Council, shall be a non-voting member that may be called upon for special counsel by the of the committee.

6. The committee is charged with:

e. a. Reviewing the rules committee, but is not required to be present at every meeting of

d. The Advisor, who shall be a non-voting member.

7. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a majority vote of the Senate.

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b- **Article 4: Budget Committee**

~~1. Upon submission of a proposal, the chair shall call a meeting by communicating with members of the Philanthropy.~~ There shall exist a standing Budget Committee to manage the financial decisions of SGA.

~~2. This committee shall be responsible for the philanthropic distribution of funds.~~

3. This committee shall be made up of the following:

a. ~~At least three (3) No less than two (2) and no more than six (6) Student four (4)~~ Senators appointed to the committee by the ~~Speaker Vice President~~ based on the interest of the ~~senators and members of the suggestion~~ Senate in consultation of the Advisor.

b. Any number of Affiliates, who shall not vote and is 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.

~~b-c. The Director of Finance, who shall be a non-voting member who must be present at all~~

~~e-d. The Advisor, Student Body President/Regent, and Vice President who shall be non-voting members 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 will choose from among its Senators and Ambassadors in whatever fashion they wish a Chair to provide leadership and coordinate the operations of the committee. 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 remain a member of the committee.

6. The committee is charged with:

a. Constructing a proposed budget for the next fiscal year to be presented to the Student Activities Budget Commission.

b. Make decisions about long-term initiatives which incur recurring expenses over \$200.

7. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a majority vote of the Senate.

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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:
 - d. ~~No more~~ ~~less~~ than three (3) optional students at large ~~two (2) Senators or Ambassadors, who shall be appointed by the Director of Appointments and confirmed by two-thirds majority of the Student Senate. These students shall be non-voting members who are not necessary to be present at meetings.~~
 - b. ~~Any member~~ Any number of Affiliates, who shall not vote and is 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 will choose from among its Senators and Ambassadors in whatever fashion they wish a Chair to provide leadership and coordinate the operations of the committee. 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 as Chair, they remain a member of the committee.
6. The 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
7. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a 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 following Fall retreat 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 is not counted towards quorum and shall be appointed to the committee of their choosing by the Speaker at any point by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.
 - c. If a member wishes to switch the committee they are a member of they must obtain permission from the Speaker and the committee chair of the committee they wish to switch to.
4. The Advisor may attend but may not vote and is not counted towards quorum.
5. The committee will choose from among its Senators and Ambassadors in whatever fashion they wish a Chair to provide leadership and coordinate the operations of the committee. 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 remain a member of the committee.
6. The 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

4. Actions

Clause 4: Duties of each Student Senate

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Article 7: Diversity, Equity, Inclusion, & Accessibility (DEIA) Committee Chairperson

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1. There shall include, but not be limited exist a standing Diversity, Equity, Inclusion, & Accessibility promote the following- belonging of students on campus and within SGA.

a. To complete all previously assigned duties as a Student Senator;

b. **This committee meetings;**

3. This committee are submitted shall be made up of the following:

a. No less than two (2) Senators or Ambassadors, who shall be appointed to the Speaker of the Student committee by the Vice President based on the interest of the current members of the Senate in consultation of the Advisor.

e.b. Any number of Affiliates, who shall not vote and is 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. To record amendments to Student 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 will choose from among its Senators and Ambassadors in whatever fashion they wish a Chair to provide leadership and coordinate the operations of the committee. 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 remain a member of the committee.

6. The 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

7. Actions of the committee, including the selection of committee Chair, shall stand unless overturned by a majority vote of the Senate.

Chapter 6: Resolutions assigned to one's respective of the Student Senate Committee
and submit these amendments verbatim to the Speaker

- ~~d-1.~~ 1. Resolutions shall be written resolutions of the Student Senate, which:
 - ~~b.~~ To be in communication with the Speaker of the Student Senate on a regular basis;
 - ~~b.~~ A formal document requiring action from SG-UNO including, but not limited to, the following:
 - ~~2-c.~~ Impeachment or initiate removal procedures of SG-UNO members of SGA.
 - ~~e-d.~~ A formal document stating State the official position of SG-UNO SGA on any issue;
 - ~~d-e.~~ A formal document thanking or congratulating Thank or congratulate an individual or group of individuals for services above and beyond his, her, or their position-specific duties or for exceptional accomplishments at UNO;
 - ~~b-f.~~ A formal document containing Contain amendments to these bylaws, the Policy Index, and/or any other lower document containing procedures relating to the function of SG-UNO SGA or any group under the supervision of SG-UNO SGA.
2. All Student Senate Resolutions must be sponsored by at least one (1) Student Senator or First Year Ambassador.

~~Clause 3:~~ Amendments may be added to Student Senate Resolutions according to Robert's Rules of Order and these amendments shall be recorded verbatim by the Parliamentarian and listed in the minutes of the Student Senate meeting.

3. Passage of a Student Senate Resolution shall require go through the following steps:
 - a. Submission 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 proposed Student Senate Resolutions sponsor, to provide feedback related to clarity, grammar, spelling, credibility of sources, and formatting.
 - d. After being reviewed, it is recommended that the Speaker of sponsor submits the Student Senate 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.
 - ~~a-e.~~ After the review the final resolution must be sent to the Vice President at least forty-eight (48) hours prior to a Student an upcoming Senate Committee Business meeting. The Speaker determines which Committee reviews resolutions; to be assigned a resolution number and for inclusion to on the agenda.
 1. Resolutions originating from an Ad Hoc or Special Committees shall be exempt from this provision.
 - ~~e-g.~~ The After receiving the Vice President's signature of, the resolution is forwarded to President/Regent under the following guidelines:
 - 1-i. If signed within five (5) business days of Student Senate passage, the proposed Student Senate Resolution becomes official;
 - 2-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 proposed

~~Student Senate Resolution does not become official and the~~ President/Regent's resolution does not become official. In such a case, the following steps taken:

- ~~1. i. — The unsigned Student Senate Resolution~~The resolution is put on meeting;
- ~~ii. — The Student Senate shall vote on~~again take up the Student Senate Resolution, resolution and with a two-thirds (2/3) majority vote needed to override the Presidential Veto ~~unless the Student Senate Resolution contains By Law revisions, in which case a three-fourths (3/4) majority vote of the Student Senate is needed to overturn a Presidential Veto;~~

~~If a resolution which passes with at least a two-thirds (2/3) or more majority is not signed within five (5) business days of Student Senate passage, the President/Regent's act of those Student Senators present at that meeting vote in favor, or three-fourths (3/4) or more in instances involving By Law revisions, the Student Senate Resolution not signing is considered an official veto but the resolution becomes official without the signature of the President/Regent;~~

Section JPart 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. Requirements to be appointed as a First Year Leadership Commissioner shall be:
 - a. Be a member of SGA.
 - b. To maintain a 2.0 cumulative grade point average.
 - i. Should the 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.
 - c. To not be on academic or disciplinary probation with UNO
 - d. To be continuously enrolled in a minimum of six (6) credit hours.
 - e. To have no more than 20 accumulated credit hours at time of appointment, excluding those earned while in high school.
3. 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. 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. ~~Clause 1: In accordance with~~Pursuant to the University of Nebraska Board of Regents 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 Fees.Fee (UPFF).
~~Clause 2: Appointments to the~~
2. The Student Activities Budget Commission shall be comprised of:
 - a. Three (3) Senators appointed by the Director of Finance subject to a two-thirds (2/3) majority vote of the Student Senate.
 - b. Three (3) students-at-large appointed by the duty of the Director of Appointments, subject to a two-thirds (2/3) majority vote of the Student Senate.
 - c. Three (3) students-at-large and the Director of Finance. Three (3) students-at-large shall be appointed to the commission by the Director of Appointments by November 1. Three (3) Student Senators shall be appointed to the commission by the Director of Finance by November 1. Other appointments, including those of (3) faculty and/or staff, shall be made according to the guidelines prescribed in the Policy Index, appointed in accordance with these bylaws the rules of SGA and the policies of the University of Nebraska Board of Regents. All appointments are contingent on a two-thirds (2/3) majority vote of the Student Senate, and UNO.
 - d. The Director of Finance, who shall act as Chair and shall not vote.
3. No person responsible for a UPFF Fund A ~~request for a Fund A sponsored organization~~proposal the Student Senate regarding UPFF Fund A mattersActivities Budget Commission.
~~Clause 3:~~
4. Any section or amendments of sections of the Policy Index pertaining to the Student Activities Budget Commission, ~~which shall govern all Student Activities Budget Commission meetings and activities, must be approved by the members of the Student Activities Budget Commission and the Student Senate and must be approved by~~ must comply with Regents Policy 5.9.1.
~~Clause 4: All allocations of~~
5. Final budget proposals from the Student Activities Budget Commission shall be approved majority vote of the Student Senate, but need. Should such proposals not go through a receive a proposal shall return to the Student Senate CommitteeActivities Budget Commission to be re-

Section K: Freshmen Leadership Council

6. Removal of a commissioner shall be governed by the removal policies contained in these bylaws.

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Chapter 3: Traffic Appeals Commission (TAC)

1. In recognition of the role that SGA has in the appeals of parking and traffic citations there shall exist a Traffic Appeals Commission to hear and process appeals of student parking and traffic violations.
2. The Traffic 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. Requirements to be appointed and to serve on the Freshmen Leadership Council: a Traffic
 - a. To be a member of the Electorate; SGA.
 - b. To maintain a 2.50 cumulative Grade Point Average;
 - c. To be continuously enrolled in a minimum of six (6) credit hours;
 - d. To have no more than 20 accumulated credit hours at time of appointment, excluding those earned while in high school;
- 2-4. Term of office for Traffic 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.
- 3-5. In the case of a vacancy of a First-Year Ambassador seat position on the Traffic Appeals resignation, or removal, the Freshman Leadership Council/Director of Recruitment shall appoint Commissioner with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
6. Duties of each First-Year Ambassador shall Traffic 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.
 4. To be the same as Student Senators in communication with the exception of:
 - c. Fulfill such other duties vested to them by these bylaws, the Student Senate Committee, or other governing documents.
- a-7. One Traffic Appeals Commissioner will be selected as Chief Commissioner. This position shall be selected by the Commissioners at the first Commission meeting and at Student Senate meetings where a quorum is established and the position is vacant.
8. Additional duties of the Chief Traffic Appeals Commissioner shall include, but not be limited to, the following:
 - a. To serve as the chairperson for Traffic Appeals Commission meetings.
 - b. To plan a meeting schedule and meeting agendas for the Commission.
 - c. Fulfill such other duties vested to them by these bylaws, the Student Senate, or other governing documents.
- 5-9. Attendance of each First-Year Ambassador shall be governed by the same SG-UNO policy that
 - 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 Appeals Commission may be appealed to the Student Court.

Impeachment of First-Year Ambassador

6-11. Removal of the Leadership Development shall be governed by the ~~same SG-UNO policy~~ these bylaws.

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Chapter 4: Election Commission (EC)

1. In recognition of the importance of independence and objective elections, there shall exist an Election Commission to administer the elections.
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 Marketing and confirmed by two-thirds (2/3) majority of the Senate.
3. Requirements to be an Election Commissioner shall be the following:
 - a. To be a member of SGA.
 - b. To maintain a 2.0 cumulative Grade Point Average.
 - c. To be continuously enrolled in a minimum of six (6) credit hours.
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 Marketing 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 of voting in accordance with 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 work with the Director of Marketing to advertise the elections and the results.
 - f. Communicating all information via email, text, or other traceable communication channels.
 - g. 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 accessible on SGA website.
 - d. Ensure all hearings are advertised to the public at least 24 hours prior to hearings.

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e. To record and make publicly available all proceedings, rulings, and minutes from each commission meeting and grievance hearing.

9. Attendance of each Election Commissioner shall be:

- 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.

~~b. Any other projects given to them by the Vice President.~~

11. The SGA advisor must be included in all communication and present at all hearings.

12. Removal of an Election Commissioner shall be governed by the removal policies contained in these bylaws.

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Part 6: Student Court

Clause 2: _____

2. Requirements to be ~~appointed and to serve as~~ a Student Court Justice shall be the following:

- a. To be a member of ~~the Electorate; SGA.~~
- b. To maintain a ~~2.50~~ cumulative Grade Point Average;₂
- c. To be continuously enrolled in a minimum of six (6) credit hours;₂
- d. ~~To fulfill the requirements set by these bylaws.~~

3. ~~The Student Court Justices shall be the duty of the made up of a total of five (5) Justices who~~ Director of ~~Appointments with confirmation~~ Integrity and confirmed by a two-thirds (2/3)

Clause 4: _____ Terms _____

4. Term of office for Student Court Justices shall not exceed ~~one (1) year beginning and two (2)~~ of the new Student Senate following their second year or until their death, resignation, or removal from office. ~~Any~~ individual ~~may seek reappointment for the~~ shall serve more than

Clause 5: _____

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 ~~Student Court~~ Justice with thirds (2/3) majority vote of the Student Senate.

Clause 6: _____

The ~~Student Court shall be made up~~ duties of a total of five (5) Student Court Justices, including the ~~Chief~~

a. ~~Interpretation~~ To provide a means of jurisprudence for the members SGA by:

a.i. ~~Acting as the sole interpreter~~ of these bylaws and any other document containing policies, rules, and/or procedures relating to the function of ~~SG-~~ any group under the supervision of ~~SG-UNO; SGA.~~

b.ii. ~~Review~~ Reviewing of the activities of ~~SG-UNO SGA~~ or any group under the validity under these bylaws and any other document containing policies, rules, and/or procedures relating to the function of ~~SG-UNO SGA~~ or any group under supervision of ~~SG-UNO; SGA.~~

c. ~~Appeals of missed meetings or office hours;~~

d.iv. ~~Hearing appeals of the decisions of the~~ Election Commission.

e. ~~as it pertains to their rules, policies, and procedures;~~

g. ~~Conflicts arising under these bylaws, Student Senate Resolutions, the Policy Index, and any other document containing policies, rules, and/or procedures relating to the function of SG-UNO or any group under the supervision of SG-UNO;~~

h.vii. Making decisions on any other matter brought to the court by ~~SG-UNO SGA~~ or

Clause 8: _____ ~~All rulings from the Student Court are final.~~

- b. To meet at least once ~~(1)~~ per month during the Fall and Spring semesters;₂
- c. To rule on all ~~grievance and appeals items~~ brought before the Student Court, without process;₂
- d. To ~~serve as~~ recommend changes to the ~~final authority for any lower courts created~~

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~~e. To keep up to date any section of the Policy Index which include rules and channels.~~

~~f. To fulfill such other duties assigned vested to them by these bylaws and, the Student governing documents.~~

~~Clause 10: Duties~~

~~7. One Justice selected as Chief Justice. This position shall be selected by the Justices at the first Commission 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 complete all previously assigned duties as a Student Court Justice;~~

~~e. To train and inform all members of the Student Court;~~

~~e-c. To submit Ensure all reports of all rulings from the court are sent to the Executive~~

~~f. To coordinate with the members of the Student Court proposed amendments to the Policy Index which are relevant to the scope of their duties;~~

~~9. Attendance of each Student Court Justice shall be governed by the following SG-UNO policy:-~~

~~a. The accrue ment accrual of three (3) attendance points is cause for automatic removal.~~

~~b. One (1) missed Commission meeting is equivalent to one (1) attendance point.~~

~~1-c. Should violation of this an attendance policy occur point accrue due to an emergency a Student Court Justice an appeal may request an exemption from be submitted to the violation.~~

~~One (1) missed~~

~~b-10. All rulings from the Student Court meeting is equivalent are final and not subject to one~~

~~Clause 12: Impeachment of a Student Court Justice shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for removal set forth in these bylaws.~~

~~e-11. The SG-UNO SGA advisor must be included in all communication and present at all~~

Section B: Election Commission

~~12. Removal of a Student Court Justice shall be governed by the removal policies contained in these bylaws.~~

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 interests of the aforementioned populations at UNO.

Chapter 1: Operations

1. Agencies shall operate semi-autonomously from SGA, and independently determine their goals and activities while accepting appropriate oversight from the Student Senate and Executive Committee.
2. Agencies shall be able to request allocations of the University Program and Facilities Fee Fund-A (UPFF-A) monies through the Student Activities Budget Commission to meet their needs. Any UPFF-A monies unspent at the end of the year shall be placed in the SGA Reserve Fund.
3. 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 goals.
4. Agencies shall be led by a duly-appointed Director or Co-Directors, who shall appoint a Board each year to assist them in their work. Directors, Co-Directors, and Board members may be subject to the Limitation Article of these Bylaws.

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

1. Agencies shall be led by a Director or a number of Co-Directors.
2. Requirements to be appointed and to serve as a Director or Co-Director of an Election
 - a. To be a member of the Electorate; SGA.
 - b. To maintain a 2.50 cumulative Grade Point Average; grade point average.
 - c. To not be on academic or disciplinary probation with UNO.
 - d. To 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. To be physically present for their Senate confirmation hearing, in which they will be reviewed for appointment, and in which a two-thirds (2/3) majority vote of student senators present at an official Student Senate meeting will confirm the appointment.
3. 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 of 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.

Term of office for a two-thirds (2/3) majority vote of the Student Senate.

Clause 5: The Election Commission shall be at least five (5) and no more than nine (9) Election Commissioners, including the Election Commission Chairperson, who shall be selected by the Election Commissioners at the first Election Commission meeting where a quorum is established and the position is vacant.

1. Rulings from the Election Commission may be appealed to the Student Court.

a. To oversee the election of all student candidates running for office at UNO;

b. To provide resources and programs to be utilized by UNO students;

f. To serve a minimum of ten (10) office hours per week during the Fall and Spring semesters and six (6) office hours per week during the summer sessions;

i. This may be split should an Agency be led by Co-Directors;

g. To complete all fulfill such other duties assigned vested to them by these bylaws, the governing documents.

Clause 6:

7. Attendance of each SG-UNO Agency Director or Co-Director shall be governed by the following SG-UNO policy:

a. The accrument of three (3) attendance points is cause for automatic removal.

1-b. Should violation of this attendance policy occur due to an emergency situation or academic reason, a SG-UNO Agency Director may request an exemption from the Student Court within thirty (30) calendar days of the violation.

b-c. Two (2) missed meetings of any other committee in which a SG-UNO Agency Director is involved is equivalent to one (1) attendance point;

e-d. Failure to serve at least ten (10) the required number of office hours per week during the Fall and Spring semesters or at least six (6) office hours per week during the summer sessions shall be equivalent to one (1) attendance point.

Clause 7:

8. Removal of a SG-UNO an Agency Director shall result from the violation of any of the previous bylaws.

ARTICLE VII: ELECTIONS

Part 8: University of Nebraska Board of Regents-

Organizations Connected to UNO has established the following officially-sanctioned student-led organizations at the University of Nebraska at Omaha which may utilized University Programs and Facilities Fee monies through the Student Activities Budget Commission (SABC) process:

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- 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 special 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.

Part 10: Elections

1. In order to democratically choose those elected members of SGA, the regular annual 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. ~~These~~
3. The Election Commission is empowered to administer all elections ~~are to be run~~ in accordance of SGA and the rules and policies of the University of Nebraska Board of Regents.

~~Clause 4: The apportionment of Student Senate seats shall be the duty of the Election Commission in accordance with the SG-UNO bylaws.~~

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 Ambassador (may hold position in First Year Leadership Commission).
- c. Senate Affiliate.
- ~~a.~~d. President/Regent.
- ~~b.~~e. Vice President.
- f. Chief of Staff.
- g. Director of Integrity.
- h. Director of Recruitment.
- i. Director of Administration.
- ~~e.~~j. Director of Diversity, Equity, and Inclusion.
- k. Director of Marketing.
- ~~d.~~l. Director of Finance.

~~e. Director of Public Relations;~~

~~j.~~n. First Year Leadership Commissioner (may hold First Year Ambassador an ambassador

t. Executive Board member Maverick Productions, the UNO student programming board.
~~o.~~u. Staff member of The Gateway, the UNO student newspaper.

~~Clause 2: No person serving on the Executive Council of SG-UNO may serve on the Executive Council of Maverick Productions.~~

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 ~~SG-UNO~~SGA. If a Student Court Justice ~~and~~/or an Election Commissioner wishes elected office, ~~the officer~~they must resign ~~that~~their position at least four (4) months prior to the the election process to be eligible for office.

~~Clause 4:~~ _____

4. The Director of ~~Public Relations~~Marketing must resign the position before the appointment of Commissioners in order to be eligible for election.

~~Clause 5:~~ _____

5. Election or appointment of a member holding another office at the time of ~~another~~ election or appointment shall not be construed as violating the previous clauses. ~~Upon the new election or appointment, the member shall have five (5) business days to~~ provided they resign from the ~~Clause 6: ———~~

6. 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 be allowed to serve on ~~SG-UNO~~SGA.

7. ~~Clause 7: —~~To prevent conflicts of interest, both real and perceived, no appointment may be immediate family member (including brothers, step-brothers, sisters and step-sisters) of the ~~SG-UNO officer~~SGA individual responsible for an appointment.

~~Clause 8: — Exceptions to Clause 7 may be granted in the form a motion within Student Senate, approved by a three fourths (3/4) vote, which acknowledges that the appointee is the most qualified of all candidates, or is the only candidate that applied. No appointee impacted by Clause 7 may assume office until such a motion is passed by the Student Senate.~~

Part 9: Removal

Chapter 1: Automatic Removal Due to Ineligibility to Serve

Section BChapter 2: Automatic Removal Due to Failure to Attend

Section CChapter 3: Removal by Resolution 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 ~~approved~~adopted by a two-thirds (2/3) majority vote ~~of the~~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.
 - d. Director of Recruitment.
 - e. Director of Administration.
 - f. Director of Diversity, Equity, and Inclusion.
 - g. Director of Marketing.
 - h. Director of Finance.
 - i. Director of Leadership Development.
 - j. First Year Leadership Commissioner.
 - k. Election Commissioners.
 - l. Traffic Appeals Commissioners.
 - m. Agency Directors or Co-Directors.
6. Removal in this manner is subject to appeal by the Student Court.

Chapter 4: Removal by Impeachment

Clause 2: Causes for impeachment include:

3. The Articles of Impeachment shall state the resolution must identify the instances of nonfeasance and/or malfeasance which serve as cause(s) for impeachment and removal.
4. The resolution must be approved/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 constitutes removal from office. Upon approval of a resolution containing Articles of Impeachment the Speaker of the Student Senate must provide the Articles of Impeachment to the Student Court (in the case of the Impeachment of the President/Regent, Vice President, or a Student Senator) or Special Tribunal (in the case of Impeachment of a Student Court Justice) within five (5) business days, so an Impeachment Trial is scheduled promptly/forces removal from office.

Clause 4: Impeachment Trials

- a. The Student Court in the case of the Impeachment of the President/Regent, the 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, and Student Senators:

1. Upon adoption by the resolution containing calls of impeachment the Student Court shall conduct a trial of the impeached officer on the Articles of Impeachment within thirty grounds specified in the resolution.
2. This trial must be held at most (30) calendar days of receiving the approved Articles of Impeachment, with the Chief Justice presiding, adopted resolution.
3. All Student Court Justices must be present for the trial, and the Chief Justice shall chair.
- a-4. Conviction by a simple majority vote of all Student Court Justices present and voting will result being immediately removed from office.

Article 2: Impeachment Trials of Student Court Justices:

1. Upon adoption by the Student Senate of a resolution containing Articles of Impeachment calls of a Student Court Justice, a special court consisting of the President/Regent, Vice President, Speaker of the Student Senate, and the chairperson of each Student Senate Committee impeachment an Impeachment Tribunal shall conduct a trial of the impeached Student Court Justice officer on the Articles of grounds specified in the resolution.
2. The Impeachment within thirty Tribunal shall consist of

- a. President/Regent
- b. Vice President
- c. Chief of Staff
- d. All the Circuit Chairs
- e. The Director of Integrity

3. This trial must be held at most (30) calendar days of receiving the approved Articles of Impeachment, with the Speaker of the Student Senate presiding, adopted resolution.

4. The Director of Integrity shall chair the trial and shall not vote.

b-5. Conviction by a simple majority of this special court present and voting vote of all members of being immediately removed from office.

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 ~~SG-UNOSGA~~.

2. ~~Clause 2:~~ An amendment to these bylaws must follow the following process:

bi. 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. ~~Additionally, the text of each proposed amendment shall be made available to any member of the Electorate upon request.~~

eiii. A courtesy notice of the proposed ~~By-Law~~bylaw changes ~~will~~must be provided Chancellor and system the President of the University. This notice ~~will~~must information on when the public open forum will occur and when a Senate vote will tentatively take place.

db. After the public open forum, any amendment to these bylaws must be proposed in a Student Senate ~~Resolution approved~~resolution and adopted by a two-thirds (2/3) majority vote of the Student Senate.

ec. The signed and approved resolution along with clean and redlined copies of the bylaws will be sent to 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 ~~final review~~the incorporation of any required changes provided by Legal Counsel, the signed resolution as well as clean and redlined copies of the bylaws ~~are~~must be approved by the cognizant Chancellor of UNO for approval.

fe. 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.

gf. ~~After being sent to the Corporation Secretary,~~ a final clean copy of the bylaws should 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.

ARTICLE XI: ENABLING ARTICLE

Glossary of Terms

Key: (v.): verb (n.): noun (adj.): adjective

Absent—(v.): _____ When a voting member is not present.

Abstain—(v.): _____ To refrain from ~~voting~~ or otherwise not when one would otherwise be vote.

Advisor —(n.): _____ A member of the UNO faculty or staff who has been officially charged by UNO with the advisement of ~~SG-UNO~~SGA.

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—~~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 ~~in 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 ~~persons~~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

~~Court—An official assembly for the transaction of judicial business~~

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

<u>Impeach (v.):</u>	<u>To charge someone with malfeasance or nonfeasance.</u>
<u>Impeachment—(n.):</u>	<u>The process of formally bringing of charges against an official before a</u>
<u>Jurisprudence—(n.):</u>	<u>The coursecollective body of courtjudicial decisions and the philosophy reasoning of them.</u>
<u>Justice—(n.):</u>	<u>An official authorized to decide questions brought before a court</u>
<u>Liaison—(n.):</u>	<u>One who establishes and maintains mutual understanding and communication</u>
<u>Majority (adj.):</u>	<u>More than half of something, usually votes cast.</u>
<u>Malfeasance—(v.):</u>	<u>The commission of a wrongful act <u>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.</u></u>
<u>Meeting—(n.):</u>	<u>An assembly for a common purpose</u>
<u>Member—One (n.):</u>	<u>A UNO student and member of the individuals composing a groupSGA</u>
<u>Nonfeasance —(v.):</u>	<u>The failure to perform official duties and responsibilities.</u>
	<u>Non-voting Senator — A member of The Senate with the normal rights and privileges of Senator except cannot vote during Senate Meetings</u>
<u>Office Hour—Hours (n.):</u>	<u>An houramount of time, outside of any required meetings, in which are to make themselves available for studentsmembers, to work on relating to the organizationSGA, and to be present in the SG-UNOSGA</u>
<u>Open forum—Forum (n.):</u>	<u>A time set aside for open discussions and external speakers</u>
<u>Organ (n.):</u>	<u>A sub-body of the greater organization.</u>
<u>Parliamentarian—(n.):</u>	<u>An expert in the rules and usages of a deliberative assembly</u>
	<u>Present — In attendance, not elsewhere</u>
<u>Policy Index—(n.):</u>	<u>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.</u>
<u>Position—(n.):</u>	<u>A social or official rank, <u>role</u>, or status.</u>
<u>Present (adj.):</u>	<u>In attendance, not elsewhere</u>
<u>Present and voting (n.):</u>	<u>The members of an assembly hearing business and voting on said business.</u>
<u>Public Forum (n.):</u>	<u>A time set aside for open discussions and external speakers</u>

Quorum— (n.): _____ The number of members needed to transact business

~~Sergeant at Arms— An officer of an organization who preserves order and executes commands~~

Remove (v.): _____ To dismiss someone from a role.

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—~~Constitutes one more~~ (adj.): More than half of ~~those present and voting~~ something.

Student Body (n.): _____ Individuals who are UNO students

Student-at-Large— (n.): _____ A ~~student~~member not serving in any particular office or otherwise
~~SG-UNO~~SGA

Two-Thirds Majority (adj.): _____ Two-thirds or more of something, usually votes cast.

Part #: Level 1 Title

Video provides a powerful way to help you prove your point. When you click Online Video, you can paste in the embed code for the video you want to add. You can also type a keyword to search online for the video that best fits your document.

Chapter #: Level 2 Title

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Article #: Level 3 Title

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Section #: Level 4 Title

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Section ~~Student Body—Those students enrolled at UNO~~

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COLLEGE OF JOURNALISM & MASS COMMUNICATIONS BYLAWS

University of Nebraska-Lincoln
College of Journalism and Mass Communications

I. Mission and Vision

We nurture curious and creative minds to thrive in the ever-changing media and communication professions. As a national leader in experiential journalism and mass communications education, our inclusive “do from day one” experience is rooted in hard work, collaborative problem-solving, and the ethical pursuit of truth to uphold democracy.

~~1. II. Mission and Purpose—The College of Journalism and Mass Communications at the University of Nebraska-Lincoln has as its primary mission the development and administration of a professional program of instruction leading to undergraduate and graduate degrees. The college may also offer programs that are complementary to these degree programs and may offer joint degree programs with other units of the University of Nebraska. The college also serves the citizens of Nebraska by assisting mass communication industry professionals and conducting research on the media.~~

2. Organization and Administration of the College

~~1. A. The College of Journalism and Mass Communications is organized as follows:~~

- ~~1. 1. The college administration, which consists of the dean, and any associate or assistant deans, and any directors or chairs.~~
- ~~2. 2. The college faculty, which consists of individuals who hold faculty rank in the college.~~
- ~~3. 3. The managerial and professional staff and the office and service staff of the college.~~

~~2. B. The College of Journalism and Mass Communications is administered through a system of shared governance between the college administration and the college faculty. In developing policy and procedures and in administering the college, the administration and the faculty may consult with students, alumni of the college, and members of the mass communications industry, when appropriate.~~

~~3. C. Meetings of the college faculty~~

- ~~1. 1. A college faculty meeting may be called by the dean at his/her own initiative or in response to a petition signed by a majority of the college faculty.~~
- ~~2. 2. Two-thirds of the college faculty will constitute a quorum. A two-thirdssimple majority of those in attendance will be required to pass a motion.~~
- ~~3. 3. The chair of the meeting will invoke Robert’s Rules of Order.~~

~~3. D. College of Journalism and Mass Communications Administration~~

- ~~1. 1. Dean of the College of Journalism and Mass Communications~~
 - ~~1. a. The dean is the officer primarily charged with the administration of the college. The dean is the presiding officer of the college faculty and the chief adviser to the chancellorChancellor in regard to the college's welfare and shall be in general charge, under the chancellorChancellor, of the administrative work of the college. The~~

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~~dean~~Dean shall submit recommendations to the Office of the Chancellor concerning the appointment, reappointment, non-reappointment, promotion, granting of continuous appointment, demotion, transfer, dismissal, or removal of members of the college faculty and staff. All requisitions chargeable to funds apportioned to the college are subject to approval by the dean or the dean's designee. (See Bylaws of the Board of Regents 2.9.1.)

~~2-~~ b. In preparing budgetary recommendations or in recommending appointment, reappointment, non-reappointment, promotion, granting of continuous appointment, demotion, transfer, dismissal, or removal of members of the college faculty, the dean shall consult with the relevant subset of appropriate committee of the college faculty as described in the procedures. If the recommendation of the faculty committee differs from recommendation, the dean shall so inform the chancellor.
~~the Board of Regents 2.9.2.)~~~~Bylaws of the Board of Regents 2.9.2.)~~

~~3-~~ c. The dean shall administer the college in accordance with the the Board of Regents, the University of Nebraska-Lincoln, and the College of Journalism and Mass Communications.

~~4-~~ d. The dean shall administer the college in accordance with the procedures of the college faculty.

e. The dean shall appoint college faculty members to serve as associate or ~~Associate and~~ assistant deans, directors, or chairs as necessary to programs of the college.

f. Except for the Executive Committee, which shall be elected, the dean shall appoint committees in the manner described in the college policies and procedures to provide information and advice on issues confronting the college.

2. Associate or assistant deans, directors, or chairs.

~~2-~~ a. Any associate or assistant deans, directors or chairs appointed dean shall have ~~shall perform~~ such duties, functions and assume such may assign as delegated to them, and they shall be evaluated by the manner described in the college policies and procedures by the dean.

III. Authority of the College of Journalism and Mass Communications

A. The college faculty shall be the primary policy-setting body. The faculty may establish policies, rules, and procedures governing all aspects of the academic programs of the college and may advise the college administration on any other matter. Such policies, rules and procedures shall be published and generally available to the faculty and other interested persons. All policies, rules, and procedures of the college faculty shall take effect on their adoption unless otherwise stated. The faculty may establish standing and temporary committees, in addition to those created by these bylaws, and delegate to them such authority as it deems appropriate.

~~4-~~ B. Faculty membership.

time faculty position within the college at the faculty rank of assistant professor, associate professor, or professor; assistant ~~or professor of practice~~, associate professor of practice; assistant or associate research, ~~or professor or research professor;~~ of

senior lecturer. The college faculty shall include any member of the college administration who holds faculty rank in the college.

~~2.~~ C. Organization. The College of Journalism and Mass Communications faculty organized as follows:

~~1.~~ 1. The voting faculty of the college shall include all members of the faculty and those granted voting privileges under the terms of the rules and procedures of the college.

~~2.~~ 2. College faculty voting privileges will not be granted to those holding appointments or emeritus rank or with a full-time equivalent (FTE) of less than 1.0.

~~3.~~ 3. ~~The graduate faculty of the college~~The executive committee of the college shall consist of any associate or assistant deans, the chair of the graduate committee, the sequence directors and two college faculty members elected by each sequence.

4. Committees. The college committees shall consist of the Executive Committee, and such other committees as may be created by the faculty or the dean. The faculty shall elect members to serve on the Executive Committee. For all other committees, the faculty shall determine the method of appointment of members. The faculty members of all committees shall be elected or appointed at a time prescribed in the college policies and procedures and shall serve for one year. If a faculty member is unable to serve a full term on the Executive Committee, an interim member shall be elected by the faculty in a manner to be determined by the faculty. If a faculty member is unable to serve a full term on any other committee, the dean shall appoint an interim member.

a. The Executive Committee of the college shall consist of the dean, any associate or assistant deans, any directors or chairs, the business and operations manager, at least one member of college faculty representing each major in the college, and at least one staff member. In the event, no faculty of practice is elected by a major, the faculty of practice shall meet and elect one of their members to serve on the Executive Committee. In the event no tenured or tenure-track faculty member is elected by a major, the tenured and tenure-track faculty shall elect one of their members to serve on the Executive Committee. The Executive Committee of the college shall be advisory to the dean in regard to all administrative matters as well as to the college faculty.

b. The number of other standing committees of the college, their duties, the number of members of the committees and the manner of their selections shall be described in the policies and procedures of the college, subject to approval by the faculty.

D. Promotion and tenure policies

1. All college faculty shall be reviewed annually in compliance with Board of Regents and university bylaws. All faculty on tenure track shall be reviewed annually by tenured faculty or a committee thereof to assess their progress toward tenure. All faculty who have not been fully promoted shall be reviewed every third year by the fully promoted faculty or a committee thereof to assess their progress toward full promotion.

~~7. 2. The graduate policy and procedures committee shall consist of two faculty members and the awarding of continuous appointment. Such~~
shall govern the recommendation of members of the college faculty for promotion and continuous appointment. Such criteria and procedures shall be consistent with the campus guidelines and with other university provisions governing the awarding of promotion and tenure.

~~2. 3. The college faculty shall adopt criteria and procedures~~guidelines for promotion~~evaluation of faculty of practice and research faculty. Such criteria shall govern the recommendations of members of the for promotion.~~

5. E. Apportionment of Faculty Responsibilities

1. Faculty members will be evaluated according to norms established for them related to the faculty's collective responsibility to teach, to advise, to engage in research and creative activity, to make research findings and new knowledge known through publication or equivalent demonstration, and to provide public and institutional service. The Particular faculty members will vary in the extent emphasize one or more parts of the university's~~University's~~mission will vary individual. Criteria against which individual faculty members are judged must reflect these varying assignments.

2. The college dean or other university official responsible for hiring shall specify in the initial appointment letter the faculty member's apportionment of teaching, research, service, extension, and administrative responsibilities. The faculty member's general apportionment of responsibilities shall be reviewed periodically and may be modified through mutual agreement or through a decision of a faculty committee as set forth in Regents Bylaws 4.3(b)(2). Within the terms of this general apportionment of responsibilities, the details of the faculty member's specific assigned duties shall be determined, after consultation with the faculty member, by the administrator or director concerned, consistent with the requirements of Regents Bylaws 3.4.4. While the faculty member's duties may vary from semester to semester, the assigned duties must be consistent with the faculty member's overall areas of professional competence and expertise and must not violate the principles of academic responsibility or freedom. The criteria used in determining the faculty member's duties should reflect the discipline and mission of the academic unit, should be applied in a manner that is equitable to all faculty members, and should be delineated in the initial appointment and thereafter reviewed in each annual evaluation.

3. by the sequence director, unit administrator, or director concerned (Regents Bylaws, 3.4.4). These broad criteria in areas of teaching, research, and service discipline and its mission. The refined criteria shall be applied to all faculty members in ways which equitably reflect each one's particular responsibilities and assignments. The criteria to be applied to a faculty member's own set of duties should be made clear at the time of appointment and reviewed in the annual evaluation.

Commented [JB1]: We don't have departments or chairs or heads. The terms "administrator" or "director" seem broad enough to encompass any one who might have authority to assign specific duties to faculty members.

Commented [JB2]: This section changed on recommendation of NU general counsel.

- ~~1-~~ 4. Adjustments in the expectations for faculty members may occur over keeping with changing institutional and personal priorities. Such adjustments shall occur in a timely fashion and with reasonable effort made to assure mutual understanding. ~~which is another aim of the annual evaluation process. It must be~~
- ~~2-~~ 5. In order to ensure consistent apportionment procedures in the College Journalism and Mass Communications, apportionment of responsibilities for teaching, research or creative activity, and service shall follow the guidelines set forth in the policies and procedures approved by the faculty. ~~the following policy should be followed:~~

IV. Procedural Due Process for Academic Personnel

A. In accordance with the principles of procedural due process, faculty members are entitled to oral or written notice and an opportunity to respond whenever they are facing a deprivation of a property interest. Faculty members hold a property interest in their employment with the University if they have a legitimate claim of entitlement to continued employment as opposed to a mere subjective expectancy. Accordingly, faculty members holding continuous appointments or appointments for a stated term (including special appointments for a stated term, appointments for a specific term, health professions faculty appointments, faculty practice appointments, and faculty research appointments) are deemed to have a property interest in their employment and, therefore, are entitled to procedural due process before their appointments may be terminated prematurely.

B. The process due to faculty members when being placed on administrative leave is defined within Regents Bylaws 4.7, when being subjected to potential sanctions or other remedial actions is defined within Regents Bylaws 4.7.5, when their continuous or stated term appointment is being terminated prematurely is defined within Regents Bylaws 4.15, or when being charged with professional misconduct is defined within Regents Bylaws 4.16.

C. Faculty members shall be notified in writing of the conclusions and assessments rendered based on their annual reviews and on their third-year review if they are not fully promoted. The faculty member may request a reconsideration and may submit additional responsive materials if they challenge or object to any of the rendered conclusions or assessments. If the conclusions or assessments are not modified upon reconsideration, the faculty member may submit written objections to the conclusions or assessments, which shall be retained with the applicable review in the faculty member's personnel file.

D. If a faculty member's application for a continuous appointment is denied at any step in the review process, the faculty member shall be informed in writing of the decision and provided the reasons for that decision. The faculty member will be afforded the opportunity at each such step to request reconsideration of the decision and to submit additional materials in response to the reasons provided.

E. Members of the professional staff may file written complaints with UNL's Academic Rights and Responsibilities Committee (ARRC) to address grievances that they may have against the University, including grievances arising out of actions that purportedly

Commented [JB3]: Because we don't have the authority to deprive anyone of life or liberty, the inclusion of these seems unnecessary.

violate their academic freedom or tenure, wrongly accuse them of professional misconduct, seek to place them on administrative leave throughout the remaining duration of their stated term appointment, or seeks to prematurely terminate their continuous or stated term appointment.

Commented [JB4]: This section changed to reflect recommendations of NU general counsel.

V. 5.

Student Affairs

~~1.~~ A. The college's Student Advisory Board is recognized as the student agency representing students. The board shall adopt a constitution to govern its affairs. Changes in the constitution shall become effective upon approval of the dean and the college faculty.

~~2.~~ B. Student conduct relating to academic programs of the college is governed by University of Nebraska-Lincoln Student Code of Conduct.

C. Pursuant to the Bylaws of the Board of Regents (5.3), students shall be informed of the standards, objectives, and evaluation procedures at the beginning of each course. Each student shall be given a performance evaluation during the progress of the course if requested. The college shall provide for a faculty-student appeals committee for students who believe that evaluation of their academic progress has been prejudiced or capricious. Such procedure shall provide for changing a student's evaluation upon the committee's finding that an academic evaluation by a member of the faculty has been improper. The composition of the appeals committee and its procedures shall be established by the faculty and published in the college's policies and procedures.

~~3.—VI. Pursuant to the Bylaws of the Board of Regents, the college rules and procedures permit students to appeal a decision by a sequence grading appeals committee to the college committee designated to handle student appeals.~~

~~1.~~ A. These bylaws may be amended only at a faculty meeting by a two-thirds vote college faculty.

~~2.~~ B. Nothing in these bylaws shall be construed to be in conflict with any applicable law, Regents Bylaws or UNL Bylaws. Where anything in these bylaws conflicts with any bylaws or rules of the University of Nebraska-Lincoln or the University of Nebraska Board of Regents, the UNL or Regents Bylaws shall govern. These bylaws shall be interpreted to be consistent with the Bylaws of the Board of the Accrediting Council on Education in Journalism and Mass Communications unless that interpretation should conflict with either UNL Bylaws or Regents Bylaws.

~~7.~~ VII. Effective Date

~~1.~~ These bylaws shall be adopted by the College of Journalism and Mass faculty and shall become effective upon their approval by the University of Nebraska Board of Regents.

Adopted September 11, 1992

Amended January 7, 1994

Amended March 4, 1994

Amended April 23, 2004

Amended January 2006

Amended January 2010
Amended May 2011
Amended August 2013
Initial additions/changes proposed 9/09
Changes offered by advertising 10/09
Changes offered by journalism 0/29/09
Changes offered by advertising 11/20/09
Changes offered by executive committee 11/20/09
Changes offered at college faculty meeting 12/17/09
Changes offered at college faculty meeting 5/2/11
Changes offered at college faculty meeting 8/22/13

<https://journalism.unl.edu/bylaws>

College Handbook

The College of Arts and Sciences

Revised
May 2022

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The College of Arts and Sciences Handbook

Introduction

The University of Nebraska started instruction in 1871 as the College of Ancient and Modern Literature, Mathematics and Natural Sciences, later to become the College of Arts and Sciences.

Preamble

The College of Arts & Sciences occupies the central position at the University of Nebraska-Lincoln and in the University of Nebraska system of higher education. It is the oldest, largest, and most diverse college in the University and State. The College, encompassing a comprehensive range of academic disciplines, comprises more than twenty-five departments, schools, institutes, and centers with over 350 faculty, 4500 undergraduate majors and 1200 graduate students. Virtually all UNL undergraduates take courses in the College.

The College offers two undergraduate degrees involving more than 50 major and minor programs in individual departments and several interdisciplinary areas of the humanities, social sciences, and sciences. It awards master's degrees in all its departments and doctoral degrees through 15 departments and interdisciplinary areas. The University of Nebraska-Lincoln College of Arts & Sciences is the only arts and sciences college in the state of Nebraska to offer comprehensive doctoral degree programs.

The following Role and Mission Statement for the College of Arts and Sciences was approved by the Arts and Sciences Faculty on October 12, 1992:

Role and Mission

Essential to the mission of the College of Arts and Sciences is the role of its faculty as scholar-teachers. The quality of their research and creative activities and their commitment to teaching enable them to expose their students to a wide range of knowledge and to the processes by which new knowledge is acquired.

The College's mission is:

- To educate undergraduate students of the College of Arts and Sciences to a high level of competence in their major fields through instruction that integrates formal course work with experience in research and creative activity.
- To advance knowledge through research and creative activity that are national and international in stature.
- To provide all undergraduate students with a range of knowledge and a broad intellectual experience that can form the basis for critical and imaginative thinking, thereby enabling them to become tolerant and responsible members of a global society.
- To provide undergraduate and graduate students across the campus with courses in the arts, humanities, social sciences, and sciences to meet their academic needs in their major programs.
- To serve the university and community-at-large and provide educational leadership for the State and region.

The Bylaws of the College

In accordance with the Bylaws of the Board of Regents of the University of Nebraska, the College of Arts and Sciences adopted its own Bylaws. Nothing in these Bylaws shall be construed to be in conflict with any applicable law or with UNL Bylaws or with the Bylaws of the Board of Regents. Where anything in these Bylaws or any Bylaws or Rules of any Institute, School, Department, or other subunit of UNL possessing power to enact Bylaws or Rules conflicts with UNL Bylaws, the provisions of the UNL Bylaws shall govern anything in any Bylaws or Rules of the College, Institute, School, Department, or other subunit to the contrary notwithstanding. They are as follows:

College of Arts and Sciences Bylaws of the Faculty

Adopted December 3, 1971 and including changes adopted through May 3, 2022. The name of the organization shall be the Faculty of the College of Arts and Sciences, University of Nebraska-Lincoln, hereinafter referred to as the Faculty.

I. Powers

Within the limits established by the Bylaws and Rules of the Board of Regents of the University of Nebraska, the Faculty shall:

- A. establish rules for the conduct of its business and approve or disapprove proposals for changes in the bylaws;
- B. establish committees for the conduct of Faculty business and assign functions and responsibilities to them;
- C. set entrance requirements to the College and requirements for degrees; approve or disapprove the establishment of programs for majors and minors and of courses to be offered for credit in the College; determine scholastic standards to be met by students in the College; establish procedures for probation, dismissal, reinstatement, and other measures related to the maintenance of academic standards; and establish other rules concerning curricula, instructional programs, and grading regulations;
- D. consider other business brought before it by the Dean, the Executive Committee, the Faculty, or other authorized persons according to procedures outlined in these bylaws;
- E. consider other items of broad interest to the welfare of the Faculty.

II. Members

Section 1. The Faculty shall consist of all full-time or part-time members holding the rank of Assistant Professor, Associate Professor, Professor, Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice, Research Professor or Research Associate Professor, Research Assistant Professor or Lecturer. In what follows, all references to Assistant Professor, Associate Professor and Professor include both the tenure track ranks and the corresponding Practice and Research ranks.

Section 2. Faculty members in other colleges shall not be members unless specifically authorized by action of the Faculty of Arts and Sciences.

Section 3. In order to vote in a college election or nominate a candidate for election to a college committee, a member of the Faculty must hold an appointment of 50 percent or more FTE in the College of Arts and Sciences.

Section 4. In accordance with the Bylaws of the Board of Regents (Chapter IV), the faculty of the College of Arts and Sciences are entitled to academic due process in all cases where a personnel issue may yield an adverse decision (e.g., a sanction or other remedial action). The appropriate unit or college officer (e.g. Chair/Director or Dean/Associate Dean) must inform the faculty member of the complaints or charges against them, and the faculty member must be provided the opportunity to respond in writing to those complaints within five (5) business days.

III. Officers

Section 1. The Dean of the College of Arts and Sciences or the Dean's representative shall preside at meetings of the Faculty, except that, in the absence of the Dean or the Dean's representative, the Faculty shall elect a president pro tem.

Section 2. The Secretary shall be elected during the first meeting of the academic year and shall serve for a two-year term.

Section 3. The Dean shall appoint a parliamentarian at the first meeting of each academic year.

IV. Meetings

Section 1. There shall be a minimum of two meetings each year, including one in the first semester and one in April or May.

Section 2. A meeting may be called in any one of the following ways:

- A. by the Dean
- B. by the Executive Committee
- C. by written request of at least 25 members.

Section 3. Notifications of the meetings and copies of the agenda shall normally be sent to the Faculty one week in advance.

Section 4. Items shall be placed on the agenda in any of the following ways:

- A. by the Dean
- B. by the Executive Committee
- C. by 10 or more members of the Faculty who shall submit the item in writing to the Executive Committee
- D. by action from the floor, provided that no substantive matter is voted on during the same meeting.

Section 5. A quorum shall consist of 40 members of the Faculty. If a quorum is not present by the assigned meeting time the meeting will be adjourned. A second meeting, with the same agenda, will be convened 10 minutes later with a quorum requirement of 10 members of the Faculty.

Section 6. A motion to refer to a ballot of the Faculty shall be in order after the call for the question but before the vote is taken on any substantive matter before the Faculty, and it shall be adopted providing 25 percent of the members present favor such a motion. A substantive matter shall be taken as being confined to main motions. A summary of the arguments on the motion, pro and con, which were presented at the Faculty meeting and which are germane to the issue shall be prepared by the Secretary and sent, along with the ballot, to each member of the Faculty.

Section 7. All elections, including ballots, shall be decided by majority vote of all members voting. If a majority is not reached on the first ballot, a second balloting of the two candidates receiving the highest number of votes shall be held.

Section 8. The agenda of each meeting of the Faculty will be sent to the Arts and Sciences Student Advisory Board and that body may designate representatives from its membership to participate in the meeting, without voting privileges.

V. Standing Committees

Bylaws of Standing Committees: The Executive Committee, The Promotion and Tenure Committee, The Student Advisory Board

Section 1. Executive Committee

- A. The Executive Committee shall consist of the Dean of the College of Arts and Sciences, the Associate Deans and eight faculty members, five elected and three appointed. The elected and appointed faculty members shall be chosen from the full-time tenured or tenure-track faculty, or from the full-time professors of practice at any rank. One member shall be chosen from Social Sciences; two members shall be chosen from the Sciences; one member shall be chosen from the Humanities; one member shall be chosen from the Social Sciences or Humanities, alternating between the two areas in alternate elections. The elected members will be chosen by a ballot and the other members will be appointed by the Dean. Election shall be for staggered terms of two years. No elected member of the Executive Committee may succeed himself or herself if that member has served two years; the same department or school may not be represented on the Executive Committee by two elected members concurrently. To ensure representation of interdisciplinary interests in the college, if each elected faculty member is appointed in a single department or program only, then at least one of the faculty members appointed by the Dean will have appointments in multiple departments or programs.
- B. The College is apportioned into three areas for purposes of representation on committees:
Area I – Social Sciences: Anthropology, Communication Studies, Geography, Political Science, Psychology, Sociology
Area II – Humanities: Classics & Religious Studies, English, History, Modern Languages & Literatures, Philosophy
Area III – Sciences: Biological Sciences, Chemistry, Computer Science & Engineering, Earth & Atmospheric Sciences, Mathematics, Physics & Astronomy
- C. Nominations to fill vacancies shall be made as follows: During the second semester, the College shall provide each member of the Faculty with a list of the members in each group eligible for nomination. For nomination, a member of the Faculty must hold an appointment of 50 percent or more on the budget of the College of Arts and Sciences.

The Faculty shall then nominate by secret ballot, from among the eligible members in each group, two times the number of representatives to be elected. For each position to be filled from the membership of a group, each member of the Faculty may name two persons bearing in mind that not more than one member of a voting unit shall serve on any particular elected committee. The eligible members who receive the highest number of nominating votes shall be advised thereof by the Dean prior to the preparation of the ballots for the election of the committee members. In the absence of their dissent in writing submitted to the Dean, they shall be nominated as candidates for the respective positions on the committees. If a person elects not to be a nominee, that place on the election ballot shall be filled by the person receiving the highest number of nominating votes of those not otherwise nominated and who is willing to be a candidate. In case of ties, the nominee will be determined by lot.

- D. The purpose of the Executive Committee is to facilitate shared faculty governance, to support effective communication throughout the College, and to advise the Dean on significant issues of policy and governance within the College.
Scope: The Dean will consult with the executive committee on significant changes in the make-up and organization of the College and in relation to significant matters of policy or administration affecting faculty, staff, and students. The executive committee may also be assigned specific tasks that are not within the scope of any standing College committee. The executive committee will seek and recommend nominations for election to the College Promotion and Tenure Committee.
- E. The Dean shall be the chairperson of the Executive Committee. The agenda of the committee will be set jointly by the Dean and the members of the committee. The Executive Committee will meet on a regular basis (i.e., at least monthly) during the academic year to advise the Dean. Individual committee members' contributions to committee deliberations will be confidential but brief minutes of committee meetings will be available in the College.
- F. The terms of new committee members will commence with the beginning of the Fall Semester, except that the Dean may call upon them during the preceding summer as circumstances warrant.
- G. Selected members of the Executive Committee may be called upon to serve on ad hoc review committees for faculty awards, incentive grants, and related activities. Additional ad hoc committee members, including student representation where appropriate, will be selected as needed to insure proper committee representation.

Section 2. Promotion and Tenure Committee

- A. The Promotion and Tenure Committee shall consist of the Dean of the College of Arts and Sciences, one Arts and Sciences Assistant or Associate Dean (appointed by the Dean), and six members elected by the faculty in a ballot. Elected members shall be chosen from the full-time tenured professorial faculty. Two members shall be chosen from each of the Social Sciences, the Sciences, and the Humanities. At the time of election, at least four shall be full professors. The Executive Committee will be encouraged to include some Associate Professor candidates on election ballots. Persons serving on the Promotion and Tenure Committee shall not be chairpersons, directors, or vice-chairpersons/ directors. Election shall be for staggered terms of three years. No elected member of the Promotion and Tenure Committee may succeed himself or herself

if that member has served two years or more; the same department or school may not be represented on the Promotion and Tenure Committee two terms in succession or by two elected members concurrently.

B. The College is apportioned into three areas for purposes of representation on committees:

Area I – Social Sciences: Anthropology, Communication Studies, Geography, Political Science, Psychology, Sociology

Area II – Humanities: Classics & Religious Studies, English, History, Modern Languages & Literatures, Philosophy

Area III – Sciences: Biological Sciences, Chemistry, Computer Science & Engineering, Earth & Atmospheric Sciences, Mathematics, Physics & Astronomy

C. Nominations to fill vacancies shall be made as follows:

1. At least two nominations for each vacancy shall be submitted by the Executive Committee and must be in the hands of the Secretary of the Faculty at least four weeks before the last regular meeting of the Faculty in the second semester of each academic year.
2. Nominations may also be made by members of the Faculty. They must be in writing and supported by the signatures of at least five members of the Faculty. Such written nominations must be received by the Secretary at least two weeks prior to the last regular meeting of the Faculty in the second semester of each academic year.
3. Temporary vacancies, such as those created by leaves of absence, shall be filled for the duration of the vacancy by appointment of the Dean with the concurrence of the Promotion and Tenure Committee. Other vacancies occurring, except those by expiration of term, shall be filled by the Faculty at its next regular election. Pending the election, the position shall be filled by appointment by the Dean with concurrence of the Promotion and Tenure Committee.

D. The Promotion and Tenure Committee shall meet to discuss and act upon issues involving the promotion and tenure of faculty and to consider recommendations for tenure and promotion in rank.

E. The senior (in years of service) elected member of the Committee shall act as chairperson. Either the Dean or the senior elected member may convene the Committee.

F. The terms of new committee members will commence with the beginning of the Fall Semester, except that the Dean may call upon them during the preceding summer as circumstances warrant.

Section 3. The Student Advisory Board

- A. The Student Advisory Board consists of student members elected by students enrolled in the College of Arts and Sciences.
- B. Election of members is conducted by ASUN in accordance with the regular procedures of that organization and in accordance with the provisions of the ASUN-approved constitution of the Student Advisory Board.
- C. The Student Advisory Board acts in an advisory capacity to the Dean. The Dean or the Dean's representative shall meet at intervals with the Student Advisory Board.

VI. Other Standing Committees

Section 1. All other Standing Committees will be established, modified, or terminated, as needed, by the Faculty by majority vote of those present and voting. The Faculty shall prescribe

the responsibilities and method of selection of such committees. Each Standing Committee shall report to the Faculty at least once a year. The terms of new committee members will commence with the beginning of the Fall Semester, except that the Dean may call upon them during the preceding summer as circumstances warrant.

Section 2. The Dean shall be responsible for maintaining a current description, including the method of selection and responsibilities, of such committees, as approved by the Faculty.

VII. Parliamentary Authority

Except when otherwise provided in these bylaws, all procedures shall be in accord with Robert's Rules of Order, latest revised edition.

VIII. Amendment of the Bylaws

Section 1. A motion to change the bylaws of the Faculty requires a vote of two-thirds of the members voting.

Section 2. A vote on a motion to change the bylaws shall be taken, not at the meeting at which it was introduced, and not later than at the next following meeting.

IX. Description of Standing Committees

Section 1. The Committee on Student Academic Distinction, Awards and Appeals

- A. This Committee shall consist of a coordinator, five faculty members, the Associate Dean assigned to the committee, one graduate student instructor or graduate teaching assistant in the College appointed by the Dean, and two undergraduate students selected by the Student Advisory Board.
- B. The members shall be appointed by the Dean upon the advice of the Executive Committee, and shall be chosen from the areas of the College as described in Article V.1 A and B with no department represented by two members concurrently.
- C. The faculty members shall serve for three-year terms on a staggered basis. The student members shall serve one-year terms.
- D. Faculty vacancies on the committee will be filled by appointment by the Dean upon the recommendation of the Executive Committee.
- E. Faculty members of the Committee shall decide, within the general criteria set by the Faculty, which degrees shall be awarded with Distinction, High Distinction, or Highest Distinction, and present its recommendations to the Dean. Faculty members of the Committee shall select students to be nominated by the College for scholarships, fellowships, and awards.
- F. The Committee shall function as the final appeal committee from the departmental grading appeals committees. It shall perform functions of conciliation as well as judgment of the cases coming before it, and shall adopt a set of rules, procedures, and standards for the judgment of cases.

Section 2. The Curriculum and Advising Committee

- A. This Committee shall consist of nine voting members as follows:
 1. Five elected faculty members, serving staggered three-year terms, and representing the areas as described in Article V, Section 1A and B. These members shall report back to and confer with the areas they represent.

2. Two undergraduate students in this College, serving one-year terms and chosen by the Student Advisory Board. No department may have more than one student member on the Committee simultaneously, unless approved by the Committee.
 3. A voting Executive Secretary appointed by the Dean with advice from the Executive Committee. Normally, an Assistant or Associate Dean will be Executive Secretary of the Curriculum and Advising Committee. The Executive Secretary shall distribute the agenda and minutes to chairpersons of all departments.
 4. The Arts & Sciences Senior Director of Advising and Student Success
- B. In addition, the Committee shall have as a non-voting member one faculty or professional adviser from the College, serving a one-year term and chosen by the Dean in consultation with the Director of the Arts & Sciences Academic and Career Advising Center.
- C. The five faculty members shall be elected by the members of their own area. At least two nominations for each vacancy shall be submitted to the Faculty by the Curriculum and Advising Committee, at least four weeks before the last regular meeting of the Faculty in the second semester of each academic year. Nominations may also be made by members of the Faculty. They must be in writing and supported by the signatures of at least five members of the Faculty. Such written nominations must be received by the Executive Secretary of the Curriculum and Advising Committee two weeks prior to the last regular meeting of the Faculty in the second semester of each academic year. Faculty members elected to the Committee shall have been full-time faculty members in this College at the rank of assistant professor, or higher, for at least two years prior to selection. Chairpersons and directors are not eligible, although vice-chairpersons/directors may be selected. Committee members may not succeed themselves, nor may a single department be represented on the Committee two terms in succession. Temporary vacancies, such as those created by leaves of absence, shall be filled for the duration of the vacancy by appointment of the Dean with the concurrence of the Executive Committee. Other vacancies shall be filled by election of the Faculty of the area. Pending the election, the position shall be filled by appointment of the Dean with the concurrence of the Executive Committee. If a person selected to fill an unexpired term serves less than one-half the normal three-year term, that person or the department is still eligible for election to a full three-year term.
- D. The responsibilities of the Curriculum and Advising Committee (or its designee) shall be as follows:
1. To approve additions, deletions, and revisions of courses and to determine their applicability toward degree requirements.
 2. To approve non-substantive changes regarding major and minor requirements and to make recommendations to the Faculty regarding substantive changes in major and minor requirements.
 3. To make recommendations to the Faculty regarding substantive changes in degree requirements within the College and to interpret these requirements in cases of uncertainty.
 4. To make recommendations to the Dean and the Faculty to improve the quality of advising in the College.
 5. To encourage the improvement of curricular programs within the College.
 6. To serve, with the Executive Committee, as the overall academic planning group for the College.

7. To concern itself with the quality of instruction within the College and to promote its excellence.
 8. To establish a subcommittee on Special Student Requests to consider independent petitions of a non-routine nature referred to it by the Dean's Office for student academic programs such as the waiving of College-wide academic requirements. The subcommittee may have members who are not on the Curriculum and Advising Committee.
 9. To try to ensure that courses are accurately described in the Bulletin of the College.
 10. To present at the appropriate time to the Faculty for its vote nominees for membership on the Academic Senate Committee on Committees.
- E. In considering curricular and advising matters, the Committee's concerns shall include student need, duplication of courses and services, intellectual content of the curriculum, and relationships with other College and University programs.

Section 3. The Assessment Committee

- A. This Committee shall consist of five voting members as follows:
1. Four appointed faculty members, serving staggered three-year terms, with three members chosen from areas of the College as described in Article V.1 A and B, and one member from an interdisciplinary program. No department or interdepartmental program shall be represented by two members concurrently. Chairpersons and directors are not eligible.
 2. One representative from the Dean's staff, ordinarily an Associate Dean. The representative from the Dean's staff will act as voting Executive Secretary, appointed by the Dean with advice from the Executive Committee.
- B. Faculty vacancies on the committee will be filled by appointment by the Dean upon the recommendation of the Executive Committee.

Section 4. The Committee on Academic Freedom and Freedom of Speech

The responsibility of this standing committee will be to advise members of the College of Arts and Sciences, including students, Graduate Teaching and Research Assistants, Lecturers, Professors of Practice, and Tenured or Tenure-leading Professors, concerning general and specific issues regarding Academic Freedom in teaching and research. Of primary importance will be considering questions that arise in defining the relation of faculty governance to both the national norms and UNL policies on Freedom of Speech and Academic Freedom. The committee may consult with the AAUP as warranted.

The committee will provide support to members of the College of Arts & Sciences in the following ways:

- 1) The committee will undertake an educational role for the college. Members of this committee will develop an expertise in issues in Academic Freedom and Freedom of Speech issues and will suggest training needs and opportunities to the Dean and provide information to Chairs and Directors on request. The committee will be expected to provide workshops and presentations on the relation of Academic Freedom and Freedom of Speech issues to instructional and research specialists as requested by unit heads.
- 2) The committee will be available in an advisory or support role to members of the college concerning issues of Academic Freedom and Freedom of Speech. While students and

CAS personnel will normally work with their Department Chair or Program Director to start, members on this committee will be available for consultations and will, upon request, provide advisory support for such individuals.

When issues of academic freedom or freedom of speech arise in relation to an individual from CAS, members of the committee should also be prepared to attend meetings with administrators outside of the college.

- 3) Members on this committee will meet regularly both to address issues of Academic Freedom and Freedom of Speech that arise during the course of the year and to advise the Dean should these issues demand College recognition or action.
- 4) This document authorizes this committee to serve as a fact-finding body in cases of potential violation of Academic Freedom or Freedom of Speech.

Membership on this committee will require readiness both to maintain confidentiality in ongoing cases and to seek appropriate expertise regarding (a) disciplinary standards, (b) legal questions, and (c) concerns and questions regarding engagement with administration beyond College-level authority.

In accord with the established rules for faculty governance of UNL, the chair of the committee will be free to represent the decisions of the committee, with the committee's assent.

Membership of the Committee:

- Associate Dean of Faculty (ex officio)
- 2 Representatives of the Humanities (elected)
- 2 Representatives of the Social Sciences (elected)
- 2 Representatives of the Natural Sciences (elected)

Terms of membership are for 3 years. The committee will appoint its own chair at the beginning of the AY. In an event of a mid-term vacancy, the committee chair may appoint an appropriate member to complete the term.

Membership of the Committee is open to all tenured professors or professors of practice at associate or full rank and will be selected through College-wide elections. Members serve at staggered terms.

Section 5. The Inclusion, Diversity, Equity and Access (IDEA) Committee

The IDEA committee shall consist of 7-11 members, each serving staggered terms of 3-years. While the majority of membership will be faculty (tenure-line and professor of practice), the committee shall also include 1-3 administrative staff, 1-2 undergraduate students, and 1 graduate student. An associate dean shall be appointed as liaison to the committee, but will not regularly attend meetings. Membership shall include at least one person from each of the three areas as defined in the executive committee membership: Social Sciences, Humanities, and Sciences. The committee should intentionally include diversity, broadly defined, among its own membership.

New members are nominated by existing members, the Dean's office, the college community at large, or a self-expressed interest. New members shall be appointed by the Dean upon consultation with the Executive Committee. The committee shall have two co-chairs, appointed by the Dean, ideally each serving in the co-chair position for two years but with staggered appointments. Faculty are eligible to serve as co-chairs, and, at most, one co-chair could be a staff.

College Operating Procedures

I. Administrative Organization

The administrative officers of the College comprise the Dean, Associate and Assistant Deans, department chairs and directors. The Executive Committee, the Promotion and Tenure Committee, the Curriculum Committee, the Grading Appeals Committee, the Committee on Academic Distinction and Awards for Students, the Assessment Committee, Academic Freedom and Freedom of Speech Committee, Inclusion, Diversity, Equity and Access (IDEA) Committee, and the Student Advisory Board are the standing committees of the College. In addition to standing committees, ad hoc committees may be established to meet specific needs.

The Regents Bylaws 2.9 (BL-20) states that subject to the powers vested in the Board and the provisions of certain state laws, the immediate governance of a college shall be by its own faculty. The powers of the faculty include adoption of attendance rules, matters including the requirements for degrees, recommending of candidates for degrees, establishment of program for majors and minors, developing research programs, nominations for honorary degrees, creation of permanent committees, discipline of students for conduct solely affecting the college, and recommending to the Board of Regents admission requirements, courses of study, and other relevant matters for meeting statutory requirements, and other items of interest to the welfare of the College.

II. The Dean and Dean's Staff

The Dean of a college shall be the officer primarily charged with the administration of the college. The Dean shall be the presiding officer of its faculty and the chief advisor of the Senior Vice Chancellor for Academic Affairs in regard to the college's welfare, and shall be in general charge, under the Senior Vice Chancellor for Academic Affairs, of the administrative work of the college. The Dean shall submit recommendations to the office of the Senior Vice Chancellor for Academic Affairs concerning the appointment, reappointment, non-reappointment, promotion, granting of continuous appointment, demotion, transfer, dismissal, or removal of members of the college staff. All requisitions chargeable to funds apportioned to the college are subject to approval by the Dean or his or her designee (2.9.1,21). The Dean is reviewed by the College and higher administrative officers after five years of service.

The Associate and Assistant Deans, who are recommended for appointment by the Dean with the approval of the Executive Committee and the Senior Vice Chancellor for Academic Affairs, normally are assigned responsibilities for matters relating to the college's administration, budget, committees, university liaison, interdisciplinary or area studies programs, and student academic programs, scholarships and advising. The Dean's Office will each year make available specific descriptions of responsibilities assigned to each Assistant or Associate Dean.

The Associate and Assistant Deans and the Dean's staff are primarily concerned with assisting the faculty and students of the College to achieve their goals in learning, teaching, research, and service. Please feel free to ask the members of the Dean's staff for any assistance you need.

III. Departmental and School Organization

"Collegiate...schools may be established by The Board upon recommendations of the Senior Vice-Chancellor for Academic Affairs and the President" (BL 2.9.3). The Board of Regents also has the responsibility "to create departments of a college or school when size or education efficiency demands it...Department chairmen [sic] (and directors) shall be appointed by the Board upon recommendation of the dean, after appropriate consultation with the departmental faculty and with concurrence by the Chancellor" (BL2.10).

The College strongly supports the participation of faculty in department and school governance. This participation will usually include the appointment or election of faculty to membership on committees and attendance at staff meetings.

A. Bylaws.

Departments and schools shall adopt their own bylaws and procedures which will serve to describe, as specifically as possible, policies of the department or school concerning duties, rights, and responsibilities of its officers, faculty, and committees; criteria and procedures for promotion and tenure; conduct of departmental meetings; and other appropriate matters. Such bylaws shall be submitted to the Dean who ensures that the Bylaws are in agreement with the Bylaws of the Board of Regents of the University of Nebraska-Lincoln, and of the College.

B. Staff Meetings.

A department or school shall have regular faculty meetings scheduled at the convenience of its members. Representation with voting rights from graduate and undergraduate students is permitted at the discretion of the department or school. Matters to be considered at meetings primarily consist of policies concerning the academic program and the general welfare of the department or school, its members, and the College. A record of the agenda for each meeting should be kept and minutes of meetings shall be distributed to the faculty.

C. The Chair or Director.

The chair or director is the presiding officer primarily charged with administering the department or school and serving as chief adviser to the Dean on matters concerning the department or school. The chair may make recommendations to the Dean and faculty of the College concerning the welfare of the department and its relationship to other departments, after consultation with the appropriate faculty in the department. The chair of a department or director of a school or an institute generally has a reduced teaching load depending on the size and the nature of his or her administrative unit. Administrative duties of the chair or director are not rigidly prescribed, but responsibilities include budgetary and personnel matters, teaching schedule, recruitment of new staff, and the business affairs of the department, school, or institute. The chair or director should also be aware of the teaching and research activities of his or her staff members and of their service as advisers and committee members, both within and outside the department or school.

Consistent with the Bylaws of the University of Nebraska-Lincoln, chairs and directors are appointed for a specified term, normally 3-5 years. Near the end of this period, the Dean conducts a review of the chair's or director's record to ascertain the opinion of the faculty and other knowledgeable persons external to the departments regarding reappointment for

another term. See July 14, 1994 memorandum from Al Kilgore, then Associate Vice Chancellor for Academic Affairs, on "Chairperson Performance Evaluation: Possible Areas of Review for the Five-Year Cumulative Assessment." The review allows each faculty member to express an opinion in confidence, either by conference or by letter, provided the chair has waived his or her right to examine materials used in his or her evaluation. The Dean may also consult non-academic staff and students in the department or school. After a discussion with the College Executive Committee, the Dean has a conference with the chair or director. The chair, in order to be reappointed, ought to have majority support of those in tenure or tenure-track positions in the appropriate department. If, after such a review, the Dean and the Executive Committee decide renewal is in order, the reappointment is confirmed. If not, the Dean will initiate the procedure for selecting a new chair or director.

D. Other Departmental or School Officers.

The chair may recommend to the Dean the appointment as needed of a vice-chair, chief adviser, coordinator of undergraduate or graduate instruction, and other similar positions to assist in the administration of the department. The creation of such positions must be justified to the Dean. Nominees must be approved by the Executive Committee of the department. Persons assigned these duties may, with the approval of the Dean, receive some reduction in other assignments in order to compensate for their increased responsibilities.

E. Departmental Advisory or Executive Committees.

In order to provide the chair with a consulting body representative of the department faculty, an advisory or executive committee must be established by the department. Its members are to be elected by a majority of the faculty of the department. Departments with seven or fewer members may function as a committee of the whole. The duties and responsibilities of this committee must be specified in departmental bylaws and it must meet at stated intervals for the purpose of conducting the business of the department. The chair of the department is the chair of the committee. Minutes shall be taken and distributed to the faculty of the department.

F. Department Faculty Mentoring Committees

In order to provide advice and support for faculty who are pre-tenure or not fully promoted, departments and programs shall appoint formal mentoring committees. The composition, duties and responsibilities for these committees are to be specified in a department faculty mentoring plan. There may be individual committees for each mentee, or departments might have committees that are responsible for groups of faculty. Departments are expected to supply the College with a copy of their plan. The College will periodically review these plans and make recommendations based on best practices. Departments may consider incorporating some of the following elements in their plans; 1) a minimum of two formally assigned mentors, 2) description of the responsibilities of the mentors, 3) clear guidelines for how the mentoring committee should operate, 4) consideration of including a mentor who is external to the department or program, 5) how mentoring committee responsibilities will be reflected in department service evaluation, and 6) seeking input from the pre-tenure faculty member.

Faculty who are on joint-appointments, or have partial appointments in research centers, should have a faculty mentoring committee that includes representation from each unit. The department and program faculty mentoring plans should address how joint-appointed and center-affiliated mentoring committees will operate.

G. Other Committees.

The chair or director in consultation with the Executive Committee appoints or conducts elections to other standing or ad hoc committees for the conduct of departmental affairs. Some typical departmental standing committees, in addition to the advisory or executive committee, are curriculum, grading appeals, graduate, scholarship, and library committees.

H. Graduate Committee.

Each administrative unit (department, school, interdepartmental area) authorized to offer course work leading to the master's or doctor's degree shall have a Graduate Committee consisting of no fewer than three Graduate Faculty Members, one of whom is designated as chair of the Graduate Committee. In administrative units offering a doctoral degree, the majority of its Graduate Committee and its chair must be Graduate Faculty Fellows.

Membership on the Graduate Committee is recommended by the administrative unit through its department chair, chair of the interdepartmental area, director, or academic dean, as appropriate, for appointment by the Dean for Graduate Studies, UNL. Graduate Committees are responsible for the general supervision of graduate work in their administrative units. The chair of the Graduate Committee has administrative duties which may include the responsibility of approving candidates, of coordinating graduate advising, and of recruiting graduate teaching assistants.

I. Interdisciplinary/Area Studies Programs.

In addition to major and minor courses of study in departments and schools, the College has a number of interdisciplinary and/or area studies majors and minors, which are described in the undergraduate bulletin.

Groups of faculty interested in the development of new majors and minors involving interdisciplinary cooperation must first contact the Dean. If departments and schools agree to representation in these programs, the Dean will appoint an ad hoc planning committee to complete a proposal. Upon approval of the Dean and the College Executive Committee, the proposed program will be submitted to the College Curriculum Committee for approval and then to the College Faculty for approval at an open meeting. A director or chair and a planning committee will subsequently be appointed and together will function as an interdisciplinary program/area study committee to review the program requirements periodically, to advise students in the program, to assist in scheduling to avoid conflicts, and to prepare Bulletin material.

The work of the area study and interdisciplinary program committees will be reviewed periodically by the Dean and the Executive Committee in the same way that departments are reviewed. The work of the chair of each committee will be reviewed periodically by the Dean and the Executive Committee in the same way that the work of chairs and directors of departments and schools are reviewed.

IV. The Faculty

Faculty members have a three-fold professional relationship to the College and University. The first and most obvious is classroom and non-classroom teaching. The competence of faculty members in presenting the material of their disciplines in an effective way and their willingness to be available to their students for additional direction and counsel are of prime importance.

Designated Major Advisers generally have two responsibilities. One is the counsel given during registration periods when an adviser helps a student decide on the courses which will best satisfy the student's own interests and the requirements in his or her major and other fields. The second is a more general activity in which the faculty member discusses with the student his or her academic interests, talents, and personal goals. Both are important aspects of the educational function of advising.

Second, faculty members have an obligation to maintain command of developments in their fields and to develop their own capacities for research or whatever creative activities of mind and talent they can pursue most fruitfully.

Faculty development is encouraged in a number of ways. Faculty members may apply to the University Research Council for summer fellowships, research grants-in-aid, and grants for visiting scholars. Details of the Research Council's policies and guidelines may be obtained from the Dean for Graduate Studies. The Teaching Council provides small grants to encourage the improvement of instruction.

Faculty development fellowships are available on a competitive basis to those with six years of service. They provide a semester off at full pay or two semesters at 50% salary for study or research.

The College has funds available for professional travel. Since all trips for professional reasons must be given prior authorization and vouchers must be submitted for expenses paid by the University, faculty members are advised to consult their Chairperson or Director about these details. The Faculty Travel Policy for the College of Arts and Sciences is outlined in the Chair's and Director's Handbook.

The College also encourages its departments, schools, individual faculty members, or groups of faculty to develop proposals for submission to outside agencies for research funding. Information concerning available grants is distributed to all faculty by the Office of Sponsored Programs.

The third major faculty responsibility is service to the department, College, and University, usually through participation on committees

Faculty Evaluation

Introduction

Annual evaluations of the performance of all faculty members are required by the Bylaws of the Board of Regents (BL-4.6, 62). The evaluation must be based on written material in a file assembled by the faculty member. The annual review shall be considered in determining merit salary adjustments, promotions, and for awarding continuous appointment. The results of the review will be communicated to the individual faculty member in writing (BL-4.6, 63). See also Section IV.A of the Faculty Handbook for its Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure (accepted May 12, 1989; revised September 1990). See also the memo to Academic Deans from Joan R. Leitzel, then Senior Vice Chancellor for Academic Affairs of November 17, 1994, detailing the transmittal of tenure and promotion documentation and recommendations.

Each department must maintain a file for each faculty member recording publications or other creative activities, peer evaluation of these, evidence of teaching effectiveness including evaluations by students, and any other material that may assist in providing pertinent information. Faculty members are to be given the opportunity to review this file and to submit whatever material they deem necessary for its completeness. Faculty members shall have access to all material submitted for their evaluation and the opportunity to respond in writing (BL 4.6, 63) with the response retained as part of his or her permanent file.

The following are specific College and University policies and procedures on evaluation, promotion and tenure which supplement and are in accord with the University of Nebraska-Lincoln "Guidelines for the Evaluation of Faculty" adopted on May 12, 1989.

I. College Policy on Student Evaluation of Teaching Performance (adopted November 12, 1976; September 1993; December 8, 2005):

A. Courses to be Evaluated.

That there shall be student evaluation of every class every semester (with the exception of courses that do not contribute to the faculty member's teaching load credit, such as, for example, dissertation hours, individual research, or individual reading courses). Although graduate students should have the opportunity to evaluate each of their formal courses, each department should be allowed to devise an appropriate mechanism taking into account the differences between undergraduate and graduate courses.

B. Evaluation Form.

That each faculty member shall be free to devise whatever evaluation form he or she deems appropriate, provided that the form includes questions calling for response to the following dimensions in a standard formulation voted on by the faculty of the unit.

1. The instructor's handling of the class. For example: Were the course requirements made clear? Did the instructor appear regularly and on time? Was there an opportunity (keeping in mind class size) for questions? Were the examinations directly related to classroom coverage and reading assignments? Were tests and papers returned in a reasonable time?
2. The instructor's skill in communication. For example: If the class was primarily lecture, were the lectures clear and well-organized? If the class was primarily

discussion, were the discussions focused and well guided? Was the instructor enthusiastic about the subject? Was the instructor helpful in clarifying problems or difficult points? Were answers to questions to the point and understandable? Were blackboard or audio-visual presentations (where relevant) clear and helpful?

3. The student's perception of the extent of the learning experience.
4. The degree to which the student feels interest and/or thinking has been stimulated.
5. Whether the faculty member has treated students with fairness and respect.
6. Whether students treated the instructor fairly and respectfully.

C. Distribution of the Evaluation Forms.

That either paper evaluation forms or electronic on-line evaluations can be used. If paper forms are used, the individual faculty member or a designee shall distribute the evaluation forms during a class period, and shall not be present in the room while students complete their evaluation. The faculty member's designee or a student identified by the faculty member shall collect the evaluation forms and return them to the departmental office in a sealed envelope provided by the faculty member. In either case, the faculty member shall not review the evaluations until after final course grades have been submitted and should so assure the students. Students shall always be given the option to sign or not sign the evaluation forms. Those interpreting the evaluations should give due consideration to any differences between signed and unsigned evaluations.

D. Right of Faculty to Append Material or Add Explanations.

The individual faculty member shall have the right to append any explanations or additional information desired to the evaluations to be included with the raw data for any review.

E. Departmental Guidelines for Additional Teaching Information.

That each department draw up a set of guidelines setting forth additional information to be considered in assessing the faculty member's overall performance in his or her instructional role. Although student evaluations of teaching are important and provide some essential information, student evaluations do not provide a complete evaluation of teaching effectiveness. Faculty members should provide an analysis of materials documenting teaching performance, which might include:

1. Self-evaluation by the individual faculty member.
2. Information about the quality of student work in later courses in sequentially organized disciplines.
3. Growth and development of students in regard to course objectives as measured by pre- and post-testing.
4. Curriculum development and innovation.
5. Course portfolio documenting evidence of student performance in a particular course.
6. Grading standards.
7. Review of teaching materials in terms of the currency, academic soundness, relationship with course objectives, and level.
8. Peer assessment of course design, instructional materials and examinations.
9. Peer evaluation through classroom visitation. But if a program of classroom visitation is adopted, the following safeguards must be followed:

- a. Choice of visitors shall be by the departmental chair or school director in consultation with the faculty member from among the appropriate faculty responsible for reviewing the faculty member's performance.
 - b. The individual faculty member shall be free to invite as observers any additional members of the appropriate faculty responsible for his or her review.
 - c. The department shall draw up a written checklist of the dimensions to be appraised by the observers.
 - d. The faculty member shall have the right to see the report(s) of the observer(s) before submission to the chairperson and/or appropriate faculty committee and to respond in writing, such response to be attached to the report(s).
 - 10. Analysis of impact on teaching of the discipline.
 - 11. Teaching awards and recognition.
 - 12. Number of graduate student research projects and/or theses and dissertations supervised.
 - 13. Advising and mentoring activities.
- F. Departmental Committee and Chair Review of Individual Faculty Teaching Data.
Review of all data relating to instructional performance for the purpose of recommendations for promotion, tenure, and reappointment shall be by the appropriate faculty committee as defined in the Handbook of the College of Arts and Sciences. Review of such data for the purposes of annual review and/or recommendations for merit salary increases shall be made by the chair or director in consultation with elected representatives of the departmental faculty.
- G. Chair's Summary.
When reports and/or recommendations based, wholly or in part, upon the assessment of instructional performance are forwarded beyond the department, the chair or director and/or appropriate faculty committee shall provide in writing: 1. A summary of the student evaluations incorporating evidence that due consideration has been given to the variables other than quality of instruction that may have influenced such evaluations. 2. Information about the criteria other than student evaluations used and how the faculty member was evaluated on the basis of those criteria. The faculty member shall have the right — as guaranteed by Section 4.6 of the Bylaws — to see such a report and/or evaluation and to respond in writing before such report or recommendation is forwarded beyond the department. The response shall be included with the report and/or recommendation and made part of the permanent record.
- H. Ownership of the Teaching Evaluations.
Once the evaluations have been used for the annual evaluation of the faculty member and/or tenure and promotion procedures, those evaluations become the property of the individual faculty member.

II. Promotion in Rank

A recommendation for promotion originates in the faculty member's department or school. The recommendation is customarily considered and approved by a majority of all department or school faculty members with tenure in or above the rank to which promotion is being made. The chair or director submits the faculty recommendation along with his or her independent recommendation to the Dean with supporting documents, such as published research and

teaching evaluations, as per the requirements of the Documentation Request from the Senior Vice Chancellor for Academic Affairs.

In certain cases the Promotion and Tenure Committee can initiate promotions, but only after a review of the case with the chair or director of the department or school concerned.

III. College Promotion and Tenure Policies

(1971; revised 1974 and 1978, AND 2004)

Promotion in rank and the granting of tenure are the university's most important ways of recognizing academic achievement. Judgments about tenure and promotion should be based upon documented excellence in academic work and upon the promise of continued excellence.

Recommendation for promotion and/or tenure is based on the department or school's evaluation of the faculty member's teaching, research and service to the department, College and University. Recommendations for tenure are voted on by all faculty members in a department or school whose tenure has been approved by the Board of Regents, and only by them. The College requires participation in all areas of evaluation by candidates, although criteria for promotion and/or tenure should be somewhat flexible among departments and schools, since the importance of these areas of evaluation necessarily varies among disciplines and among individuals.

Evidence in teaching must include student evaluations of teaching effectiveness (both the raw data and summary sheets). It shall include other evidence that documents teaching effectiveness (see above, I.E.).

Evidence in research or related activity must include copies of books, monographs, journal articles, or digital scholarship with an indication of which are refereed and which not. The contributions in research activity must be submitted for external review and the results of that review must also be submitted. The evidence should also include a summary of papers presented at professional meetings, colloquia delivered and grant activity.

Evidence in service must include a list of service activities for the department or school, college and university. Contributions to the profession should include some explanation of the nature and importance of the service, and university outreach in the AAU and land-grant tradition needs a full description.

Decisions about whether to grant tenure and/or promotion will be determined by the overall excellence of the academic record, taking into account the responsibilities of the candidate. It is expected that the candidate will meet the following conditions:

For appointment or promotion to assistant professor, the candidate should possess the terminal degree (or its appropriate equivalent), in his or her field and show promise of making a contribution to the department and University.

For appointment or promotion to associate professor there should be clear evidence of significant contributions to the department, College and University in teaching, research, and service beyond the level of accomplishment for promotion to assistant professor.

For appointment or promotion to full professor, there should be clear evidence of continued contribution in the areas of teaching, research, and service significantly beyond the level of accomplishment expected for promotion to associate professor. In general, promotion to full professor will occur after the candidate has attained a high level of accomplishment in scholarly activity.

For the granting of tenure the candidate should have made contributions as described above, which have been sustained over a period of time, and which clearly demonstrate promise of continuation.

Documents recommending tenure and/or promotion in rank must include ratings of OUTSTANDING, SUPERIOR, GOOD, ADEQUATE, or INADEQUATE in each of the areas of teaching, research and service. For promotion to associate professor and the granting of tenure the candidate should have an overall rating of at least superior performance, taking into account the candidate's assignment, together with clear promise of continuing performance at this level. Promotions to full professor should be accompanied by an overall rating of superior over a sustained period of time and taking into account the candidate's assignment, recognizing that changes in emphasis in assignment may occur over a career. While in almost all cases accomplishment and participation is expected in all areas, in exceptional cases, outstanding performance over a sustained period of time may lead to promotion to full professor for candidates whose careers have become more narrowly focused to the benefit of the department, college, and university. An evaluation of outstanding performance in any area must be definitive.

Changes to this section of the by-laws become effective upon adoption, except to the extent that a faculty member or an academic unit can show that any changes in provisions significantly depart from the reasonable expectations of the faculty member or the academic unit which were formed prior to the effective date of the changes, as is consistent with University Guidelines for Promotion, Tenure and Annual Evaluation.

IV. College Promotion and Tenure Recommendations: The Process

One of the most important rewards in academic life is promotion to a higher rank. Certainly It is true that the most important commitment the University can make to an individual faculty member is the awarding of a continuous appointment (tenure). Each year the University of Nebraska-Lincoln initiates the process by which faculty members are selected for promotion and the awarding of continuous appointments. The process itself is long and complex. Criteria, policies, and practices with regard to promotion and continuous appointment differ among the departments and schools in the College. The purpose of this summary is to outline the basic steps and procedures which are common to all.

A. Procedures.

The above statement on policies for promotion and tenure was adopted by the College Faculty in April 1978. The policies were originally adopted by the Executive Committee and the Arts and Sciences Council in 1971, and were revised in 1974 and 1978.

To assure that this important process be carried out in a fair and equitable manner, each department or school should have a systematic, well-defined procedure, known and understood by all faculty members, through which all faculty who are untenured and/or who have not reached the full professor rank are evaluated and considered as candidates for promotion and/or tenure. The results of these considerations should be made known to the individual concerned at the time of his or her consideration as part of the annual evaluation. Much of the documentary evidence on which evaluations are based will already have been collected in departmental personnel files and material from this source as well as all other information to be used in the promotion or tenure decision should be assembled for study by the appropriate faculty groups. It is the responsibility of the individual being considered to examine these materials and to see to it that they are complete. The faculty member considered should seek the advice of the chairperson or director (or chairperson of a promotion and tenure committee) to make sure that no important information has been overlooked.

The Bylaws of the Board of Regents guarantee the individual "access to all materials submitted for his or her evaluation and the opportunity to respond in writing." A possible exception is outside evaluations which the faculty member has agreed will be kept confidential. It is important that each faculty member understands that it is his or her responsibility to present evidence of his or her accomplishments in the areas of research, teaching, and service. Chairpersons and directors may ask faculty members to certify that the material being presented is complete. The Senior Vice Chancellor for Academic Affairs provides a Documentation Request and Transmittal Form for preparing the recommendation from the department or school; of course, additional information can be submitted and usually is.

Materials presented in support of a recommendation for promotion or tenure will be reviewed by the College Promotion and Tenure Committee, the Senior Vice Chancellor for Academic Affairs, and the President. Since these people will not necessarily be acquainted with the responsibilities on areas of professional activity of the individual whose promotion or tenure is being proposed, it becomes incumbent upon the department or school to present documentary material supporting the case in a clear and readily understood format and to be explicit about the factors that provide support for the recommendation.

The Promotion and Tenure Committee requests that the materials being submitted indicate the vote of the appropriate faculty body and, if there is a significant number of negative or abstaining votes, give some indication of the reasons for the negative as well as the positive votes. Members of the appropriate faculty body who differ from the majority vote may submit in writing to the Dean and the Promotion and Tenure Committee the reasons for their dissent, provided a copy is given to the individual being considered, for his response. At this point, the chairperson or director has an opportunity to express his or her opinion, usually in a letter of transmittal. The Bylaws of the Board of Regents require that the faculty member being evaluated have access to all information contained in the file transmitted to the Promotion and Tenure Committee and the Dean, except in those cases where the faculty member concerned has waived his or her right to examine confidential material.

When the recommendation from the department is received in the Dean's Office, each Promotion and Tenure Committee member examines all the materials individually. The committee then meets as a whole with the Dean to discuss the pros and cons of the recommendation. There are six members, not including the Dean, on the Promotion and Tenure Committee and each member has one vote. The Dean makes an independent recommendation, as shown on the Documentation Request Form. In the case of an affirmative vote by the Promotion and Tenure Committee and when the Dean concurs, the recommendation is forwarded to the Vice Chancellor for Academic Affairs.

However, if the Promotion and Tenure Committee has questions or feels that there is inadequate evidence for an affirmative vote, the individual, chair or director is given an opportunity to respond before a final vote is taken. The Promotion and Tenure Committee feels that it should concur with the school and departmental recommendations unless there are strong reasons to the contrary. In these cases, it is felt that reasons for disagreement must be given in writing to the school or department and to the individual concerned.

If the Promotion and Tenure Committee does not concur with the recommendation made by the department or school, there is an opportunity for the individual, department or school to appeal the decision. The appeal is normally made by the chair or director. The faculty member involved should be consulted by the chair or director to seek his or her input into the appeal, and may join personally in the appeal. If, after the appeal, the Promotion and Tenure Committee still does not agree with the departmental or school recommendation, the recommendation is forwarded to the Senior Vice Chancellor for Academic Affairs with all supporting information including the dissenting opinion of the College Promotion and Tenure Committee.

The Dean reserves the prerogative of transmitting a personal recommendation to the Senior Vice Chancellor should a promotion or continuous appointment decision by the majority be unwarranted in the Dean's judgment. If this were to occur, the Dean would provide reasons in writing to the Promotion and Tenure Committee and to the department or school, with a copy of the letter to the individual concerned. Whenever the Promotion and Tenure Committee or Dean disagree with the recommendation of the department or school, the reasoning underlying the decision is transmitted to the Senior Vice Chancellor for Academic Affairs. When a promotion or tenure recommendation from the home department or school of a member of the Promotion and Tenure Committee is being considered, the Promotion and Tenure Committee member will be asked to leave the room in order that his or her presence will not be construed as inhibiting free discussion.

B. Supporting Materials.

The initial preparation of the supporting material by the faculty member being considered is an extremely important part of this entire process. The faculty member should be certain that all relevant material is included in the folder when departmental or school colleagues begin their review. A major cause of controversy and conflict stems from incomplete folders. Preparation of the folder is not something that can be done without some forethought and planning. Consequently, the following is an indication of the sort of material that the Promotion and Tenure Committee and your colleagues expect to find in a folder. While the specifics of the material in folders will vary from department to department, it is expected that the following information will be furnished to the Promotion and Tenure Committee.

The Promotion and Tenure Committee expects to find evidence of good teaching. A list of courses taught and their enrollments is basic. According to the above policy statement adopted by the faculty, this must include the student evaluations of teaching. The policy also requires that these evaluations must be summarized and interpreted either by the chairperson or director of some other "third party" within the department or school. Information which would be helpful to the Promotion and Tenure Committee and should be supplied by the department or school could include class size, whether or not the course was a required course, whether or not the course was a demanding course, and a comparison of student evaluation in similar courses in the department, etc. The Promotion and Tenure Committee recognizes that student evaluation of teaching is but one piece of information to be considered. Faculty members and their departments or schools should obtain and present additional information about the quality of teaching. A teaching portfolio will include peer review, an evaluation possibly subjective, but preferably including objective data from the chairperson or director of the general performance with respect to the entire instructional process, etc. Grants for improvement of teaching should be indicated. The faculty member should make available to the chairperson or director copies of the synopsis of new or revised courses, a discussion of improvements in courses and in teaching, etc. In order that student evaluation of teaching does not become the single source of information, it is necessary that the faculty be conscious of the need for other forms of evaluation of teaching.

In the area of research and creative activity material to be submitted, includes copies of articles published, manuscripts of papers accepted for publication, papers presented, sessions chaired, colloquia delivered, books or monographs published, etc., or published work. It is helpful to the Promotion and Tenure Committee if the chairperson or director comments on the quality of scholarly works indicating the general nature of a journal, the comparative prestige of certain invited works, etc. Research and scholarly activity which is performed in the process of designing a new course or improving an existing course should be indicated in the material submitted. However, this work, unless it is published in a refereed journal or otherwise given a broad base peer review, usually is looked upon as activity in the "teaching" category. Include as evidence of scholarly activity such things as serving as a referee for journals or proposed research, editorships, etc. Include a listing of support for research and scholarly activity such as leaves, grants, fellowships, etc. Work in progress can be included to indicate continuing effort.

Additional required evidence about the quality of scholarly activity is outside peer evaluation. In order for the process to be meaningful, care should be taken to obtain candid opinions from unbiased professional colleagues. A scheme that seems to work well is for the department or school and the individual to prepare a mutually acceptable list of names of colleagues who are asked to evaluate copies of work and vita. Letters to external reviewers requesting evaluation of a candidate should be sent by the chairperson of the Tenure and Promotion Committee, the departmental chairperson, or the Dean, and not by the candidate. Generally, external reviewers in other universities should have professorial rank at or above that being considered for the candidate. The tenure and promotion file should include a description of the qualifications of each reviewer, the relationship of the reviewer to the candidate, and a copy of the letter soliciting the review. The letter soliciting the review should use neutral language, asking for an evaluation (not a letter of support), and should indicate to the reviewer whether or not the candidate has waived the right to read the letters.

All departments and schools must include in its Bylaws a description of the unit's policies on outside evaluations that must be in harmony with College and University policies.

Service activities and their importance vary considerably from unit to unit. At a minimum, the folder should include a listing of committees and positions on committees within the department or school, College, and University. A statement about the faculty member's performance on these committees and the accomplishment of the committee might be appropriate. There should be an indication of other professional service activities within the city, state, or nation that are directly related to being a faculty member. Personal civic activities (such as coaching a softball team) are usually not included. Under the category of service, it is appropriate to list administrative responsibilities such as laboratory manager, supervisor for new building, and other responsibilities that are performed in relation to professional association.

This evaluation process, like most at the University, involves subjective decisions about quality and performance, as well it should. The evaluation of a faculty member by his or her peers remains an integral and very important part of the academic world. Clearly, the individual faculty member being evaluated plays a major role in the collection and preparation of supporting information. Consequently, it is extremely important that it be well understood by each faculty member.

V. Access to Materials Used for Evaluation of Faculty

In a memo to UNL staff, dated May 11, 1978, Chancellor Roy A. Young stated:

The attached document has been prepared by Vice Chancellor Ned Hedges and revised following extensive discussions with many faculty and administrative groups and individuals. It deals with a subject of considerable significance which affects all staff members of The University of Nebraska-Lincoln and I urge you to read it carefully. Please regard this memorandum as notification that the recommendations numbered I-VII in the document are hereby promulgated as policies and procedures to be observed at The University of Nebraska-Lincoln effective May 1, 1978.

The following is the text of the document referred to by Chancellor Young:

No issue has been more persistently perplexing in the University in recent years than the question of right of access to material used in personnel evaluations.

The question of an individual's access to materials used in an evaluation has been at issue in nearly every case submitted to a grievance process at UNL in the past four years. Most of the difficulties which have been encountered arise from a perceived conflict between the provisions of the bylaws of the University, and the "normal" methods used in the traditional peer evaluation process. If any evaluation process is to continue to be meaningful, and if any grievance procedures are to continue to be functional, it is imperative that interpretation and clarification of the provisions of the bylaws be established immediately, and that the results be communicated to the entire University community.

Although the relevant provisions of the bylaws pertain to all standing personnel files at UNL as well, this discussion and its conclusions and directions are designed primarily for application to the accumulation and use of files developed for specific

evaluation purposes — primarily for the purposes of developing recommendations relating to tenure, promotion, reappointment, no reappointment, termination, and merit salary increases.

The Bylaws of the Board of Regents contain the following (Section 4.6):
Evaluation of Faculty Performance; Procedure ... A faculty member shall have access to all material submitted for his evaluation and the opportunity to respond in writing ... The results of the review will be communicated to the individual faculty member.

In many instances, an informal, but operational, interpretation of this section has been used within the institution which distinguishes between "an evaluation" on the one hand and "material submitted for evaluation" on the other hand. This interpretation is based on the argument that factual information accumulated for an evaluation is "material" and should be made available to the staff member being evaluated, but that expressions of opinion or judgment rendered by colleagues, supervisors, or external peers are "evaluations" rather than material submitted for evaluation. The bylaws do not require that evaluations themselves be made available to the individual being evaluated, but that the results of the review will be communicated to the staff member, presumably by the person in charge of conducting the evaluation.

If the sections of bylaws relevant to this issue were limited to the Bylaws of the Board of Regents, such an interpretation might be reasonably defended. The Bylaws of the University of Nebraska-Lincoln contain even more restrictive language, specifically in Section 2.5.8.

Each person included within the term 'University Personnel' as defined in Section 2.5.1 above, shall have a right to inspect and make copies of any information pertaining to him/her, and shall have the right to respond in writing to such information and to have such response attached to the information.

Some units within UNL have established policies and procedures and conducted evaluations, using an interpretation similar to the one stated above pertaining to the Regents Bylaws. These activities have been conducted in good faith. Because the file accumulated for evaluative purposes is almost always submitted for review by a higher authority — an administrator or series of administrators, designated committees, or even the Board of Regents — it is my judgment that all of these "evaluations," or expressions of judgment or opinion, should in fact be included in the definition of the term "any information" in the UNL Bylaws, Section 2.5.8. These materials must be made available for the inspection, and possible written response, of the staff member being evaluated.

It has also been a part of the policies and procedures of some units at UNL to solicit evaluative comments from students, colleagues, supervisors, committees, and external peers with a stated or implied pledge of confidentiality, a pledge also made in good faith. These activities have either required or assumed a waiver by the individual being evaluated of his or her right of access to the comments solicited or the identity of the contributor. The right of access to materials submitted is relatively clear; the right of

access to the identity of persons submitting materials seems to be less so. It is not reasonable, however, to assume that a staff member can prepare the best possible response to material in the file unless he or she has full information about the material, including the identity of the author. The right to know one's accuser is basic to the American judicial system. It is my judgment that both the intent and the expression of the bylaws is to assure rights of access by the staff member to this information.

It is the advice of counsel that an individual staff member may waive rights guaranteed by the bylaws; but the waiver may not be assumed, implied, or required, either by specific individual request or by the establishment of unit policies or procedures which assume or imply the waiver of such rights.

The following are recommended as statements of policy and procedures for UNL:

- A. The rights of access and written response guaranteed by Section 2.5.8 of the UNL Bylaws shall apply to all materials and information accumulated in a file for the purpose of making an annual performance evaluation or arriving at a recommendation pertaining to promotion, tenure, reappointment, non-reappointment, termination, or merit salary increase. These rights of access shall extend to all commentary, solicited or unsolicited, deriving from all sources, including the identity of the contributors of the commentary.
- B. Anonymous contributions should not be solicited. Unsolicited anonymous contributions should not be included in any file for review.
- C. The general prohibition against anonymous evaluative materials shall not apply in two instances:
- D. Student evaluations of faculty teaching performance, when they are collected through a regular, normal process either required or facilitated by a unit of UNL;
- E. Evaluation of administrative performance, when the materials are collected through a regular, normal process, particularly in meeting the requirements of the UNL Bylaws, Section 2.3.2.1. In these processes, even though the individual evaluations may be "anonymous," the group as a whole is known to the person being evaluated. All such materials must be made available to the person being evaluated, and the opportunity given to attach written responses to the materials, unless appropriate waivers have been executed. (See II below).
- F. If separate evaluative commentary is solicited or received from individuals as opposed to a regular, normal process, the interpretations of this document do apply.
- G. Access to materials, and a reasonable time for written response, must be provided the person being evaluated prior to the time the file is made available to persons or groups legitimately charged with participation in the evaluation or recommendation process.
- H. This interpretation is not intended to limit oral discussion in an appropriate meeting of a group charged with responsibility for conducting the review and making a recommendation, provided that the discussion is based upon materials in the accumulated file and that new derogatory material of such a substantive nature as to affect the decision is not introduced. It is the responsibility of the individual conducting the meeting to make necessary judgments concerning the substantive nature of new material, to convey the new information to the person being evaluated, and if necessary to delay the vote or decision until the person has had an opportunity to respond. A verbatim or summary account of oral discussion in such an appropriate meeting may be kept and made available to the person being evaluated, but such a procedure is not required.

- I. This interpretation is not intended to limit in any way the right for any appropriate group to vote its recommendation by secret ballot.

II

- A. An individual staff member may waive any or all rights of access to any information or materials, or the identity of any or all informants, or any portions of the information or materials, accumulated for a review file. Any such waiver should be in writing, and attached to the file. The waiver should be specific, clearly indicating what portion of the materials is included in the waiver. (For example, a staff member may waive the right to inspect written comments solicited from outside peer reviewers, or may insist upon the right to inspect the reviews but waive the right to identity of the reviewers, or may waive the right to know the identity of student evaluators, etc.)
- B. Any waivers should be executed prior to the solicitation or accumulation of materials.
- C. All waivers must be submitted voluntarily by the person being evaluated. No waivers may be required, either by request of the person or persons conducting the review, or by the establishment of unit policies or procedures which require or assume such waivers. Staff members must not be coerced into executing waivers.

III

Individuals invited or required to submit materials for the accumulated file must be notified prior to their submission of materials of the rights of access and inspection, and/or of any specific waivers which have been executed. This requirement for notification shall apply to all persons submitting materials -- students, colleagues, supervisors, and committees within the University as well as peer reviewers solicited from outside the University.

IV

All existing policies and procedures in all units within UNL must be reviewed at the earliest possible date and brought into conformity with the provisions of the bylaws, including the interpretations provided in this document. The "supremacy" clauses in the bylaws assume that there are no conflicts between the Bylaws of the Board of Regents and applicable law or statute, that there are no conflicts between the Bylaws of the University of Nebraska-Lincoln and the Bylaws of the Board of Regents, and there are no conflicts between the Bylaws of the University of Nebraska-Lincoln and any bylaws or rules promulgated by any subsidiary unit of UNL. If there are such conflicts, the "supremacy" of provisions is in the following order: (1) applicable law, (2) Bylaws of the Board of Regents, (3) UNL Bylaws, (4) bylaws and rules of appropriate subsidiary units.

V

Special note should be taken of the provisions of Section 2.5.4 of the UNL Bylaws. These provisions should not limit the availability of information to persons or groups legitimately charged with the responsibility to review files and participate in recommendations for personnel actions. The person being evaluated should be notified, however, about persons or groups to whom the information will be made available.

VI

These interpretations and these bylaw sections shall not apply when current University staff members become candidates for positions within the university other than those they

currently hold. The rights of access to materials accumulated in behalf of candidacy shall be the same for all candidates for the same position, and may not be made either more or less restrictive for current University employees than for external candidates for the same position.

VII

Perhaps the most difficult question in this entire affair is the matter of an "effective date." Clearly, many files developed for specific purposes within UNL in the past have been accumulated and actions taken in violation of this new interpretation of the provisions of the bylaws. But if the interpretations are applied on a retroactive basis, the University will be constrained to violate pledges of confidentiality made in good faith. The integrity of the community in that respect should not be impaired. The pledges of confidentiality were made in good faith given an interpretation of the bylaws different from the one that has been rendered in this document. The pledges should be honored; the recommendations derived from past practices should not be rescinded; no effort should be made to "purge" files on a retroactive basis. In cases which are or might be in dispute, decisions of appropriate subsequent action will have to be made on an individual basis, including the possibility of reconsidering cases through application of some of the procedures in this document.

There has been, and will be, concern that strict application of these interpretations may jeopardize the integrity of the peer review system generally used on this campus. But I have come to the inescapable conclusion that the bylaws, as best we can interpret and understand them, must be observed. We do not have the opportunity to choose which provisions of the bylaws we will observe and which we will ignore or knowingly violate. If practices cannot be carried on properly with these restraints, in the judgment of the community, then the community will have to take steps to provide amendments to the bylaws or provide more proper interpretations through regular University procedures.

VI. Academic Tenure

Faculty members should be aware of the other official documents pertaining to academic tenure found in the Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure, accepted May 12, 1989 and revised September, 1990, Sections IV. A. 14-22; this document is included in the Faculty Handbook. These Guidelines supplement the Bylaws of the Board of Regents of the University of Nebraska (1984), Sections 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.10, and the Bylaws of the University of Nebraska-Lincoln (1976), Sections 2.1, 2.3, and 2.5, also found in the Faculty Handbook.

VII. Academic Freedom

The 1940 Statement of Principles of the American Association of University Professors includes the following paragraphs on Academic Freedom:

- a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his [or her] other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b) The teacher is entitled to freedom in the classroom in discussing his [or her] subject, but he [or she] should be careful not to introduce into his [or her] teaching controversial matter which has no relation to his [or her] subject. Limitations of academic freedom

because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

- c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he [or she] speaks or writes as a citizen, he [or she] should be free from institutional censorship or discipline, but his [or her] special position in the community imposes special obligations. As a man [or woman] of learning and an educational officer, he [or she] should remember that the public may judge his [or her] profession and his [or her] institution by his [or her] utterances. Hence he [or she] should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he [or she] is not an institutional spokesman [or spokeswoman].

Beyond what has already been said there exists a special relationship between faculty, students, and the administrations. In general, it is regarded as a breach of professional ethics for a faculty member to make personal criticisms of colleagues to students and the general public except for the purpose of correcting an injustice or wrong. No institution or individual is above improvement, but suggestions for such improvement should be brought to the attention of those bearing the responsibility for making them.

As the immediate agent of the University in the classroom, the professor has the authority to maintain order and to report the proper persons any infraction which may interfere with the normal conduct of a class including such things as excessive absences.

Some departments in the College have special rules for attendance in certain classes. In the absence of University rules beyond the general one, establishment of such rules is the prerogative of the departments or schools, but enforcement is the responsibility of the individual professor. Students should be given information regarding special rules at the beginning and during each semester so that no misunderstanding may result.

In the matter of grades, the judgment of the instructor in charge is final, except that a student may appeal, in writing, to a grading appeals committee of the department or school a grade the student thinks may have been given unfairly. In addition, in extreme cases individual grades may be further appealed to the College Grading Appeals Committee.

VIII. College Policies on Leaves of Absences

In addition to the policies stated by the Board, certain other regulations for the College of Arts and Sciences bear upon this matter of leaves of absences.

Leaves of absence are generally evaluated according to the following considerations: (a) length of service on the staff; (b) length of time since last leave; (c) results in research and publication which may result; and (d) benefits to the development of the staff member.

A letter of notification should be in the hands of the Chairperson and the Dean at least nine months before the effective date of the leave. As plans for a leave develop (including application for fellowships from non-University sources), the Chairperson of the Department and the Dean should be supplied with information covering the following points: (1) courses which would

otherwise have been taught during the absence; (2) arrangements to be made so that these courses can be offered; (3) the number of graduate students under the direction of the staff member, making particular note of those whose degrees might be granted during the absence, (4) research grants under his or her supervision, stating what provisions will be made for their continuance, and (5) advising duties at the undergraduate level.

A leave for a person with tenure is granted with the understanding that only unusual circumstances will intervene to prevent his or her return to the campus. If a tenured staff member on leave becomes interested in a position in another institution, the University of Nebraska requests that its administrative officers be contacted not only by the staff member but also by the institution involved.

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Lincoln, Nebraska
April 8, 2022

The Board of Regents of the University of Nebraska met on April 8, 2022, at 9:00 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advance publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 157).

In compliance with the provisions of Neb. Rev. Stat. § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first-floor lobby of Varner Hall. In addition, copies of such notice were sent to the Lincoln Journal Star, Omaha World-Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, and the Lincoln office of the Associated Press on April 1, 2022.

Regents present:

Timothy Clare, Vice Chairman
Paul Kenney
Elizabeth O'Connor
Bob Phares, Chairman
Jim Pillen
Robert Schafer
Jack Stark
Barbara Weitz
Noah Limbach, University of Nebraska at Kearney
Batool Ibrahim, University of Nebraska-Lincoln
Taylor Kratochvil, University of Nebraska Medical Center
Maeve Hemmer, University of Nebraska at Omaha

University officials present:

Walter E. Carter, President
Jeffrey P. Gold, Executive Vice President and Provost; and
Chancellor, University of Nebraska Medical Center
Philip J. Bakken, Corporation Secretary
Ronnie D. Green, Chancellor, University of Nebraska-Lincoln
Joanne Li, Chancellor, University of Nebraska at Omaha
Michael J. Boehm, Vice President for Agriculture and Natural Resources
Christopher J. Kabourek, Senior Vice President and CFO
Heath M. Mello, Vice President for External Relations
Stacia L. Palser, Vice President and General Counsel

I. CALL TO ORDER

II. ROLL CALL

The Board convened at 9:00 a.m. Attendance is indicated above.

III. APPROVAL OF MINUTES AND RATIFICATIONS OF ACTIONS

Motion Moved by Clare and seconded by Stark to approve the minutes and ratify the actions of the regularly scheduled meeting on February 11, 2022.

Action Student Opinion: Voting Aye: Ibrahim, Kratochvil, Limbach, and Hemmer. Voting Aye: Kenney, O'Connor, Phares, Pillen, Schafer, Stark, Weitz, Clare. Motion carried.

Regent Schafer asked that the minutes reflect the following statement, "In accordance with paragraph 27 of the *Audit, Risk, and Compliance Charter*, I am required to conform that all responsibilities outlined in the Committee Charter have been carried out for calendar year 2021. I wish to so confirm this to the Board."

Chair Phares announced the location of the Open Meeting act in the Boardroom.

IV. PRESENTATIONS

Peggy Abels, Director, Health Sciences at the University of Nebraska at Kearney presented on the Kearney Health Opportunities Program (KHOP).

V. KUDOS

Regent Limbach presented a KUDOS award to Jodi Holt, Director, Admissions at the University of Nebraska at Kearney.

Regent Ibrahim presented a KUDOS award to Alex Fernando, Assistant Director of Recruitment, College of Journalism and Mass Communications at the University of Nebraska-Lincoln.

Regent Stark presented a KUDOS award to Stephen Smith, Instructional Technologist, College of Nursing at the University of Nebraska Medical Center.

Regent Kenney presented a KUDOS award to Lorraine Street, Office Associate, Office of Field Experiences, College of Education, Health, and Human Sciences, University of Nebraska at Omaha.

VI. RESOLUTIONS OF RECOGNITION

Regent O'Connor presented the following resolution:

WHEREAS, Noah Limbach has served with distinction as a member of the University of Nebraska Board of Regents and President of the Associated Students of the University of Nebraska at Kearney; and

WHEREAS, Regent Limbach has interacted with members of the Board of Regents and University administration with maturity and professionalism, and has fostered an especially collegial and collaborative relationship among the Student Regents that included a visit-UNK weekend; and

WHEREAS, Regent Limbach's communication of student views to the administration, his commitment to teamwork, and his thoughtful and innovative leadership have earned him the trust and respect of UNK students, faculty, and administration; and

WHEREAS, in tireless support of UNK students, Regent Limbach has been instrumental in introducing and accomplishing an impressive array of important initiatives – from sustainability awareness to meal plan options that provide greater flexibility; from

bookstore options that offer lower textbook costs and greater academic resource access to moving the class drop date to later in the semester; from study of a new campus merchandise model to advocating for and working with UNK counselors; and from ensuring that planned library renovations encompass the student vision to advocating for increased recreational space and student parking; and

WHEREAS, Regent Limbach has enthusiastically and expertly engaged with the greater Kearney community as well as the campus community in effectively promoting UNK priorities such as Rural Health and University Village; and

WHEREAS, Regent Limbach has made a profound impact on the University of Nebraska at Kearney as a student, a leader, and a role model.

NOW, THEREFORE, BE IT RESOLVED, that the University of Nebraska Board of Regents expresses most sincere appreciation for the outstanding and impactful contributions of Regent Noah Limbach during his term of office and wishes him well in the promising future that awaits him.

Regent Schafer presented the following resolution:

WHEREAS, Batool Ibrahim has served with distinction as a member of the University of Nebraska Board of Regents and President of the Association of Students of the University of Nebraska (ASUN) for the 2021-2022 term; and

WHEREAS, Regent Ibrahim worked with administrators and important campus stakeholders to ensure a safe campus and in-person instruction through leadership on the University of Nebraska-Lincoln (UNL) COVID-19 Task Force by advocating for flexible student accommodations and improved academic policies; and

WHEREAS, Regent Ibrahim's administration has created a Sexual Misconduct Presidential Committee which is tasked with understanding the history of sexual assault on-campus while engaging in past and current efforts that are being made to change the campus culture; and

WHEREAS, under Regent Ibrahim's leadership, ASUN passed resolutions and submitted testimony in support of numerous bills in the Nebraska Legislature that directly benefit the University of Nebraska, including a letter writing campaign for LB519, providing immunity for arrest and prosecution for certain offenses for witnesses and victims of sexual assault; and

WHEREAS, Regent Ibrahim has prioritized diversity, inclusion, and equity related projects within ASUN Government and across the University system such as an official Land Acknowledgement, an Equity Grant Program, and worked closely with communities and organizations who have been historically excluded from student government, and used her identity and experiences to further the University of Nebraska-Lincoln's goals towards equity and inclusion so that every Husker feels welcome; and

WHEREAS, Regent Ibrahim has focused on increased transparency and improved communication efforts with UNL leaders through town halls, listening sessions, and other feedback-centered events, especially elated to key student concerns.

NOW, THEREFORE, BE IT RESOLVED, that the University of Nebraska Board of Regents expresses sincere appreciation for Regent Ibrahim's exemplary service and effective leadership as a member of the Board and wishes her well in all future endeavors.

Regent Weitz presented the following resolution:

WHEREAS, Taylor Kratochvil has served as a member of the University of Nebraska Board of Regents and as President of the University of Nebraska Medical Center Student Senate during the 2021-2022 term; and

WHEREAS, Regent Kratochvil represented himself, his institution and his fellow students with dignity and integrity during board meetings and events, and has served as a vocal and unwavering advocate for students throughout UNMC and the NU system; and

WHEREAS, during his time as a student at UNMC, Regent Kratochvil and his fellow students, regents, family, faculty, staff, mentors, and university leaders dealt with unprecedented challenges during a pandemic that brought economic and health anxiety, changed the way we learn and teach, and often disrupted everyday life in ways large and small; and

WHEREAS, Regent Kratochvil not only faced these challenges as an individual, but also took on leadership and support roles to ensure that we, and all the individuals and communities that make up our university, make it through while continuing the momentum that is so crucial to our individual and shared success; and

WHEREAS, during his time as a student at UNMC, Regent Kratochvil has carried out these leadership positions and responsibilities while balancing the demands of his medical education; and

WHEREAS, Regent Kratochvil, with the UNMC Student Senate, helped lead UNMC's students in efforts related to health and wellness, community building, transparency, resource distribution and student advocacy and representation.

NOW, THEREFORE, BE IT RESOLVED, that the University of Nebraska Board of Regents expresses its sincere appreciation for Regent Taylor Kratochvil's dedicated service and effective leadership as a member of the board and wishes him success in all his future endeavors.

Regent Clare presented the following resolution:

WHEREAS, Maeve Hemmer has served with distinction as a member of the University of Nebraska Board of Regents and President of the University of Nebraska at Omaha Student Government for the 2021-22 term; and

WHEREAS, during her time as a student at the University of Nebraska at Omaha (UNO), Maeve Hemmer has held multiple campus leadership positions beyond President/Regent while balancing the demands of a student and community leader; and

WHEREAS, in all her leadership roles, especially as a member of the University of Nebraska Board of Regents, Maeve Hemmer has been an ally and a fierce advocate for her fellow students; and

WHEREAS, Maeve Hemmer, as president, has worked diligently to open lines of communication where they were needed and graciously challenged others to improve themselves and the entire student experience at UNO; and

WHEREAS, during her term as President, Maeve Hemmer led UNO's Student Government with integrity, criticality, and community even against the backdrop of a deadly global pandemic and social unrest; and

WHEREAS, through a commitment to inclusion, a desire to better the world around her, and a thirst for justice, Regent Maeve Hemmer has gained the admiration and respect of UNO administration, faculty, staff, and students.

NOW, THEREFORE, BE IT RESOLVED, that the University of Nebraska Board of Regents commend Regent Maeve Hemmer for her outstanding service and her dedication to the University of Nebraska and wish her success in all her future undertakings.

Resolutions
Adopted

There being no objection, the above resolutions were approved and adopted by the general consent of the Board.

Chair Phares recognized the outgoing Faculty Senate Presidents: Steve Kolbe, Associate Professor, Johnny Carson School of Theatre and Film, University of Nebraska-Lincoln; Aaron Mohs, Associate Professor, Pharmaceutical Science, University of Nebraska Medical Center; and Liz Wessling, Lecturer, Marketing and Entrepreneurship, University of Nebraska at Omaha.

VII.

HEARINGS

None

VIII.

PRESIDENT'S REMARKS

President Carter reported to the Board on the mid-biennium budget package, which includes investments in key University priorities such as the agricultural innovation facility at UNL and pancreatic cancer research center at UNMC; the American Rescue Plan Act (ARPA) appropriations bill, which includes the UNK-UNMC rural health complex; and recent partnerships such as the statewide attainment goal.

IX.

PUBLIC COMMENT

Ryan Martz spoke on the topic of fossil fuel divestment.

Madison Zucco spoke on the topic of fossil fuel divestment.

Aila Ganic spoke on the topic of fossil fuel divestment.

Abigail Ridder spoke on the topic of fossil fuel divestment.

Nora Lucas spoke on the topic of fossil fuel divestment.

William Barnes spoke on the topic of fossil fuel divestment.

Helen Greer spoke on the topic of fossil fuel divestment.

Nathan Arentsen spoke on the topic of Title IX and sexual discrimination.

Felicia Hilton spoke on the Architecture Complex and Mabel Lee Hall Replacement Building projects.

Jacob Drake and Anne Kluthe submitted written testimony on fossil fuel divestment.

Chair Phares declared the opportunity for public comment closed.

X. UNIVERSITY CONSENT AGENDA

Motion Moved by Kenney and seconded by Schafer to approve items X-A-1, X-B-1, and X-B-2.

A. ACADEMIC AFFAIRS

University of Nebraska System
X-A-1 Approval of President's Personnel Recommendations.

B. BUSINESS AND FINANCE

University of Nebraska System
X-B-1 Approval to amend Regents' Policy 3.2.7 related to self-insurance coverage.

X-B-2 Approval of selection of the four-year architectural and engineering firms for term contracts from May 1, 2022 to April 30, 2026.

Action Student Opinion: Voting Aye: Kratochvil, Limbach, Hemmer, and Ibrahim. Voting Aye: O'Connor, Phares, Pillen, Schafer, Stark, Weitz, Clare, and Kenney. Motion carried.

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska System
Motion Moved by Clare and seconded by Hemmer to approve item XI-A-1.

XI-A-1 Approval to amend and restate the Charter of the Peter Kiewit Institute of Information Science, Technology, and Engineering.

Action Student Opinion: Voting Aye: Limbach, Hemmer, Ibrahim, and Kratochvil. Voting Aye: Phares, Pillen, Schafer, Stark, Weitz, Clare, Kenney, and O'Connor. Motion carried.

University of Nebraska-Lincoln
Motion Moved by Stark and seconded by Limbach to approve items XI-A-2 and XI-A-3.

XI-A-2 Approval to create the Master of Science (MS) in Athletic Training in the Department of Nutrition and Health Sciences in the College of Education and Human Sciences at UNL.

- XI-A-3 Approval to eliminate the Bachelor of Science (BS) in Athletic Training in the Department of Nutrition and Health Sciences in the College of Education and Human Sciences at UNL.
- Action Student Opinion: Voting Aye: Hemmer, Ibrahim, Kratochvil, and Limbach. Voting Aye: Pillen, Schafer, Stark, Weitz, Clare, Kenney, O'Connor, and Phares. Motion carried.
- Motion Moved by Kenney and seconded by Hemmer to approve item XI-A-4.
- XI-A-4 Approval to create a Special Education K-6 Major within the Bachelor of Science (BS) in Education and Human Sciences to be administered by the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at UNL.
- Action Student Opinion: Voting Aye: Ibrahim, Kratochvil, Limbach, and Hemmer. Voting Aye: Schafer, Stark, Weitz, Clare, Kenney, O'Connor, Phares, and Pillen. Motion carried.
- Motion Moved by Weitz and seconded by Stark to approve item XI-A-5.
- XI-A-5 Approval to create a Graduate Certificate in Urban Design to be administered by the Community and Regional Planning Program in the College of Architecture at UNL.
- Action Student Opinion: Voting Aye: Kratochvil, Limbach, Hemmer, and Ibrahim. Voting Aye: Stark, Weitz, Clare, Kenney, O'Connor, Phares, Pillen, and Schafer. Motion carried.
- Motion University of Nebraska Medical Center
Moved by Kenney and seconded by Weitz to approve item XI-A-6.
- XI-A-6 Approval to establish the Nebraska Center for Women's Health Research in the Department of Obstetrics and Gynecology in the College of Medicine at UNMC.
- Action Student Opinion: Voting Aye: Limbach, Hemmer, Ibrahim, and Kratochvil. Voting Aye: Weitz, Clare, Kenney, O'Connor, Phares, Pillen, Schafer, and Stark. Motion carried.

B. BUSINESS AND FINANCE

- Motion University of Nebraska System
Moved by Kenney and seconded by Clare to approve item XI-B-1.
- XI-B-1 Approval to authorize the President or his designee(s) to finalize negotiations and to execute recordkeeping and investment fund agreements to administer the University of Nebraska retirement plan.
- Action Student Opinion: Voting Aye: Hemmer, Ibrahim, Kratochvil, and Limbach. Voting Aye: Clare, Kenney, O'Connor, Phares, Pillen, Schafer, Stark, and Weitz. Motion carried.
- Motion University of Nebraska at Kearney
Moved by Clare and seconded by Limbach to approve item XI-B-2.
- XI-B-2 Approval to authorize the President to approve terms and conditions to complete the purchase of real property at 803 W 25th Street in Kearney.

- Action Student Opinion: Voting Aye: Ibrahim, Kratochvil, Limbach, and Hemmer. Voting Aye: Kenney, O'Connor, Phares, Pillen, Schafer, Stark, Weitz, and Clare. Motion carried.
- Motion University of Nebraska-Lincoln
Moved by Clare and seconded by Ibrahim to approve item XI-B-3.
- XI-B-3 Approval of Program Statement and Budget for Architecture Complex at UNL.
- Action Student Opinion: Voting Aye: Kratochvil, Limbach, Hemmer, and Ibrahim. Voting Aye: O'Connor, Phares, Pillen, Schafer, Stark, Weitz, Clare, and Kenney. Motion carried.
- Motion Moved by Weitz and seconded by Ibrahim to approve item XI-B-4.
- XI-B-4 Approval to name the Mabel Lee Hall Replacement Building "Carolyn Pope Edwards Hall" at UNL, pursuant to Board of Regents' Policy 6.2.7(3)(c).
- Action Student Opinion: Voting Aye: Limbach, Hemmer, Ibrahim, and Kratochvil. Voting Aye: Phares, Pillen, Schafer, Stark, Weitz, Clare, Kenney, and O'Connor. Motion carried.
- Motion Moved by Clare and seconded by Hemmer.
- XI-B-5 Approval to designate an unrestricted bequest from Dale E. Adams' estate to create the "Dale E. Adams Lied Center Fund" at UNL as a quasi-endowment.
- Action Student Opinion: Voting Aye: Hemmer, Ibrahim, Kratochvil, and Limbach. Voting Aye: Pillen, Schafer, Stark, Weitz, Clare, Kenney, O'Connor, and Phares. Motion carried.

C. FOR INFORMATION ONLY

- XI-C-1 Proposed amendments to Regents' Policy 4.4.8 relating to Faculty Practice and Faculty Research Appointments are presented at this meeting for informational purposes only as required by the *Bylaws of the Board of Regents of the University of Nebraska*. These proposed amendments will be placed on the agenda of the Board of Regents meeting scheduled for June 23, 2022, for public hearing and consideration by the Board.

D. REPORTS

- XI-D-1 Report on changes to the 2022-2023 Academic Calendar.
- XI-D-2 Report on expedited approval of the Graduate Certificate in Strategic Innovation and Entrepreneurship in the Department of Management in the College of Business at UNL.
- XI-D-3 Notification of Dual Degree Program for concurrent completion of the Master of Community and Regional Planning at UNL and Master of Public Health at UNMC.
- XI-D-4 Report on Spring 2022 Enrollment.
- XI-D-5 Quarterly Personnel Report.

- XI-D-6 Report on naming the south entrance and foyer of Howard L. Hawks Hall at UNL, the “Paul H. and Mary Ann Koehler Lobby,” pursuant to Board of Regents Policy 6.2.7(3)(b).
- XI-D-7 Report on naming the flag plaza within the Veterans’ Tribute at UNL the “Veterans’ Tribute Flag Plaza made possible by the Fred and Sally Bekins Foundation,” pursuant to Board of Regents Policy 6.2.7(3)(b).
- XI-D-8 Report on naming a gallery at the Sheldon Museum of Art at UNL the “Dodie Acklie Nakajima Gallery,” pursuant to Board of Regents Policy 6.2.7(3)(b).
- XI-D-9 Report on Gifts, Grants, and Contracts.
- XI-D-10 Report on Quarterly Status of Capital Construction Projects.
- XI-D-11 Report on Bids and Contracts.

Chair Phares accepted the reports on behalf of the Board.

XII. ADJOURNMENT

There being no further business, the meeting was adjourned by Chair Phares at 11:25 a.m.

Respectfully submitted,

Philip J. Bakken
Corporation Secretary

Robert A. Phares
Chair of the Board



NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Friday, April 8, 2022, at 9:00 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

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

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

Dated: April 1, 2022

Philip J. Bakken, Corporation Secretary
Board of Regents of the University of Nebraska