

**University of Nebraska Board of Regents
Board of Regents Meeting
Itinerary**

Friday, April 16, 2010

- 8:30 a.m. Academic Affairs Committee
Topic: Health Care Reform: Implications for UNMC/NMC *[45 minutes]*
Presenter: John Benson
- 9:15 a.m. Topic: Update on COPH Initiatives *[30 minutes]*
Presenter: Ayman El-Mohandes
- 9:45 a.m. Topic: Strategic Framework Update *[15 minutes]*
Presenter: Regent Whitehouse
- 10:00 a.m. Outreach and Economic Development Ad Hoc Committee
Topic: Strategic Framework Report *[15 minutes]*
 • Entrepreneurship [3-d]
 Presenter: Pete Kotsiopulos
- 10:30 a.m. Business Affairs Committee
Topic: Legislative Update *[15 minutes]*
Presenter: Ron Withem
- Topic: Budget Updates *[60 minutes]*
 Presenter: Chris Kabourek
- Topic: Strategic Framework Report *[15 minutes]*
 Presenter: Chris Kabourek
- 1:00 p.m. **Board of Regents Meeting**

Closed Session

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall
Friday, April 16, 2010
1:00 p.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON MARCH 5, 2010
- IV. KUDOS

Patricia Carstens, Program Manager, Clinical Skills Center, College of Medicine, University of Nebraska Medical Center

Becky Zavala, Manager of Research Finance & Analysis, University of Nebraska-Lincoln

Paul Clark, Coordinator/Web Master, College of Education, University of Nebraska at Omaha

Shelly Fleck, Administrative Associate, College of Education, University of Nebraska at Kearney

- V. 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 up to five minutes to make his or her remarks. Public comment will be limited to a period of 30 minutes.

- VI. RESOLUTIONS
- VII. HEARINGS
- VIII. UNIVERSITY CONSENT AGENDA
 - A. ACADEMIC AFFAIRS
 - B. BUSINESS AFFAIRS
- IX. UNIVERSITY ADMINISTRATIVE AGENDA
 - A. ACADEMIC AFFAIRS
 - B. BUSINESS AFFAIRS
 - C. FOR INFORMATION ONLY
 - D. REPORTS
- X. ADDITIONAL BUSINESS

VIII. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

1. President's Personnel Recommendations
2. Approve the name change from the UNL Department of Geosciences to the Department of Earth and Atmospheric Sciences

B. BUSINESS AFFAIRS

1. Approve naming the new addition to the Devaney Sports Center the "Hendricks Training Complex"
2. Approve the acceptance of the audited financial statements of the University of Nebraska and related entities

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approve a change in the administration of the Master of Public Health Program from Joint Status (UNMC/UNO) to UNMC, and from the Graduate College to the UNMC College of Public Health as a Professional Degree
2. Approve the establishment of the Professional Certificate in Public Health in the College of Public Health at the University of Nebraska Medical Center
3. Approve the establishment of the Center for Global Health and Development (CGHAD) in the College of Public Health at the University of Nebraska Medical Center
4. Approve the establishment of the Nebraska Center for Staphylococcal Research (CSR) at the University of Nebraska Medical Center
5. Approve the creation of a new Ph.D. degree in the School of Music at UNL
6. Approve the new undergraduate Agricultural and Natural Resources Nebraska Beef Industry Scholars Certificate Program administered by the College of Agricultural Sciences and Natural Resources and the Department of Animal Science
7. Approve the establishment of The University of Nebraska – Boys Town Center on Child and Family Well Being at UNL

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve the attached Nebraska Innovation Campus Development Corporation Articles of Incorporation and Bylaws

University of Nebraska at Kearney

2. Approve the Residence Hall Room and Board Rates for the Academic Year 2010-11 at the University of Nebraska at Kearney
3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2010-11 Allocation for the University of Nebraska at Kearney

University of Nebraska-Lincoln

4. Approve the Program Statement and Budget for the Behlen Collaboratory Renovation at the University of Nebraska-Lincoln
5. Authorize the Vice Chancellor for Business and Finance to execute a four-year lease renewal to provide office space for the University of Nebraska Press
6. Approve the Fund B, University Program and Facilities Fee (UPFF) 2010-11 Allocation for the University of Nebraska-Lincoln

University of Nebraska Medical Center

7. Approve the Fund B, University Program and Facilities Fee (UPFF) 2010-11 Allocation for the University of Nebraska Medical Center

University of Nebraska at Omaha

8. Approve the Fund B, University Program and Facilities Fees (UPFF) 2010-11 Allocation for the University of Nebraska at Omaha

9. Approve the budget increase for the Renovation of Roskens Hall at the University of Nebraska at Omaha
10. Approve the Parking Use Agreement for the Crossroads Parking Garage for the 2010-11 and 2011-2012 academic years for the University of Nebraska at Omaha parking
11. Approve the Room Rates for Scott Village, Maverick Village and University Village for the 2010-11 Academic Year at the University of Nebraska at Omaha
Nebraska College of Technical Agriculture
12. Approve NCTA 2010-11 academic year room and board rates
University of Nebraska
13. Approve appointments to the Board of Directors of the Nebraska Innovation Campus Development Corporation

C. FOR INFORMATION ONLY

1. University of Nebraska Strategic Planning Framework Addendum X-C-1
2. University of Nebraska Strategic Framework Accountability Measures Addendum X-C-2
3. Calendar of establishing and reporting accountability measures Addendum X-C-3
4. University of Nebraska Strategic Dashboard Indicators Addendum X-C-4
5. Board of Regents agenda items related to the University of Nebraska Strategic Framework Addendum X-C-5

D. REPORTS

1. Laboratory, Student, and Miscellaneous Fees for 2010-2011
2. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Insect Biology for Educators Certificate Program administered by the Department of Entomology
3. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program for a K-3 Mathematics Specialist administered by the Department of Teaching, Learning and Teacher Education
4. Strategic Framework report on Professional and Licensure Exams
5. Bids and Contracts
6. UNL Residence Hall Room and Board Rates for 2010-11
7. Rename the Veterinary Basic Sciences Building to “Veterinary Medicine and Biomedical Sciences Hall”
8. Naming of Room 323 in Seaton Hall the “Novicoff Reading Room”
9. Report on approval of Emergency Purchase as required by *Policies of the Board of Regents* 6.3.1
10. Business Affairs Committee Approval of the Intermediate Design Report for the UNL Devaney Center Addition
11. Memorandum of Understanding between the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO) providing an administrative restructuring that will move the current “cooperative Ph.D.” program in Psychology to a “joint Ph.D.”

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The President's Personnel Recommendations
Meeting Date: April 16, 2010

University of Nebraska-Lincoln

Adjustment

Fred Choobineh, Professor (Continuous) Industrial and Management Systems Engineering, Director (Special) Epscor, Milton E. Mohr Distinguished Professor of Engineering (Special); \$145,470 (includes \$77,120 FY appointment as Director, \$58,350 AY appointment as Professor and \$10,000 Professorship stipend), 1.00 FTE. This is a five-year extension of the Milton E. Mohr Distinguished Professor of Engineering effective January 1, 2010 through December 31, 2015.

University of Nebraska Medical Center

Adjustment

Rodney S. Markin, Professor (Continuous) and David T. Purtilo Distinguished Chair of Pathology (Special), Pathology and Microbiology; Executive Associate Dean for Clinical Affairs (Special), and Interim Dean (Special), College of Medicine; and Professor (Courtesy), Surgery; effective 07/01/2010, \$197,387 FY (includes \$5,000 annual administrative stipend), 1.00 FTE. Delete title of Executive Associate Dean and add Interim Dean Appointment with no change in salary.

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

MEETING DATE: April 16, 2010

SUBJECT: Approval of proposed name change for the UNL Department of Geosciences to the Department of Earth and Atmospheric Sciences.

RECOMMENDED ACTION: Approve the name change from the Department of Geosciences to the Department of Earth and Atmospheric Sciences.

EXPLANATION: This name change more accurately reflects the department's focus, mission, and breadth. The 1997 addition of the Meteorology/Climatology program to the Department of Geosciences has provided growth in student and faculty in this area and the name of Geosciences does not reflect the two programs of equal partnership. This more specific and accurate identity will give the department an edge in competing for students, faculty, and grant funds associated with the offering of both types of sciences.

The change in name that is being requested involves no change in administrative or budgetary lines of authority and requires no additional funding. This request has full support of departmental faculty, deans from the college of Arts and Sciences and the School of Natural Resources, the Academic Planning Committee, and campus administration.

SPONSOR: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: James B. Milliken
President

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Naming of new addition to the Devaney Sports Center

RECOMMENDED ACTION: Approve naming the new addition to the Devaney Sports Center the “Hendricks Training Complex”

PREVIOUS ACTION: None

EXPLANATION: President Milliken has approved naming the new addition to the Devaney Sports Center the “Hendricks Training Complex” in recognition of a generous gift to the University by Tom and Mary Hendricks together with their children, Jennifer and Brandon, in support of Nebraska student-athletes.

By naming this addition in honor of the Hendricks family, the Board of Regents expresses on behalf of the University of Nebraska-Lincoln its deepest gratitude and appreciation to the Hendricks’ for their continued support of the University of Nebraska.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Tom Osborne
Athletic Director

Harvey S. Perlman, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: James B. Milliken
President

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Financial Statements and related Auditors' Report for the University of Nebraska and related entities

RECOMMENDED ACTION: Approve the acceptance of the audited financial statements of the University of Nebraska and related entities.

PREVIOUS ACTION: January 22, 2010 – The Board approved the acceptance of the Basic Financial Statements of the University of Nebraska.

EXPLANATION: Approval of this item will accept the following audit of the University of Nebraska and related entities for the year ended June 30, 2009:
Single Audit of Federal Funds under the OMB Circular A-133

These statements have been reviewed and accepted by the Audit Committee.

Members of the public and news media may obtain a copy of the reports in the Offices of the University Corporation Secretary or the Vice President for Business & Finance, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

SPONSORS: David E. Lechner
Vice President for Business and Finance

James B. Milliken
President

RECOMMENDED: Jim McClurg, Chair
Audit Committee

DATE: March 29, 2010

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

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5. Authorize the Vice Chancellor for Business and Finance to execute a four-year lease renewal to provide office space for the University of Nebraska Press

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11. Approve the Room Rates for Scott Village, Maverick Village and University Village for the 2010-11 Academic Year at the University of Nebraska at Omaha

Nebraska College of Technical Agriculture

12. Approve NCTA 2010-11 academic year room and board rates

University of Nebraska

13. Approve appointments to the Board of Directors of the Nebraska Innovation Campus Development Corporation

TO: The Board of Regents Addendum IX-A-1
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Master of Public Health Program

RECOMMENDED ACTION: Approve a change in the administration of the Master of Public Health Program from Joint Status (UNMC/UNO) to UNMC, and from the Graduate College to the UNMC College of Public Health as a Professional Degree

PREVIOUS ACTION: July 28, 2006 the Board approved establishing the College of Public Health at the University of Nebraska Medical Center.
May 19, 2001 the Board approved a joint University of Nebraska Medical Center and University of Nebraska at Omaha Master of Public Health Program.

EXPLANATION: The transition to professional degree status within the College of Public Health is necessary for upcoming request for accreditation of the College of Public Health (the MPH program is already accredited).
The proposed transition was approved by the Council of Academic Officers and the Executive Graduate Council of the University of Nebraska.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Rubens J. Pamies, MD
Vice Chancellor for Academic Affairs
University of Nebraska Medical Center
Terry Hynes, PhD
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

RECOMMENDED: John Christensen, PhD, Chancellor
University of Nebraska at Omaha
Harold M. Maurer, MD, Chancellor
University of Nebraska Medical Center
Linda Ray Pratt
Executive Vice President and Provost

and Dean of the Graduate College

DATE:

March 23, 2010

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

MEETING DATE: April 16, 2010

SUBJECT: Establishment of the Professional Certificate in Public Health

RECOMMENDED ACTION: Approve the establishment of the Professional Certificate in Public Health in the College of Public Health at the University of Nebraska Medical Center

PREVIOUS ACTION: Approval of Master of Public Health degree on May 19, 2001

EXPLANATION: The College of Public Health (CoPH) proposes the Professional Certificate in Public Health as a direct response to the expressed need of the existing health professional workforce in Nebraska. This certificate is in full alignment with Section 3 of the University of Nebraska's Strategic Planning Framework, to "play a critical role in building a talented, competitive workforce". Ninety-five percent of the current public health workforce in the state has not received any formal training in public health. The region has witnessed a rapid expansion in departments of health (18) over the past few years, leading to a substantial need within the structure to expand and strengthen the basic skills and training of the existing workforce. The CoPH is best equipped to respond directly to this expressed need. This certificate will help fulfill the strategic goals in Section 3.h. by offering health professionals an opportunity to engage in professional training specific to their field, thereby enhancing their skills in serving the needs of the state population. Furthermore, new collaborations between the CoPH and other global educational institutions will allow the CoPH to engage new students globally, expanding our visibility and competitiveness among other academic institutions. The CoPH aims to offer this certificate both on-site and via distance learning technologies to facilitate access by an extended audience, which is aligned with Sections 1.d. and e. of the Strategic Planning Framework.

The proposed Professional Certificate in Public Health has been approved by the Council of Academic Officers of the University of Nebraska.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSOR: Rubens J. Pamies, MD
Vice Chancellor for Academic Affairs

RECOMMENDED: Harold M. Maurer, MD, Chancellor
University of Nebraska Medical Center

DATE: March 23, 2010

Description of the Program

This proposal seeks to establish a **Professional Certificate in Public Health**. The program is interdepartmental (Departments of Biostatistics; Epidemiology; Health Promotion and Social/Behavioral Health; Environmental, Agricultural and Occupational Health; and Health Services Research and Administration) within the College of Public Health (COPH) at the University of Nebraska Medical Center (UNMC). Public health is a diverse and dynamic field of scholarly study, research, and practice with the purpose of serving others by improving the health and well-being of populations. While a number of factors influence the health of populations, a general awareness of the role of public health in keeping a population healthy and the accompanying need for education and training of health professionals is paramount. Nebraska has a clear need for post-baccalaureate education and training in public health. The Professional Certificate in Public Health will offer courses to provide students the knowledge and tools needed to enhance public health practice. The objective of this certificate is to develop new generations of public health-educated professionals, meeting the development needs of personnel in local health departments, health professionals seeking knowledge in public health, potential masters or doctoral students in public health, and non-traditional students not interested in a masters or doctoral degree but who wish to hold a credential in public health. The program will train students from Nebraska, as well as students from other states and countries.

Centrality to Role and Mission

With the educational mission of the UNMC to improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations, the Certificate Program in Public Health will provide state-of-the-art training in the area of public health. The training provided within this program will focus on collaborative, multi-disciplinary, and multi-dimensional approaches to public health. The Certificate Program participants will be recruited locally, nationally, and internationally. The program will recruit from colleges and universities across Nebraska (UNK, UNL, UNO, Creighton University, Chadron State College, Concordia, Doane, Peru State College, and Wayne State College); from UNMC professional programs (Medicine, Nursing, Allied Health, Pharmacy, Dentistry); from regional health departments and institutions; and from international programs and institutions, especially those with formal UNMC affiliations. This Professional Certificate program will further strengthen and deepen collaborative relationships and promote the mission of the University of Nebraska beyond the borders of Nebraska to other states and abroad. The outreach and dissemination of knowledge and research at UNMC to various constituencies around the globe will be further enhanced by developing novel distance-learning educational tools, including internet-based courses.

Consistency with the Comprehensive Plan

Program of Study

The program of study is guided by the curriculum standards established by the Master of Public Health Program, accredited by the Council on Education for Public Health. The Certificate Program will include 18 credit hours of coursework. A list of courses is provided in Appendix 1. These courses are routinely offered at UNMC in-classroom and via live video-streaming and IP (two-way) video. In the future, they will be available asynchronously via Blackboard web platform. Students will enroll in five core courses (15 credit hours) and then choose one selective. Currently, "Foundations of Public Health" is offered as a selective. New selective courses will be added, as approved by the College of Public Health.

There are several audiences for whom this Professional Certificate in Public Health is intended.

- (1) Individuals who have completed a baccalaureate degree and are eligible for admission to Graduate Studies. These are often individuals who are exploring a graduate program.

(2) Individuals who have completed a graduate program at one of the University of Nebraska campuses.

(3) Post-degree professionals who wish to take advantage of the public health certificate. Students who successfully complete the certificate program will be eligible to apply to the Master of Public Health Program. Course credits from the Certificate in Public Health that meet degree requirements and are taken during the three years prior to enrollment in the MPH Program will transfer into the MPH Program of Study.

A student who enrolls in a course must have completed all prerequisites indicated for the course prior to enrollment. The COPH Academic Affairs Committee will make decisions regarding admission to this Professional Certificate program.

Description of Courses

Appendix 1 shows the courses. The detailed description of the offered courses and their objectives and requirements are available in the UNMC COPH MPH Program Bulletin.

Learning

Student learning will be assessed on a regular basis by standard methods of evaluation. The COPH Academic Affairs Committee will also collect information on the performance of the program by monitoring retention and graduation rates, placement of graduates in related positions, graduate satisfaction surveys, and certification.

Evidence of Need

Ninety-five percent of the current public health workforce in the state of Nebraska has not received any formal training in public health. There is a substantial need within the state's health department structure to expand and strengthen the basic skills and training within the existing workforce. This professional certificate will offer generalist training in the core public health competencies. Currently, public health training is available through the Master of Public Health Program (45 credit hours) and three PhD programs in the COPH. While these programs satisfy a student's need/desire for a graduate degree, not all potential applicants interested in public health wish to commit to a full graduate degree program. This is especially true of professionals engaged in public health practice without formal training. Additionally, post-professional graduates such as physicians, nurses, veterinarians, clinical laboratory scientists, and others find a certificate appropriate for the level of public health knowledge for their career stage.

Evidence of Demand

Demand for a professional certificate in public health is voiced most often by working health professionals who seek a broad knowledge of public health but who are already practicing in their primary fields. Examples include physicians, veterinarians, nurses, clinical laboratory scientists, and others. Additionally, regional health department employees would benefit from training specific to the field of public health. These individuals may be employed in small towns and do not have the time, resources, nor desire to pursue a full degree but wish to gain some public health knowledge and tools in order to perform their work at a higher level. In the future, it is likely that health departments will be certifiable which will require more staff to possess formal public health education. Furthermore, there is also a growing international demand for public health education. Offering an accessible generalist certificate in public health will allow UNMC to participate in responding to the critical global professional demand.

Adequacy of Resources:

Faculty/Staff

The implementation of the Professional Certificate in Public Health will be accomplished by full-time faculty currently employed in the UNMC College of Public Health.

Program administration

The admission procedures to the Professional Certificate in Public Health program will be administered by the College of Public Health Admissions Office and approved by the COPH Recruitment and Admissions Committee. The Professional Certificate in Public Health curriculum will be approved and administered by the College of Public Health Academic Affairs Committee. A Professional Certificate Program Director will be appointed by the Dean of the College of Public Health and will work collaboratively with representatives from the COPH departments. The appointment period will be two years.

Library/information Resources

Students enrolled in the Professional Certificate in Public Health program will have access to the library and information resources that currently exist for use by the Master of Public Health and doctoral programs in Public Health. Such resources are sufficient for those programs to maintain accreditation and will be sufficient for the new program. The program will have access to the UNMC system library network and interlibrary loan through already established agreements and holdings. In that the program is an extension of existing programs, the facilities and equipment for accessing information resources are already in place.

Physical Facilities

The program will use the currently existing facilities associated with the UNMC programs.

Instructional Equipment

The program is well funded and well equipped with all instructional equipment needed. Currently, public health courses are taught in the Michael Sorrell Center for Health Sciences Education. The new Harold M. and Beverly Maurer Center for Public Health building will house the College of Public Health. The building is scheduled for completion in Fall 2010 and includes classrooms and distance education capabilities. In addition, a computer laboratory will be available to students. The UNMC core facilities will further support the students. It is anticipated that this program, as mentioned earlier, can be completed entirely via distance learning technology. Facilities mentioned above provide such needed technology.

Budget Projections

The implementation and maintenance of the program will incur little initial allocation and should be self-supporting through the generated tuition fees. Any initial resources will come through reallocation of existing funds within the budget of the College of Public Health.

Admission to the Professional Certificate in Public Health

Admission to the Professional Certificate in Public Health program is limited to a maximum of 50 students. Enrollment is expected to be at least six students in the initial year and grow quickly thereafter.

Requirement for admission

An undergraduate degree in a relevant discipline, including biological, chemical, physical, behavioral, or social sciences, engineering, medicine, or nursing is required with a minimum GPA of 3.0 or its equivalent for international students, as determined by appropriate transcripts. There will be a

requirement for TOFEL for international students unless they have been registered in an accredited US academic institution for a minimum of one year. The students will be admitted based on 1) grade point average, 2) a statement of interest in public health, and 3) two letters of recommendation. There will be no GRE requirement for this Professional Certificate in Public Health program.

Summary

The proposed Professional Certificate in Public Health is an innovative program filling a need in 21st century population health. It is an area of specialization that, while fairly new on the UNMC campus, is historically well-established nationally and internationally in terms of practice and application. The program, as proposed, makes effective and efficient use of existing resources within the University of Nebraska. With little initial outlay and no funding reallocation, this program will be able to function successfully. Interest in the program is high, and it is anticipated there will be no difficulty in the recruitment of students and professionals. The Professional Certificate in Public Health is a direct response to the expressed need of the existing health professional workforce in Nebraska. This certificate will help fulfill the University's strategic goals by offering health professionals an opportunity to engage in professional training specific to their field, thereby enhancing their skills in serving the needs of the state population. Moreover, new collaborations between the CoPH and other global educational institutions will allow the CoPH to engage new students globally, expanding our visibility and competitiveness among other academic institutions, which also is aligned with the University's strategic goals.

Appendix I

List of Required Courses

Number	Title	Credit Hours	When typically offered
HSRA 873	Health Services Administration	3	Fall
ENV 892	Public Health Environment and Society	3	Fall
EPI 820	Epidemiology: Theory and Application	3	Fall
BIOS 806	Biostatistics I	3	Spring, Fall
HPRO 860	Health Behavior	3	Spring, Fall

Students will select one course from the list below. New selective courses will be added, as approved by the College of Public Health.

List of Selective Courses (choose 1)

Number	Title	Credit Hours	When typically offered
HPRO 830	Foundations in Public Health	3	Fall

TO: The Board of Regents Addendum IX-A-3

Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Establishment of the Center for Global Health and Development

RECOMMENDED ACTION: Approve the establishment of the Center for Global Health and Development (CGHAD) in the College of Public Health at the University of Nebraska Medical Center

PREVIOUS ACTION: None

EXPLANATION: In alignment with the University of Nebraska's Strategic Plan, Section 5.e. to "build local, regional, national and international partnerships across public and private sectors" and the strategic priority declared by President Milliken at the launching of the University's Capital Campaign on October 16, 2009, for "a need to achieve health and economic stability through global engagement," the College of Public Health (CoPH) proposes the Center for Global Health and Development. This Center will help fulfill these declared goals, as well as create opportunities to increase enrollment of nonresident students [Strategic Goal 3.c.] and pursue excellence in programs where the University can be a regional, national or international leader [Strategic Goal 2.b.] and increase the global literacy of our students and citizens [Strategic Goal 3.e.]. The creation of this Center is also essential towards the accreditation of the CoPH by recognizing global health education and research, one of the core areas in public health, and creating an environment that ensures high quality performance in this domain.

An important strategy towards that goal would include offshore and remote communication in scholarship as it pertains to the three domains of learning, research, and service. The Center for Global Health and Development will strive to serve as the translational forum for these fundamental principles in areas related to public health.

The proposed Center was approved by the Council of Academic Officers of the University of Nebraska.

PROJECT COST: Costs include 3.0 faculty plus 1.0 support staff and operational costs. Total costs of Center for Global Health and Development (\$555,500) for 2010-2011 will be funded through a combination of College reallocations, tuition, and extramural grants and contracts. The projected cost of the center will be \$3,863,215

over five years with continued revenues from the College of Public Health budget, tuition and grants and contracts growth.

SOURCE OF FUNDS: College of Public Health existing budget

SPONSOR: Rubens J. Pamies, MD
Vice Chancellor for Academic Affairs

RECOMMENDED: Harold M. Maurer, MD, Chancellor
University of Nebraska Medical Center

DATE: March 23, 2010

Proposal to Establish the Center for Global Health and Development (CGHAD)

Descriptive Information

- The name of the institution proposing the center: College of Public Health at the University of Nebraska Medical Center
- The name of the programs (majors) involved:
 - College of Public Health
 - Department of Health Promotion, Social and Behavioral Health
 - Department of Biostatistics
 - Department of Epidemiology
 - Department of Environmental, Agricultural, and Occupational Health
 - Department of Health Services Research and Administration
 - Information Technology Core of the College of Public Health
 - In collaboration with:
 - College of Medicine, including the School of Allied Health Professions
 - Colleges of Pharmacy, Nursing Dentistry, and Graduate Studies
 - Selected units at University of Nebraska at Omaha and University of Nebraska at Lincoln
- Other programs offered in this field by this institution: There are no other programs in the field of global public health at the University of Nebraska Medical Center that provide the range or breadth of activities in global health that will be coordinated in the Center.

There is a strong platform for collaboration developed by Ward Chambers and other faculty in the COM and CON. We have Jialin Zheng with the Asia Pacific Rim Development Program, Iqbal Ahmed, and Chandrakanth Are, who will be supported by a strong global health presence of the College of Public Health, either independently at a designated site or as part of a wider consortium representing multiple global sites.

- Administrative unit for the center (e.g., college, school, division, etc.): College of Public Health
- Physical location, if applicable: Department of Epidemiology in the College of Public Health
- Proposed date (term/year) the center will be initiated: April 1, 2010

1. Purpose and Context for the Center

History: In today's world environment, the reality is that no nation can be assured of the stability in health or economic status of its population if it chooses to remain in isolation. It is not just the WHO, USAID, Asia Development Bank, the Gates Foundation alone, but visionaries, global leaders, foundations, think tanks and philanthropies have all made "Global Health" a common denominator for establishing, upholding and enhancing peace and prosperity. This important philosophy was echoed very recently by the new NIH Director Dr. Francis Collins who singled out global health as one of five areas he would like to focus on during his tenure, citing it as an example of "soft power" the United States cannot afford to pass up. He embraced this chance to be "more of a doctor to the world" than a "soldier to the world".

Vision of the Center: The Center for Global Health and Development will strive to serve as the translational forum for these fundamental principles. Our ambition is for the state of Nebraska to be among the first to experience a significant global response as it emerges as an important player in all domains of health and public health.

Mission of the Center: The mission of the CGHAD is to provide a vibrant program to include public health education, research and practice offshore and offer a unique opportunity for students and faculty to broaden their horizons in scholarship and to acquire skills of trans-national relevance in health and public health.

Goals: The Goals of the Center are to:

1. Create a sustainable opportunity for UNMC scholars and students to share in a global health collaborative experience at a UNMC collaborating site abroad.
2. Become the nodal entity in sharing precious health expertise and resources around the world.
3. Expand our externally funded portfolio to include robust global research programs using the UNMC Global Health Center platforms.
4. Improve the health status of Nebraskans as new programs and research projects get underway involving global health concerns (climate change, pandemic disease, bio-security, global health IT etc.).
5. Establish UNMC's recognition and credibility as a world leader in public health education, research and practice.

2. Need and Demand for the Center

Leaders from across the world have now recognized health to be a global issue. Apart from many foundations and philanthropies, President Obama has pledged \$63 B in funding global health in 57 countries for economic, scientific and technological development. One area of focus is a polio eradication campaign. Among other programs, President Obama also promised expanded partnerships to promote child and maternal health and to open centers of scientific excellence in Africa, the Middle East and Southeast Asia.

What are other players doing at present: As a reflection of the current trend towards globalization it is not unusual for many western institutions to engage in global collaborative relationships. However, this has mostly been in non-medical fields including engineering (the Yale initiative, MIT, and the McGill-IIT forum), agriculture and veterinary sciences (the Michigan state efforts), social and political sciences (numerous programs including American University), management (Georgetown, Harvard, University of North Carolina, and many others), and in multiple other undergraduate and graduate academic programs (many in the U.S., Columbia University and in Canada – Western Ontario-India initiative) and health (Hopkins, Harvard, Indiana, Tulane, NC, Duke, GW). It should be noted that most of these programs are either in India and/or China, the two leading emerging economies.

Many of these programs are focused on specific collaborations within well defined geographical domains of influence. As an example the state of Ontario, Canada, is focusing on only two states in India - Maharashtra and Goa (WVG program) investing for up to a one year experience of exchange education in various fields. The program recruits 25 Canadian and 25 Indian graduate and undergraduate students. The education department has allowed a tuition waiver for the Indian students in addition to covering travel and living expenses for both the Canadian and Indian students. A recent decision by the Ontario Ministry of education was to double this number next year due to the success of the program. Ontario views these students as long term allies and alumni, and a gateway to recruitment of future students (who will contribute tuition revenue to Canada). More importantly such graduates will create business opportunities with Canada, and Ontario in particular. The president of Yale recently declared a new \$115M initiative in

India. They have been involved in science, engineering, and management studies for some time and are talking about public health as a new emerging area of interest.

Key elements for a successful and sustainable international collaboration: Mutual respect, genuine interest to help, and learn from each other constitute the backbone of any effective international collaboration. Fulfillment of needs of one partner alone does not form a sustainable relationship. While specific interests can be accomplished, it is the common interest of both parties and mutual trust that ultimately dictate success.

Teaching a new course, or implementing a quality educational program can be used as a starting point. A true relationship can only be established via a multi-dimensional approach where both parties agree in principle to embark on a well prioritized set of issues of interest to all. In the field of health, western medicine can offer new skills to physicians and hospitals in developing countries. But an emphasis on “public health” adds a guaranteed avenue to building trust at the grass roots level, and the ability to gain insights into the real needs of a population. Programs and pathways that result from a well designed and implemented public health program attract the attention of policy makers at the local, national, and international level.

From a business standpoint, there is precedent to the fiscal viability of partnerships forged with institutions from emerging economies. For example, when an overseas partner is engaged in strengthening the basic public health or health care infrastructure or assisting with ailments for which remedies are available, it is natural consequence that when the need arises for referral to higher levels of care, the community looks up to the same western partner. Services may be provided on site (e.g. President’s Emergency Plan For Aids Relief (PEPFAR) program administered by University of Indiana funded \$250 million to deliver HIV care in Western Kenya) or at the western partner’s care facilities.

Last, but not least – the knowledge gathered during the process described above provides a platform for furthering novel ideas and developing new products that could have never been possible without such collaborations. As an example, a vibrant program in new anti-malarial drug development would benefit from testing its efficacy at more than one global site with different populations. This can best occur if relationships with such sites are developed and nurtured ahead of time.

What have we already done as ground work: Members of the proposed Global Health Center team at the CoPH have been engaged in collaborative work relationships for over eight years in India with adherence to the principles described. A strong relationship has been established with the public, state, and central government in the Indian eastern state of Orissa. Activities started small, but held the fundamental principle of identifying problems and gaps at the grass roots level and addressing the most critical ones first before moving to ones with greater visibility and press-worthiness. These endeavors have led to larger projects with wider medical, social, and behavioral ramifications, and have set the appropriate environment for the next stage of collaboration.

Established research endeavors in Orissa India:

1. Large scale surveillance of neonatal infection
2. Tobacco exposure in pregnancy
3. Training programs (of village level workers)
4. Educational interventions in rural villages
5. Educational interventions in tribal villages
6. Knowledge, attitudes and practices (KAP) on human papillomavirus (HPV), cervical cancer and vaccine acceptance
7. Detailed microbiology of neonatal and infant infections
8. Screening for antibiotics resistance

9. Hospital-based probiotics trials (multiple randomized controlled trials (RCTs) at four different partnering hospitals)
10. Community-based large scale probiotics clinical trials (double blind RCTs)

Next steps: Building on the above platform, we propose to establish a sustained partnership with the first school of public health in Orissa/India, namely the Asia Institute of Public Health (AIPH). This platform will be sustained by additional tuition revenue of foreign students recruited to the educational programs.

1. UNMC/AIPH will establish joint certificate and degree programs in public health. Our first student cohorts will be engaged in various ongoing and future research and service programs conducted in collaboration with governmental and non-governmental agencies.
2. The UNMC Orissa site will be an off-shore educational site for UNMC students invested in gaining global health learning experiences. Such experiences will be facilitated and supervised by UNMC faculty hired to play that role at the Orissa site. The availability of such an option is integral to the educational mission of CoPH since the employment opportunities in the field of global health are growing exponentially.
3. UNMC/AIPH will launch new clinical trials under the UNMC-AIPH umbrella. Recruitment/intervention sites will include the government and corporate hospitals (Ispat General Hospital IGH, Steel Authority of India Ltd) and field sites.

Methods and program execution plans:

Common theme and strengths at present: Promotion of community-oriented health care from a knowledge-based platform for sustainable development of a healthy society.

Strategy:

- (i) Establish one “Model” of partnership between UNMC College of Public Health and a partnering institute in India, “UNMC-AIPH” with Orissa hub (1-2 yrs)
- (ii) Learn from the experience, and use the credibility to expand potentially to China, Afghanistan, the Middle East, other Asian and African countries (3-6 years). Utilize the already established UNMC relationships and leaderships in some of these countries and expand the scope of work
- (iii) Establish credibility that will allow UNMC to partner in existing university consortium agreements for global health education and research. Such a consortium is currently in process of development between Harvard, Duke, Brown, University of Indiana and GW. UNMC CoPH has expressed interest in partnering under the umbrella of such a consortium. The concept is that each of these institutions will allow students and faculty from member universities in the consortium to benefit from all the sites developed independently by each of the universities. Such consortium agreements exist between universities at the undergraduate “study abroad” programs. It is unrealistic and cost inefficient to expect each university to develop overseas educational campuses for its undergraduate students at all the potential countries of interest to undergraduates. Sharing of resources across universities is the current established model.

Plans:

- (i) Start from existing strengths (a limited number of programs)
- (ii) Identify overlaps that would help both Nebraska/USA and the foreign countries
- (iii) Invest in distance learning
- (iv) Create public private partnerships when useful to CoPH mission
- (v) Establish MOUs with overseas partnering bodies (government and non-government)
- (vi) Launch an aggressive fund raising campaign, as part of the CoPH Capital Campaign to encourage philanthropic support of this program

- (vii) Compete for grants through government agencies, namely the US Agency for International Development (USAID) and the National Institutes of Health (NIH), in response to their annual request for applications in global health and global public health partnerships
- (viii) Establish overseas centers of excellence based on mutual needs and strengths

Methods:

A. Focus on the following domains in education, research and practice:

- (i) Maternal and child health
- (ii) Health services research
- (iii) Public health informatics
- (iv) Environmental and occupational health
- (v) Disaster management
- (vi) Cancer control, prevention, and research

B. Gradually work towards building a Global Health Department at CoPH

With funding for: (a) one faculty to emphasize curriculum development and teaching; and (b) one faculty focusing on lab research.

C. Establish special appointment funded faculty positions for 3-4 faculty members

Engage local faculty to participate in supervision of the overseas programs. These faculty will participate in teaching and mentoring local and international students and will be engaged in ongoing projects and research work.

D. Develop curricula catering to distant learners

For MPH and Certificate programs attractive to U.S. and overseas students

E. Develop Public Health Informatics to help local, national and international programs

Focus on GIS-based models, special decision making support systems, be part of regional health information exchange system, expand to international networks (Fogarty and CDC partnerships).

F. Develop an interdisciplinary program on environmental health and health systems to undertake projects in India

G. Expand on the existing UNMC expertise in creating a Global Comprehensive Cancer Control and prevention program (start with a cervical cancer program in India) quickly expand E, F and G to other countries

Every major medical institution in the U.S. is now interested in going global. However they have no platform to start with and there are multiple cultural and logistics barriers. Those wanting to use health-care as an upfront and single source business venture have been disappointed with local competition in emerging economies and non-acceptance due to the capitalist approach in many developing countries. In some settings, mainly due to ignorance, clinical trials have been branded as act of using developing country volunteers as guinea pigs.

No one has tried to use a comprehensive approach using public health as the platform with clearly declared intentions to serve the needs of the general public as a vehicle for scholarship, especially populations with limited access to health care. Very few U.S. academic medical institutions have a credible track record of working with the resource-poor rural populations on the ground and fewer still have produced robust research data by the use of high end procedures and equipment. Academicians have seldom given thought to sustainability and feasibility of health interventions in those particular settings. In projects or clinical trials conducted by western entities, education and training of local personnel in

basic good clinical practice (GCP) skills, and good laboratory practice (GLP) methods have been restricted to city hospitals. There is an overtly declared desire by funding agencies to partner with institutions that have established credibility with rural populations. UNMC is very fortunate in already being recognized as a leader in rural health. We intend to expand on this reputation to the global public health arena.

Our approach of first addressing the needs on the ground using an evidence-based best practices approach, and engaging local physicians, bureaucracy, and political leaders at every level (village, district, state, and national), organizing educational seminars on research ethics, and making movies that elaborate on what is done to a patient during a clinical trial, research have provided us with the buy-in from all sectors. Implementation of simple educational models in the villages has reduced neonatal and infant mortality significantly in our study villages. Anticipated results of such endeavors are anticipated to garner the most competitive funding from NIH and other funding agencies.

IMPLEMENTATION PLAN:

1. Establish the Center for Global Health at CoPH, UNMC (April 2010)
2. Hire a global health expert to lead this initiative
3. Finalize an MOU with AIPH (May 2010)
4. Ensure the availability of learning and living facilities for UNMC students and faculty in Orissa (January 2011)
5. Apply to USAID through grant funding mechanisms (May 2010)
6. Proceed with the development of a robust distance learning program at CoPH (now)

Below is a schematic of the first UNMC sister institute, the Asian Institute of Public Health in Orissa, India.

3. Adequacy of Resources

Faculty support at CoPH: At this time, it is envisioned that 3 additional faculty members will be necessary. These positions will be supported through reallocation of funds at the College of Public Health. Existing faculty lines assigned to various departments of the College may have assigned responsibilities to fulfill the needs of this new program.

CoPH faculty time: We have already attracted the attention of all sectors including the health department in Orissa state and at the federal government level (National Rural Health Mission (NRHM) Director). Now is the time to deliver. Hence, we will need significant faculty time from 3-4 selected CoPH faculty to build a local support system in Orissa. This will involve travel and stay in Orissa, interactions with government officials and local faculty, teaching short-term courses (5-7 days), developing and supervising projects using time and expertise of local faculty and staff. Current needs include assistance in health services research, health management and leadership skills, program evaluation, and public health informatics.

Communication: For the web-based courses we will try to utilize as much of the UNMC support as possible. We will also utilize free software and platforms available for two-way chats. Additional funds may be required to support the new synchronous and asynchronous web-casts and recordings. We will require special services such as world-wide telephone and internet access etc.

Anticipated First year Budget: \$555,500.00 (see attached)

It is expected the collaborative center and its activities will be self sustaining in four years.

4. Organizational Structure and Administration

The CGHAD Director will assume leadership and strategic direction for the Center. The Leadership Council of the College of Public Health will provide direction, feedback and oversight to the Center Director.

5. Collaborations with Higher Education Institutions External to the University

The Global Health Center intends to partner within consortia of global health education. Early negotiations are currently underway with George Washington University, Indiana University, Duke University and Brown University to create a consortium of global health centers interacting with internationally recognized institutions of learning in Africa, Asia, Eastern Europe and Latin America.

6. Constituencies to be Served

The Global Health initiative at the UNMC CoPH is an integral component of creating a full spectrum of educational services in public health. The accrediting body for colleges of public health requires that all colleges and schools of public health offer Global Health as one of the domains of learning. Graduates from the CoPH at UNMC, having had the opportunity to develop the necessary skills in global health, will themselves be able to seek opportunities for collaboration with large global health agencies, bringing an expanded field of opportunity to the State of Nebraska that has not previously been fully explored.

7. Anticipated Outcomes, Significance, and Specific Measures of Success

- Outcomes:
 - Establish a credible center of learning in global health.
 - Offer on-site and remotely delivered courses in the various domains of global public health.
 - Establish credible and efficient opportunities for UNMC students to experience firsthand global health programs being delivered offshore at collaborating sites.
 - Offer opportunities for faculty at UNMC to conduct externally funded collaborative research programs with partners at international collaborating sites.
 - Attract foreign students to seek graduate degrees in public health at UNMC.

- Significance:
 - Promotion of the reputation of UNMC as a competitive, academic institution within the global health arena.
 - Expansion of the funding of public health research programs based on its track record in that field.
 - Expansion of revenue to UNMC through remotely delivered distance learning programs offered to students abroad.

- Specific Measures of Success:
 - Increased number of enrolled students
 - Increased tuition revenue
 - Increased scholarly work: publications, presentations, participation in professional and scientific meetings
 - consultancies to faculty in the global health arena

8. Centrality to Role and Mission of the Institution

Pursuit of excellence and regional, national and international competitiveness in research and scholarly activity is among the University strategic goals. In addition, increasing global literacy of our students and

citizens and strengthening internship and service learning opportunities is an objective toward reaching the goal of building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with state, private sector and other educational institutions. It is anticipated that starting this new Center will expand student enrollment in the various programs of the College of Public Health as well as provide opportunities for competitive grant applications for which the College would not otherwise be qualified. Finally, creating an entity within the College with special focus on global health is essential to its accreditation.

9. Potential for the Program to Contribute to Society and Economic Development

The program will contribute to society by increasing the professionalism and career satisfaction of graduates. They will emerge as leaders in global health. In addition, we expect the Center to increase student enrollment and connections between the University and other institutions regionally, nationally, and globally.

Center members will secure extramural grants and may also contract with businesses; all of this will result in economic development. These efforts will directly increase employment through enhanced success in obtaining extramural grants and will increase the efficiency and effectiveness of Nebraska's health care providers.

10. Consistency with the Comprehensive Statewide Plan for Postsecondary Education: how this program would enhance relevant statewide goals for education

The CGHAD will provide global health education and training opportunities for health care professionals and students in all Colleges of UNMC, and establish UNMC as a leader in public health education, research and practice.

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT (CGHAD)

	2010-2011 Year 1		2011-2012 Year 2		2012-2013 Year 3		2013-2014 Year 4		2014-2015 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	3	\$393,750	3	\$409,500	3	\$425,880	3	\$442,915	3	\$460,632	3	\$2,132,677
Non-teaching staff: Professional ²	1	\$43,750	1	\$45,500	1	\$47,320	1	\$49,213	1	\$51,181	1	\$236,964
Graduate assistants											0	\$0
Non-teaching staff: support											0	\$0
Subtotal	4	\$437,500	4	\$455,000	4	\$473,200	4	\$492,128	4	\$511,813	4	\$2,369,641
Operating												
General Operating ³		\$32,500		\$33,800		\$35,152		\$36,558		\$38,020		\$176,030
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷		\$85,500		\$241,110		\$317,444		\$330,142		\$343,347		\$1,317,543
Subtotal		\$118,000		\$274,910		\$352,596		\$366,700		\$381,368		\$1,493,574
Total Expenses	4	\$555,500	4	\$729,910	4	\$825,796	4	\$858,828	4	\$893,181	4	\$3,863,215

¹ Additional Faculty: Pinaki Panigrahi, Center Director at 1.0 FTE and TBA additional faculty members at 1.0 FTE with annual increases of 4%. Fringe benefits included at 25%.

² TBA, administrative support at 1.0 FTE with annual increases of 4%.

³ General operating expenses are incremented at 4% per year.

^{4,5,6} NONE

⁷ Program funding. The increase in year 2 is based on projected growth of the MPH program.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT (CGHAD)

	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3	2013-2014 Year 4	2014-2015 Year 5	Total
Reallocation of Existing Funds ¹	\$382,500	\$ 397,800	\$ 413,712	\$ 430,260	\$ 447,471	\$2,071,743
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ³	\$85,500	\$241,110	\$317,444	\$330,142	\$343,347	\$1,317,543
Other Funding ⁴						\$0
1 Extramural Grants/Contracts	\$87,500	\$91,000	\$94,640	\$98,426	\$102,363	\$473,928
2						\$0
3						\$0
Total Revenue ⁵	\$555,500	\$729,910	\$825,796	\$858,828	\$893,181	\$3,863,215

¹ This represents the total number of dollars that the College of Public Health will reallocate from its budget to support this program. The increase in each year of the budget is projected at 4%.

² None

³ Program revenues; 50% of each year's annual tuition increase has been allocated for Central Administration per University budget procedure. The increase in this line of revenue in year 2 is based on projected growth of the MPH program.

⁴ This represents extramural funding of Dr. Panigrahi which is projected to continue at this relative level.

TO: The Board of Regents Addendum IX-A-4

Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Establishment of the Nebraska Center for Staphylococcal Research (CSR)

RECOMMENDED ACTION: Approve the establishment of the Nebraska Center for Staphylococcal Research (CSR) at the University of Nebraska Medical Center

PREVIOUS ACTION: None

EXPLANATION: One of the principle objectives of the University of Nebraska's Strategic Framework is to "pursue excellence and regional, national and international competitiveness in research and scholarly activity". During the past two decades, UNMC has recruited an outstanding team of researchers who have gained international recognition for their work on "Staph" infections. This group was recently awarded a multi-investigator, program project grant from the NIH to support their collaborative research on staph, the only grant of this kind in the country to focus on this important pathogen.

To build on the momentum generated by this research group and to foster more translational research endeavors, The College of Medicine at UNMC proposes to establish the Nebraska Center for Staphylococcal Research (CSR). The objectives of the CSR would include 1) to provide an administrative platform that will enhance our competitiveness for additional multi-investigator grant support, 2) to develop molecular/genetic tools that will enhance the productivity of staphylococcal researchers worldwide, 3) to develop novel therapeutics to combat staphylococcal infection, 4) to serve as a training center for developing scientists interested in pursuing a career in staphylococcal disease research and 5) to serve as a nidus for development of clinical research programs. The impact of this program will be significant because the CSR will elevate the visibility of the University of Nebraska at a time when staphylococcal diseases are having a major impact on human health.

The proposed Center was approved by the Council of Academic Officers of the University of Nebraska.

PROJECT COST: Costs include 1.0 support staff and operational costs. Total costs of Center for Staphylococcal Research (\$72,213) for 2010-2011 will be funded through a combination of Departmental and College reallocations and extramural grants and contracts.

SOURCE OF FUNDS: Reallocation of existing budgets and extramural grants or contracts.

SPONSOR: Rubens J. Pamies, MD
Vice Chancellor for Academic Affairs

RECOMMENDED: Harold M. Maurer, MD, Chancellor
University of Nebraska Medical Center

DATE: March 23, 2010

Proposal to establish

The Nebraska Center for Staphylococcal Research

1. Background leading to creation of the Center

Staphylococcus aureus and *S. epidermidis* are leading causes of nosocomial infections in humans worldwide. In the past several decades, the emergence of methicillin-resistant *S. aureus* (MRSA), harboring multiple antibiotic resistance determinants, has left relatively few therapeutic options available. Today, these strains have established themselves in the community and now pose a very serious public health threat, causing more deaths in the US per year than HIV-AIDS. UNMC has made a strong commitment to support Transplantation Medicine over the past 15 years with nationally prominent programs in Liver, Bone Marrow and Small Bowel transplantation. As infectious diseases became a greater challenge for the immunosuppressed patients, and new problems emerged such as MRSA, the need developed for more research into basic disease mechanisms. The Department of Pathology & Microbiology at the University of Nebraska Medical Center (UNMC) committed to advancing research into infectious diseases with a special emphasis on staphylococci, to meet this national need. Highly regarded researchers focused on this important pathogen were added to the faculty with expertise in varied aspects of the staphylococci including biofilm development, antibiotic discovery, gene regulation, physiology, and the immunology of staphylococcal infections. As a result, UNMC has rapidly achieved national recognition in this important field, setting the stage for the next step, a **Center for Staphylococcal Research (CSR)**.

Currently, eleven faculty at UNMC are engaged in projects related to the staphylococci, and the list is growing as the projects receive greater visibility. The funding that these faculty members currently receive as a group, place them at the top of extramural support to UNMC researchers. The cornerstone of this funding is an \$11.1 million multi-investigator program project grant that was recently awarded to the group, one of the largest National Institutes of Health (NIH) -funded grants focused on the staphylococci in the country. In addition to funding four new research projects, the grant provides \$1 million for state-of-the-art equipment that sets our group apart from any other of its kind. Thus, with the team of investigators that has been assembled, the funding received, and the technology at our disposal, the Center is well-positioned to become the leading program for staphylococcal research in the world.

The formation of the CSR is essential to achieve international prominence and to expand the collaborative interactions between our researchers and other groups world-wide. The CSR will accelerate development of existing strengths in staphylococcal disease research within the University of Nebraska and will facilitate future intra- and intercampus collaborations. A foundation for this effort has already been laid with the establishment of the International Conference of Gram-Positive Pathogens in Omaha, a program that was attended by top researchers from around the world. The CSR will hold regularly scheduled joint research forums, as well as sponsor educational programs aimed at attracting and nurturing new investigators in this field. It will also provide a unified organizational structure that will enhance the University's competitiveness for extramural support from federal, state, and private sources with the ultimate goal of establishing UNMC as a leader in the field of staphylococcal disease research. The impact of this program will be significant because the CSR will elevate our visibility at a time when staphylococcal diseases are having a major impact on human health.

2. Purpose and Objectives for the Center

Staphylococcal infections, especially those caused by strains resistant to multiple antibiotics, are a growing threat to humans around the world. Because of this threat, the Department of Pathology & Microbiology has invested heavily, in the past several years, to strengthen research programs in staphylococcal pathogenesis, diagnostics and antibiotic development. Following the development of these areas, the formation of the CSR will be needed to maintain momentum and to establish the University of Nebraska as an internationally recognized leader in these fields. The purpose of the CSR is to: 1) promote intra- and intercampus research collaborations, 2) provide a platform for the expansion of our research toward clinical applications, and 3) develop educational and training programs aimed at new investigators interested in the fight against staphylococcal disease and the public at large. These activities will have a major impact on our abilities to compete and succeed in reaching our goals.

The **objectives** of the CSR are multifaceted and include 1) to provide an administrative platform that will enhance our competitiveness for additional multi-investigator grant support, 2) to develop molecular/genetic tools that will enhance the productivity of staphylococcal researchers worldwide, 3) to develop novel therapeutics to combat staphylococcal infection, 4) to serve as a training center for developing scientists interested in pursuing a career in staphylococcal disease research, and provide a source of information for individuals from around the world who are affected by staphylococcal disease and 5) to serve as a nidus for development of clinical research programs.

Objective #1 - To provide an administrative platform. The leadership of the National Institutes of Health (NIH) has strongly emphasized the importance of multi-investigator-initiated research in which researchers from disparate disciplines are combined to address health-related issues. An integrated administrative platform is necessary to achieve this level of sophisticated collaboration. The Department of Pathology & Microbiology has experience in supporting these types of efforts and will serve as the administrative home for the CSR. Since 2005, the department has been working to build an atmosphere in which investigators can conduct highly collaborative, multidisciplinary research. This effort began with the formation of the Mid-American Consortium on Gram-Positive Pathogens (MCGP; www.unmc.edu/mcgp) whose initial meetings included bacterial pathogenesis research faculty within the University of Nebraska system, as well as several bacterial pathogenesis researchers at institutions around the Midwest (see section 8 below). It was quickly realized that UNMC could draw upon the unique expertise of the different individual members of the MCGP and enhance the research projects of all participants. For example, collaborative papers were published that would not have been made possible without these group interactions and new grants were written with investigators who had not previously collaborated. Importantly, the MCGP meetings evolved into what is now known as the International Conference on Gram-Positive Pathogens (www.unmc.edu/pathology/grampositive), held in Omaha every other year. The first two of these meetings included nearly 150 participants each and brought a great deal of recognition to our group. The benefits of these meetings were to broaden our scientific collaborations and to enhance the visibility of our group in the research community.

The cultivation of collaborative research as described above provides unique opportunities for funding. As individuals, our staphylococcal research faculty at UNMC have been successful generating grants to support their research. Efforts were recently rewarded by an \$11.1 million program project grant from the NIH. This multi-investigator grant funds four highly integrated research projects that are supported by two core labs containing over \$1 million in state-of-the-art equipment. In addition, our recent move to the Durham Research Center II building has provided the group with a state of the art facility to carry-out our collaborative research and facilitated new faculty recruitment. Overall, this combination of

outstanding staphylococcal researchers, ample funding, state of the art facilities, and high-tech equipment make us a truly unique and unrivaled research group.

Objective #2 - To develop molecular/genetic tools. Drs. Paul Fey and Ken Bayles of our group have recently received a \$1.9 million Department of Defense (DoD) grant to generate a collection of *S. aureus* mutants that each have a single mutation in a different non-essential gene. Given that there are approximately 2,000 non-essential genes (out of a total of approximately 2,700 - mutations in the other 700 are essential to the bacteria for growth), the goal is to generate 2,000 individual mutants. Once this collection of mutants is generated, each will be subjected to a battery of tests to characterize the functions of each gene. The importance of this work is that the collection of mutants, as well as the results of the functional tests, will be made freely available to the staphylococcal research community, providing a valuable resource that will greatly facilitate research on this organism. Indeed, this work utilizes an unprecedented approach and will serve as a paradigm for similar studies of other important bacterial pathogens. Furthermore, our plan is to develop this technology to include the 700 essential genes so that their functions can also be determined. Thus, the work generated by the DoD grant will be a starting point for a more complete development of this resource.

Objective #3 - To develop novel therapeutics. One of the strengths of our group is our expertise in the development of novel therapeutics to treat staphylococcal infections. Three members of our team are currently in the various stages of the antibiotic discovery process. Dr. Paul Dunman, who recently received UNeMed's 2009 Research Innovation Award, has identified a novel compound that shows promise as a completely new class of antibacterial agents. Importantly, preliminary studies demonstrate the efficacy of this compound in reducing bacterial burden in experimentally infected animals. In addition, Drs. Hinrichs and Larson are working together to develop new antibiotics that target the ability of *S. aureus* (and other bacteria) to initiate DNA replication. Providing infrastructure to foster continued development of these exciting new antibacterial compounds would be a major goal of the CSR.

Objective #4 - To serve as an educational center. The ability to develop young researchers in the field of infectious diseases is essential to sustaining the CSR into the future. The primary means by which this can be achieved is by obtaining a training grant from the NIH. Dr. Paul Fey of our group has already taken the lead on this and has recently applied for this grant. The primary aim of this proposal builds on the existing strengths of the CSR to establish a training program for graduate students and post-docs interested in staphylococcal research. It is clear that the core of a successful research program is the laboratory personnel who are actually performing the experiments. A case in point is the Eppley Cancer Research Institute, which is a world renowned program that attracts a large number of graduate students and postdocs every year. This program has reached a point where its reputation allows it to attract some of the best and brightest young researchers in the country. This, in turn, allows for continued high-quality research, leading to a self-sustaining cycle of excellence. It is our long-term objective to achieve a similar level of success and visibility that will provide us with a significant advantage in the recruitment of talented young investigators. We will achieve this objective by continuing to build our research and course offerings in bacterial pathogenesis and, ultimately, by applying for and obtaining a training grant from the NIH.

As staphylococcal disease takes an increasing toll on human health, the general population will have many questions about how to prevent and treat diseases caused by *S. aureus*. Furthermore, they will need a resource to obtain information about new vaccines and therapies that reduce the impact of staphylococcal infection. Indeed, the visibility that came with our recent program project grant resulted in a large number of inquiries about staphylococcal infections. One important function of the CSR will be to serve as a permanent and visible

resource for information related to *S. aureus* and the infections that it causes. This will primarily take the form of a webpage that can be readily accessed by internet searches related to staph infections. However, our expectation is that continued success will lead to additional media coverage that will enhance our visibility. The goal for us is to be the go-to group for media outlets and individuals when questions arise related to the staphylococcal infections.

Objective #5 - To establish clinical partnerships. An important goal of our group is to foster collaborative interactions with clinical departments at UNMC to begin to move our research from - as the NIH likes to say - “the bench to the bedside”. This translational research will be vital to the continued success of our group, for renewal of our program project grant and for the clinical success of the Nebraska Medical Center. Thus, an essential function of the CSR will be to provide an umbrella program under which clinical researchers within UNMC can receive support. For example, members of our group have had a long-standing relationship with faculty from the Section of Infectious Diseases in the Department of Internal Medicine. Several publications have been generated from this collaborative relationship. A new program is developing with faculty from the Department of Orthopaedic Surgery and Rehabilitation, which provides a tremendous resource of clinical expertise related to orthopaedic implant-related infections. The challenge of infections following implant of artificial joints or reconstruction will continue to rise as these types of devices are increasingly used. Future collaborative interactions with these clinical departments and others will be a key aspect of the visibility and success of the CSR.

3. Organizational Structure and Administration

Upon approval of the Dean of the College of Medicine, the Chair of the Department of Pathology & Microbiology will appoint the Director of the CSR. The primary responsibility of the Director will be to coordinate activities directed toward external funding (e.g. - program project grant renewal, COBRE grant application, etc...) as well as to sustain and grow the CSR. Other responsibilities will include: mentoring junior faculty to assist them in obtaining NIH funding for their research, overseeing the biennial International Conference on Gram-Positive Pathogens, organizing a seminar series on bacterial pathogenesis, and developing and maintaining the CSR website. These duties will be carried-out with the assistance of Ms. Kara Brown whose salary is currently paid by the Administrative Core of the program project grant. Finally, the CSR will be a functional entity maintained within the Department of Pathology & Microbiology and, thus, the majority of the faculty members associated with this center will have their primary appointments within this department.

Dr. Kenneth W. Bayles will serve as the founding Director of the CSR. Dr. Bayles' faculty appointment is in the Department of Pathology & Microbiology where he currently serves as Professor and Vice-Chair for Research. He has 25 years of experience in the field of staphylococcal pathogenesis and his research has been supported by multiple grants from the NIH (including as PI of a program project grant) and the Department of Defense. His expertise is in the physiology of cell death and lysis in Gram-positive bacteria, including *Staphylococcus aureus*, *Bacillus anthracis*, and *Streptococcus mutans*.

One of the most critical functions of the CSR will be to serve as a coordinating umbrella for multiple programs as illustrated in Figure 1. Importantly, all of these programs are already in place at UNMC and there are currently several levels of interactions between them. Particular attention will be given to strengthening interactions between the clinical departments and the basic scientists as this is an established priority for the NIH. To assist in this effort, Dr. Mark Rupp will serve as Director of the Translational Section of the CSR and will play a key role in the development of translational studies focused on staphylococcal infections. Dr. Rupp is currently

Professor of Internal Medicine at UNMC and is a leader in the field of infectious diseases with an emphasis on infections caused by *S. aureus*.

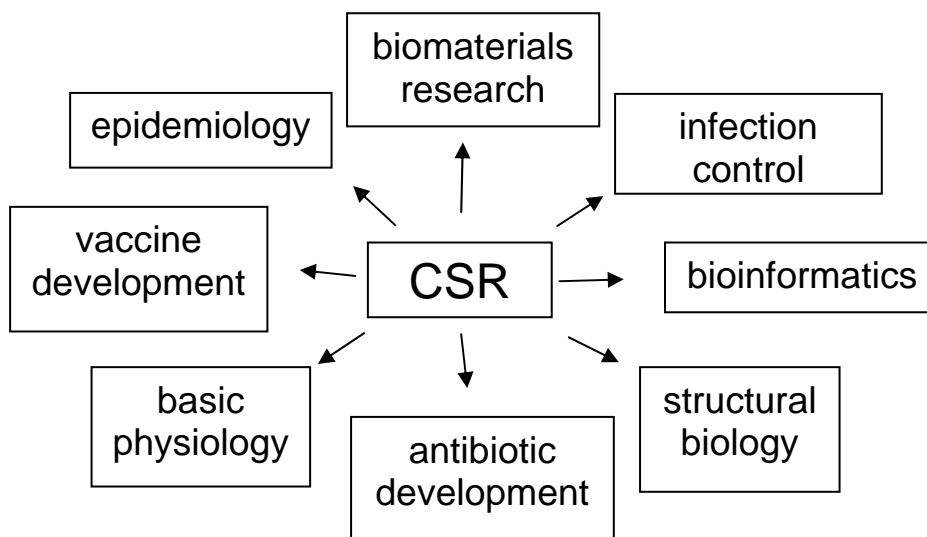


Figure 1. The research interests within the CSR. These groups function independently, but are enriched by cross-talk fostered and supported by the CSR.

4. Faculty and Staff Resources

The Department of Pathology & Microbiology and the College of Medicine will continue to provide support for a strong research program in staphylococcal diseases and antibiotic development. Considerable funds and resources have been invested to bring together a strong team of scientists with interests in these areas of research. This investment includes start-up funding to launch new projects and recruit promising faculty as well as provide laboratory and office space. Because of this effort, the UNMC group has developed a well-defined and strong focus on combating staphylococcal disease. The varied expertise and technical skills of the individual members provide us with a unique opportunity to conduct highly collaborative research.

The following faculty will participate in the launch of the CSR; all have long-standing interests in infectious diseases and staphylococcal research.

- Steve Hinrichs, M.D., Professor; biochemistry and molecular biology in *S. aureus*
- Ken Bayles, Ph.D., Professor; genetics and molecular biology in *S. aureus* and *B. anthracis*
- Paul Dunman, Ph.D., Assistant Professor; molecular biology and bioinformatics in *S. aureus*
- Paul Fey, Ph.D., Associate Professor; genetics and epidemiology in *S. epidermidis*
- Tammy Kielian, Ph.D., Associate Professor; immunology and infectious diseases
- Mark Rupp, M.D., Professor; infectious diseases and epidemiology
- Oluwatoyin Asojo, Ph.D., Assistant Professor; X-ray crystallography and structural biology
- Marilynn Larson, Ph.D., Assistant Professor; molecular microbiology, pathogenesis, and antibiotic resistance
- Jessica Snowden, M.D., Assistant Professor; pediatric infectious diseases

- Dong Wang, Ph.D., Assistant Professor; pharmaceutical sciences and drug delivery
- Kevin Garvin, M.D., Professor; orthopedic surgery and infection control

The Department of Pathology & Microbiology will provide administrative support to assist the above individuals with grant preparation and day-to-day tasks.

5. Physical Facilities, Infrastructure Equipment, and Informational Resources

Faculty members participating in the CSR are primarily located in the newly opened Durham Research Center II on the UNMC campus. This facility has state-of-the-art animal facilities to conduct animal experiments, as well as ample Biosafety Level 3 (BSL-3) space. Furthermore, this facility has state of the art research equipment and telecommunications technology that meet the needs of the faculty members who would participate in the CSR. In addition to bringing the majority of the CSR researchers to a central location, the move to the Durham facility will provide convenient access to several core facilities on the UNMC campus.

6. Program Costs and Revenue Sources

The \$75,000/yr budget for the CSR (see attached) details the funds needed to provide for ongoing operations. These funds will pay for an administrative assistant who will support the individual members of the CSR. Also, funding for the CSR website is requested to market the success of the program and communicate findings to both the academic world and the public. Additional funds will enhance our Basic Science Seminar series as well as the International Conference on Gram-Positive Pathogens. Finally, funds are requested to establish a scientific retreat in which the members of the CSR can meet (such as at the Lied Lodge) for strategic planning and a free exchange of ideas related to the future of the CSR.

The CSR will continue to pursue additional revenue sources to foster growth and collaborative translational research. For example, ongoing discussions with the Departments of Orthopaedic Surgery and Internal Medicine have spawned several ideas for translational research projects. Additional funds (possibly in the form of a seed grant program) would be essential for turning these ideas into established research projects. Once preliminary results have been generated, these projects could then take the next step to independent funding.

7. Partnerships with Business

In the past 10 years, a vast majority of the big pharmaceutical companies have elected to leave the antibiotic development business due to federal regulations and practices that reduce profitability of these costly ventures. Unfortunately, this has occurred despite the ever increasing number of antibiotic resistant strains that have emerged in recent decades. As the urgency for new and improved antibiotics increases, it is inevitable that these companies will reenter the antibiotic development business sometime in the future. The success of the CSR will provide new targets for the development of these desperately needed antibacterial compounds and vaccines. We anticipate the development of one or more local biotech spin offs from the technology developed by the CSR faculty. Thus, once the pharmaceutical companies get back into the business of making new antibiotics, we will be in an ideal position to attract industrial support for our research by providing them with these new targets.

8. Collaborations with Higher Education Institutions External to the University

In addition to the researchers from UNMC, other universities in the Midwest region employ several well-established investigators in infectious diseases and preliminary meetings have been held to investigate future interactions. They will function as important collaborators for the members of the CSR. The following individuals have already served as important collaborators with our group and we anticipate that the formation of the CSR will only strengthen these interactions.

Creighton

- Rich Goering, Ph.D., Professor; epidemiology of staphylococcal disease

University of Nebraska - Lincoln

- Greg Somerville, Ph.D., Assistant Professor; physiology of *S. aureus*
- Andy Benson, Ph.D., Associate Professor; genetics/molecular biology in *Listeria monocytogenes*

University of South Dakota School of Medicine

- Keith Weaver, Ph.D. (Professor) - genetics/molecular biology in *E. faecalis*
- Mike Chaussee, Ph.D., Associate Professor; molecular biology/biochemistry in *S. pyogenes*
- Adhar Manna, Ph.D., Assistant Professor; genetics/molecular biology in *S. aureus*

Kansas State University

- Lynn Hancock, Ph.D., Associate Professor; genetics/molecular biology in *E. faecalis*

University of Kansas Medical Center

- Indranil Biswas, Ph.D., Associate Professor; genetics/molecular biology in *S. mutans*

University of Iowa

- Alexander Horswill, Ph.D., Assistant Professor; genetics/molecular biology in *S. aureus*

University of Arkansas Medical School

- Mark Smeltzer, Ph.D., Professor; genetics/molecular biology in *S. aureus*
- Chia Lee, Ph.D., Professor; genetics/molecular biology in *S. aureus*

A relationship has already been established with each of these investigators and collaborative projects have been initiated with many of them.

9. Constituencies to be Served

With the central role that staphylococcal disease plays in human health in an era of antibiotic resistance, the beneficiaries of future CSR programs will be individuals who are affected by infections caused by the staphylococci. Modern technology has provided many advances in medicine, including the ability to replace defective joints (hips, knees) with man-made devices. In many cases, joint replacements have allowed individuals to return to active life-styles that would not have been possible prior to the development of this technology. Unfortunately, the downside to this is that these devices provide ideal surfaces for the attachment and colonization of bacterial pathogens such as the staphylococci. Once established, these bacteria become resistant to antibiotic intervention and can cause severe damage to the surrounding tissue. Often times the only option is to remove the device and replace it with a new one at great risk and expense. With the increasing number of joint replacement procedures predicted in the future, these types of infections will only become more frequent without advances in the technology built on a better understanding of these types of infections. In addition, MRSA infections are on the rise, causing more deaths per year than HIV-AIDS. Thus, the primary benefactor of the CSR will be the many people affected by this disease.

10. Relationship of the CSR to the Mission of the University of Nebraska

UNMC serves the state of Nebraska through its programs in health professions education, research, patient care and community service. The stem cell and bone marrow and solid organ transplant programs at UNMC and its clinical partner, the Nebraska Medical Center are well known around the world. The CSR will contribute significantly to the clinical programs at UNMC in a variety of ways. For example, organ transplantation and cancer treatment involve the use of immunosuppressive drugs, leaving these patients susceptible to a range of bacterial diseases including those caused by the staphylococci. Clearly, a better understanding of infectious diseases would play an important role in improving recovery from these procedures. One of the biggest goals for the CSR is to integrate clinical and translational research into our program by identifying and cultivating interactions with our clinical faculty. Therefore, a significant effort will be made to coordinate with the developing Clinical and Translational Research program at UNMC. The highly unique resources of the CSR will provide fruitful collaborative research interactions and, ultimately, improved cancer and organ transplant patient care.

11. Anticipated Outcomes, Significance, and Specific Measures of Success

The primary mission of the CSR is to establish the University of Nebraska Medical Center as a world-renowned leader in the area of staphylococcal disease research and antibiotic discovery. The immediate outcome will be to improve the competitiveness of the University of Nebraska for federal funding. Quantitative progress towards achieving this objective will be assessed with the following measures:

- Expand the number staphylococcal clinical and translational research projects conducted at UNMC.
- Increase by 10% the total number of individual grant awards to faculty each year.
- License one or more new proprietary antibacterial compounds to the commercial sector in the next three years.
- Create Nebraska-based Biotechnology companies.
- Establish industrial partnerships and increase commercial grants and contracts by 20%.
- Improve recruitment and retention of outstanding research faculty at the University of Nebraska.
- Obtain a new NIH training grant to enhance recruitment and training of graduate students.

TO: The Board of Regents Addendum IX-A-5
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Create a new Doctor of Philosophy (Ph.D.) in Music in the School of Music and the Hixson-Lied College of Fine and Performing Arts (CFPA) at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the creation of a new Ph.D. degree in the School of Music at UNL

PREVIOUS ACTION: None

EXPLANATION: This proposed Ph.D. in Music will allow the School of Music to meet the demand for terminal degree studies in the scholarship of music. In addition, it will complete the transfer of music education from the College of Education and Human Sciences (CEHS) to the CFPA.

This degree meets a demand for highly qualified college instructors to deliver music teacher certification programs. A Ph.D. degree in Music is not available at any other institution in our state and will allow us to attract students within and outside our state desiring to study and conduct research with our internationally recognized faculty.

This proposal was approved by the Council of Academic Officers and the Executive Graduate Council of the University of Nebraska.

PROGRAM COSTS: No additional costs will be associated with this new program. Existing faculty, facilities, and instructional equipment will provide for the new degree in music.

SPONSORS: Ellen Weissinger
Interim Senior Vice Chancellor for Academic Affairs

Harvey Perlman
Chancellor, University of Nebraska-Lincoln

RECOMMENDED: Linda Ray Pratt
Executive Vice President and Provost
and Dean of the Graduate College

DATE: March 23, 2010

**Proposal for a
New Instructional Program:
Ph.D. in Music
Degree Program**

**School of Music
Hixson-Lied College of Fine & Performing Arts
University of Nebraska-Lincoln**

I. Descriptive Information

A. Name of Institution Proposing the Program: University of Nebraska-Lincoln

B. Name of Program (major): Music

C. Degrees/Credentials to be Offered in the Program: Ph.D.

D. Other Programs Offered in this Field by this Institution:
Master of Music
Doctor of Musical Arts

E. CIP Code: 50.0901

F. Administrative Units for the Program: School of Music in the Hixson-Lied College of Fine and Performing Arts

G. Proposed Delivery Site(s) and Type of Delivery, if applicable:
University of Nebraska-Lincoln; Classroom & via Internet

H. Date Approved by Governing Board:

I. Proposed Date of Initiation: Fall 2009

J. Brief Description/Purpose of the Program

This proposal is for a Doctor of Philosophy degree in Music. The Doctor of Philosophy degree in any field provides a program of studies by which students become producers of new knowledge in their respective disciplines. The curriculum for this program will prepare researchers, professors, and other professional leaders with the skills, values, and intellectual rigor needed for the most advanced leadership and investigation for music study. The School of Music currently offers the Doctor of Musical Arts degree that prepares future collegiate educators in three areas of specialization – performance, conducting, and composition. Our plan is to mirror this organizational design for the Doctor of Philosophy degree. Initially, the curriculum will be developed around a focus in Music Education. Then, as justified by resources and demand, other foci in music history, music theory, or perhaps piano pedagogy will be developed in the future.

The purpose of the Ph.D. in Music is to prepare students to be educators in research-oriented universities and to educate those who aspire to be reflective leaders/teachers in PreK-12 school settings or private studios.

UNL currently offers a Doctor of Musical Arts (DMA) with emphases in performance, composition, and conducting. The focus of the DMA degree is on the performance and creation of music rather than on research about music that would be pursued by students in a Ph.D. program with a major in music.

This proposal accomplishes two important tasks then. First, it establishes the Ph.D. in the UNL Hixson-Lied College of Fine and Performing Arts (H-L CFPA) and, more specifically, in the School of Music. It allows our School of Music to meet an important and untapped demand for terminal studies in the scholarship of music. This is timely and important as our College and the School of Music seeks to design and refine graduate education in the School of Music to accomplish the goals articulated in the Strategic Plan.

Secondly, this proposal, among other important things, would complete the transition of music education from the College of Education and Human Sciences (CEHS) to H-L CFPA, begun in 1993 when the H-L CFPA originated. Currently, students interested in preparing themselves to be music teacher educators in research oriented universities or who aspire to be leaders in pre-kindergarten through 12th grade settings (one of the foci of the proposed for this new doctoral of philosophy degree with a major in music) do so through an interdisciplinary program currently in place with CEHS. While this program has been successful in meeting the needs of these students in the past, the movement of music education faculty from CEHS to the School of Music in the H-L CFPA and the emphasis of subject matter knowledge and pedagogy driven by *the National Standards for Arts Education* (1994)¹ and technological advances in digital sound production have made doctoral studies in the more generic curricular framework of CEHS much less attractive and relevant to these students. Offering an educational program to these students in the specialized environment of the School of Music would greatly assist with the recruitment of graduate students in this area.

Specifically, the curricular framework for this new degree would include four major areas: (1) Core music courses common to all Ph.D. in Music

¹ Music Educators National Conference, *National Standards for Arts Education*. (Reston, VA: Music Educators National Conference, 1994).

degrees, (2) Research tools courses & dissertation, (3) Courses/seminars in the major area, and (4) Minor or related (cognate) courses. Sample courses/credit hours in each area in a 90-hour Ph.D. in Music (specialization: music education, the first area of specialization to be presented for recognition in the new Ph.D. program) would be structured as follows:

<u>Area One: Core Music Courses</u>	12 credits
<ul style="list-style-type: none"> • College Teaching of Music (3) • Music History (3) • Music Theory (3) • Music Technology/Composition (3) 	
<u>Area Two: Research Tools Courses & Dissertation</u>	27 credits
<ul style="list-style-type: none"> • Research Design Statistics Courses (9) • Dissertation (18) 	
<u>Area Three: Major Area Courses/Seminars</u>	30-42 credits
<u>Area Four: Minor or Related (Cognate) Courses</u>	9-21 credits
TOTAL	90 Credits

It is proposed that students in the Ph.D. in Music programs would meet the typical residency requirements as outlined in the *University of Nebraska-Lincoln Graduate Bulletin*: “For a student beginning a doctoral program in the University of Nebraska system with a masters degree, the academic residency requirement for the Ph.D. is 27 hours of graduate course work within a consecutive 18-month period or less. For 1) a member of the University staff who is engaged at least half time in instruction or research in their major area, or 2) a person employed in their major field, the residency requirement is 24 credit hours of graduate work within a consecutive two-year period with the further provision that they take at least 12 of these after receiving the masters degree or its equivalent.” It will be possible for a student to complete the Ph.D. in Music degree in six semesters (3 academic years), assuming there are no deficiencies in their master’s degree. Benchmarks in the program will include successful completion of a written and an oral comprehensive examination, typically administered at the end of the fourth semester of study beyond the master’s degree.

II. Review Criteria

A. Centrality to Role and Mission

As written in the *Comprehensive Statewide Plan for Postsecondary Education*, “UNL is the primary doctoral degree granting public institution in the state for fields outside the health professions.”² Residents of Nebraska cannot currently attain a Ph.D. in Music from an in-state institution. As previously indicated in this document, areas of focused study in this new degree program could include music education, music theory, and music history. The need for more PreK-12 music educators in Nebraska is clearly documented in the Legislature’s designation of music education as a “teacher shortage area” (referenced specifically later in Section E of the “Review Criteria”). Although the immediate solution for meeting this demand lies at the undergraduate level, sufficient faculty leadership in courses that comprise the core of music teacher education curricula—courses in music theory, music history, and music education methods—must be present to ensure an ongoing condition of excellence in both quality and quantity of good music educators. It is the development of this leadership, which in turn fosters the preparation of teachers and the maintenance of sound principles and practices of music education in our state and nation's PreK-12 schools, that lies at the base of this proposal. Recipients of a Ph.D. in Music, equipped with an in-depth understanding of these principles and practices, often gain positions of leadership as college teachers or music administrators in the field. This training should take place within the State so future leaders in music education cannot only develop advanced knowledge and skills within the discipline, but have an opportunity to apply these learnings to the unique conditions for PreK-12 music education in Nebraska.

The Hixson Lied College of Fine and Performing Arts has affirmed its commitment to developing graduate study across the units of the College, and as a consequence, will be enriching research and creative activity in the arts.

With respect to doctoral studies, our intention is to complete the evolution of our curricular offerings as a comprehensive school of music by proposing this new doctoral program – the Ph.D. in Music. The School already offers excellent preparation in the performance and creation of music through its DMA program. Music scholarship and pedagogy are of equal importance. Scholarship in any discipline is critical to its growth and evolution. By understanding the past (music historical studies), providing a theoretical framework for studying the “raw materials” of the discipline (music theory), and developing a pedagogy for its mastery

² *Comprehensive Statewide Plan for Postsecondary Education*, p. 7-31.

(music education), knowledge in the discipline of music is advanced. This new doctoral degree program would serve this emphasis.

The proposed Ph.D. major in music is consistent with the *Comprehensive Statewide Plan for Postsecondary Education* of the Coordinating Commission for Postsecondary Education (CCPE), which states that “UNL should be the principal provider of graduate level programs, except when another institution has the human and physical resources and a more compelling need within their geographic area.” UNL has the responsibility to develop graduate programs where a definite need exists, and when resources are available. Further, as previously mentioned, UNL and the Hixson-Lied College of Fine and Performing Arts have identified graduate education in the arts as a priority area. This Ph.D. major will advance and focus research in this area and will prepare students needed for future leadership in the important field of arts education and scholarship.

B. Evidence of Need and Demand

1. Need for the Program in the Institution, the Community, the Region, the State and the Nation

a. Constituency and Community Resources

The constituency that this new degree program will serve initially includes students who are preparing for careers in institutions of higher education and private industry across the state, region and country in the areas of music teacher education, arts policy & leadership, music technology, music theory, music history, and piano pedagogy, as well as for careers as music administrators/teachers in PreK-12 schools and private music studios. The constituency may change as new technologies develop in digital sound production and new advances are made in the role of music as therapy.

The community has considerable resources that will enhance the new degree offerings, and that, in turn, will be enhanced by the research undertaken in this new doctoral program. One example of this mutual enhancement involves the new degree focus in music education. The School of Music is pursuing a partnership with the Lincoln Public Schools in developing undergraduate courses leading to music teacher certification with an explicit focus on composition education. One of the goals of the *The National Standards for Arts Education* calls for students to

be able to “compose and arrange music within specified guidelines.”³ The profession has been lax in educating music teachers to assist pre-12 students in achieving this goal. The proposed new doctoral specialization in music education will attempt to address this void. Dr. Brian Moore of our faculty has expertise in this area and has already established a “beachhead” for practica for potential doctoral students interested improving their ability to teach composition at North Star High School in Lincoln. Dr. John Richmond, Director of the School of Music and a member of our faculty, has discussed expanding practica and research opportunities for our students at North Star and other Lincoln Public Schools with Dr. Ray Lowther, Supervisor of Music in the Lincoln Public Schools.

b. Impact on Existing Academic Community

The College of Education and Human Sciences recognizes this new degree program as an essential step in an expanding and evolving program for graduate students in music education and is supportive of this proposal for a new degree.

Further, a Ph.D. degree in Music with its projected areas of focus is not available at the University of Nebraska-Omaha (UNO) or the University of Nebraska-Kearney (UNK). Similarly, the state colleges at Wayne, Chadron, and Peru do not offer this doctoral program. Nevertheless, this program is considered to be an important resource for them in attracting and retaining new faculty.

2. Demand for the Program

The demand for and interest in this program among the constituency discussed in the preceding section has been documented in requests for information about doctoral programs with emphases in music education, music theory, music history, piano pedagogy, etc. received by the School of Music Coordinator of Admissions. The Coordinator’s records indicate that an average of nine such requests have been received per year over the last five years. More than a third of these requests have been from Nebraskans.

Although Nebraskans can acquire a similar doctoral education through programs at institutions in several of our surrounding states (Colorado, Kansas, Missouri, Iowa, Minnesota for example) under various degree

³Music Educators National Conference, *National Standards for Arts Education*. (Reston, VA: Music Educators National Conference, 1994), p. 27.

rubrics (Ph.D., Ed.D., D.M. [Doctorate of Music], etc.) and majors, it is far more desirable, feasible, and practical for Nebraska to provide this opportunity for our citizens and the region because of the number of potential students (perhaps 4-6 per year) for this program who will continue to teach in Nebraska PreK through college settings while pursuing their terminal credential with us. The Ph.D. in Music at UNL likewise will position Nebraska to attract to our State promising young scholars who desire to study and conduct research with our internationally recognized, expert faculty. At the same time, Nebraska's reputation will benefit from having the capability of training its own leaders in the discipline of music.

The need for a new doctoral degree in music can be demonstrated most saliently in the area of music teacher education. According to the 2004 American Association for Employment in Education Teacher Supply and Demand Research Report, the Great Plains/Midwest states are experiencing shortages of music teachers.⁴ As demand continues to exceed supply, more teachers and leaders will need to be trained to serve the needs of students in Nebraska and the central United States. Likewise, the National Association of Schools of Music (NASM) has sent communication to its membership indicating that the shortage of PreK-12 music educators will become acute in the next decade.⁵ With an increased effort to recruit PreK-12 music educators will come the need to staff the classes they will need to complete music education degree programs leading to teacher certification.

New, exciting programs that emphasize not only the preparation of teachers who can teach students to sing, to play musical instruments and to read music notation, but who can also facilitate the creation of new music, evaluate music and music performances, and establish connections between music and other disciplines will be in demand and needed to attract talented educators to the profession. In brief, the future belongs to music education doctoral degree programs that can teach how to develop musical abilities in a comprehensive manner. The UNL School of Music Ph.D. degree in Music is poised to be one of those "cutting-edge" programs because it is looking to prepare teacher educators and researchers who look beyond teaching others how to sing

⁴*Teachers Supply and Demand Report 2004*. (Columbus, OH: The American Association for Employment in Education), p. 111.

⁵ Karen Wolff, "An Open Letter to Music Faculty in Higher Education from the Executive Committee of NASM Regarding K-12 Teacher Shortages." Retrieved October 10, 2006 from <http://nasm.arts-accredit.org/>

and play musical instruments to encompass a wide range of musical activities (composing, improvising, listening) and interconnections to the other arts and disciplines outside of the arts.

It is expected that 2-3 students per year could enroll in the program within the first five years of its existence. Two students per year are required to make the program viable. With current and requested resources “in-hand” for the program, only 2-3 students should be admitted to the program each year.

C. Adequacy of Resources

1. Faculty and Staff Resources

Our faculty is recognized nationally and internationally for its scholarship in music and for the high quality of its students that are leaders in institutions of higher education and private business enterprises across the nation. A summary of faculty resources available to the Program include:

Faculty Whose Primary Assignment includes Teaching Academic Courses in Music :

Dale Bazan (Ph.D. 2007 Case Western University)
Assistant Professor of Practice, Music Education
(Graduate Faculty Proposal in Process)
Expertise: Instrumental Music Education; Student-directed Instruction;
and the Musical Tastes of Adolescents

Anthony Bushard (Ph.D. 2005 University of Kansas)
Assistant Professor of Music History
Graduate Faculty
Expertise: Music for Film; Jazz History

Gretchen Foley (Ph.D. 1999 University of Western Ontario)
Associate Professor Of Music Theory
Graduate Faculty
Expertise: George Perle's theory of twelve-tone tonality and music theory pedagogy

Rhonda Fuelberth (Ph.D. 2001 University of Missouri-Kansas City)
Associate Professor of Music Education
Graduate Faculty
Expertise: Choral Music Education, Inclusive Music Education

Peter Lefferts (Ph. D. 1983 Columbia University)
Professor of Music History
Graduate Faculty
Expertise: Medieval and Renaissance English music, the medieval motet,
& early music notation

Stanley Kleppinger (Ph. D. 2006 Indiana University)
Assistant Professor of Music Theory
Graduate Faculty
Expertise: Pitch-centric music of the twentieth century

Brian Moore (Ph.D. 1986 University of Wisconsin)
Associate Professor of Music Education
Graduate Faculty
Expertise: Music Technology, Middle School Music, String Education

Eric Richards (Ph. D. 1994 University of Maryland)
Assistant Professor of Music Composition
Graduate Faculty
Expertise: Composer/arranger, conductor, Trombonist

Pamela Starr (Ph.D. 1987 Yale University)
Professor of Music History
Graduate Faculty
Expertise: Renaissance Music

Robert Woody (Ph.D. 1998 Florida State University)
Associate Professor of Music Education
Graduate Faculty
Expertise: Teaching of Expressive Musical Skills, the Role of Emotional
Response, and General Music Education

Brenda Wristen (Ph.D. 1998 Texas Tech University)
Associate Professor of Piano Pedagogy
Graduate Faculty
Expertise: Wellness for the Musician; Accommodations for Small-
handed Pianists; Motion-capture Research in Music Performance

Faculty with Expertise in Music Education (now in Administration):

Glenn Nierman (D.M.E. 1979 University of Cincinnati)
Steinhart Professor of Music Education
Graduate Faculty

Expertise: Instructional Strategies, Assessment, Research Design

Giacomo Oliva (Ed.D. 1980 New York University)

Professor of Music Education

Graduate Faculty

Expertise: Administration and Choral Music Education

John W. Richmond (Ph.D. 1990 Northwestern University)

Professor of Music Education

Graduate Faculty

Expertise: Administration; Arts Education Policy; Legal Issues;

Philosophy

2. Physical Facilities

The facilities of the UNL School of Music include the Westbrook Music Building, the Kimball Recital Hall, and the Mabel Lee Hall. The Westbrook Music Building is home to the School of Music administrative offices, classrooms, large rehearsal halls, Music Library, faculty offices/studios, a 300-seat lecture hall, music technology facilities, and practice rooms. The Kimball Recital Hall is an acoustically exquisite, 850-seat concert facility that provides balcony seating, a fly space for opera productions, and a Reuter pipe organ.

Currently, all Music faculty, staff and graduate students are housed in offices in Westbrook Music Building. There is a twelve-station Macintosh computer lab (equipped with Yamaha MIE-2XG keyboards) in Westbrook that is ideal for seminars and research data entry projects. In addition, the School's classrooms and rehearsal halls are equipped with overhead projectors and multimedia cabinets containing the latest sound and video imaging equipment.

3. Instructional Equipment and Informational Resources

The instructional equipment, including a new state-of-the-art computer lab (described above) available to students and faculty for data entry, are adequate for the School of Music to provide instruction for the new major.

Located in room 30 of Westbrook Music Building, the Music Library is a branch of the University Library System. Its collection of approximately 56,000 scores, books and microfilms, and 17,000 sound recordings, videotapes, and DVDs together with its current periodical subscriptions of more than 160 titles, provides information on the

history, literature, theory, and performance of Western art music as well as ethnomusicology, jazz, and music education. The major bibliographic titles, the collected editions and complete works of composers, bound sets of periodicals, and the important biographical works and treatises form the core of the collection. Some additional resources will be needed to keep pace with new periodicals needed for research, however.

The Music Library maintains facilities for listening to sound recordings on compact discs, cassettes, and LP's that can be heard at listening stations equipped with headphones. Two TV monitors are available for viewing videotapes and DVDs. A microfilm/microfiche reader with printer is also available.

4. Budget Projections for the First Five Years of the Program

As mentioned previously in this report, the first planned area of specialization for the new doctorate will be in music education. Therefore, it seems relevant to present budget projections in a framework that will allow for the realization of this specialization in music education. All music education faculty and programs (except doctoral education) were relocated to the H-L CFPA in 1993. A degree-seeking instructor position (paid the equivalent of 2 graduate teaching assistants) was allocated to music education when it was a part of CEHS. That position was retained by CEHS in 1993. Since that time, two faculty members heavily involved in CEHS/SOM music education doctoral education have been reassigned to administrative positions in the H-L CFPA and the SOM.

Nevertheless, in this austere financial climate, the Area of Specialization in Music Education can be delivered without funding for additional faculty or graduate teaching assistants from sources outside of the School of Music by reallocation of three graduate teaching assistants to the Music Education Area of Specialization. This reallocation, in turn, would allow doctoral students to assist faculty members with the teaching of undergraduate courses and provide the students with valuable opportunities to be mentored in college teaching as part of their doctoral education experience. These details are presented in the attached budget tables.

D. Avoidance of Unnecessary Duplication

As previously documented in this proposal, there are 22 postsecondary institutions in the State that include music in their curricula. The quality of education in music in the State is largely determined by the leadership

emanating from these schools, both through formal teacher training programs and other programs that promote and nurture the understanding and appreciation of music by the public at large. At the pinnacle of this structure should be a terminal degree program that produces graduates with the necessary leadership, vision, and values to ensure a strong musical presence throughout the State.

Of the states that comprise the Midwestern Higher Education Compact (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin), all of these states have similar programs, i.e., music e scholars can study to receive the Ph.D. degree in their discipline, with the exception of South Dakota.

Nine of the 15 institutions identified by the Nebraska Coordinating Commission for Postsecondary Education and the University of Nebraska Board of Regents as peer institutions offer a Ph.D. with some specializations in music. In the surrounding states, the degree is offered by the University of Colorado, the University of Kansas, the University of Missouri-Kansas City Conservatory of Music, the University of Iowa, and the University of Minnesota. This is an optimal time to capture a leadership role in music doctoral education. The current music doctoral programs across the Midwest have departed from the foci by which they were known to be strong primarily because of changes in faculty at these institutions and attendant impact on enrollment. For example, doctoral programs in music education that in the past often had twenty or more students, currently have the following enrollment numbers: University of Oklahoma = 15; University of Colorado = 5; University of Iowa = 9; and University of Missouri = 10.⁶ Because the University of Nebraska-Lincoln has unique areas of research strength by virtue of the strength of its music education faculty and resources (technology, composition pedagogy, arts policy, assessment, conducting pedagogy, the Buros Library, for example), that differ from those of programs in our surrounding states, a Ph.D. in music is poised to offer students a unique and viable focus for doctoral education.

E. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

In brief, we propose the establishment of a new advanced instructional program, the *Ph.D. in Music*, based on the following criteria:

⁶ Personal e-mail communication with program chairs at these respective Universities, December 18, 2007.

- This major will provide a new, exciting program that emphasizes the creation of new knowledge related to music scholarship and pedagogy. We seek to prepare the next generation of music educators in higher education. In addition, this degree will not only enhance the preparation of educators who can teach students to sing, to play musical instruments and to read music notation, but who can also facilitate the creation of new music, evaluate music and music performances, and establish connections between music and other disciplines. In brief, this will be a degree program built upon a framework of comprehensive musicianship in which students will be able to facilitate achievement of the goals of the profession as articulated in National Standards for Arts Education.
- This doctoral degree will not duplicate existing instructional programs within the University of Nebraska, and will have program-emphasis features that are unique to similar programs in surrounding states. We anticipate enrollment of approximately 10-15 new students within the first five years.
- This proposal is congruent with the mission and strategic initiatives of the School of Music, the Hixson-Lied College of Fine and Performing Arts, the University of Nebraska-Lincoln, the Graduate College of the University of Nebraska, and the Comprehensive Statewide Plan for Post-Secondary Education.

F. Consistency with the *University of Nebraska Strategic Framework*

This proposal for a new doctoral program mostly closely aligns with *Strategic Framework* Goal #2: “The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.” More specifically, Objective C ii of Goal #2 asks the campuses to: “Determine key areas of future workforce demand and strengthen or develop curricula and programs in alignment with those areas.”⁷ There is an increasing need and demand for graduate degrees that prepare students for leadership, teaching, and research positions in music within Nebraska, the nation, and the world. The Teacher Certification Officer at the University of Nebraska-Lincoln documented this need in one of the focus areas of the new degree – music teacher education, noting that:

The Nebraska legislature has established a scholarship/loan forgiveness program starting spring semester that will be available to full-time students who are Nebraska residents who are majoring in "teacher shortage areas" and agree to teach in

7

Nebraska following program completion. Music education has been determined to be one of those current shortage areas.⁸ Because of this shortage we need to invest in doctoral programs that prepare music teacher educators, for example, who can in turn prepare music educators for PreK-12 school settings.

More broadly, the Ph.D. in Music will serve to:

- Strengthen graduate education (and indirectly undergraduate education) in music at UNL,
- Promote institutional growth by attracting new Ph.D. students to UNL from within and outside the State of Nebraska,
- Advance UNL as a regional, national, and international leader in this area of education and research,
- Contribute to fulfilling both of the University's broad strategic foci – undergraduate education (preparation of PreK-12 music educators) and research (add new knowledge about the teaching and learning of music).
- Enhance the Hixson-Lied College of Fine and Performing Arts Strategic Plan (which has already resulted in a number of important initiatives, including a Masters of Arts degree in Art History, the expansion of the Chamber Music Initiative in the School of Music through the recruitment of the Chiara String Quartet, and the development of new initiatives for interdisciplinary study of digital arts) by instituting the College's first doctoral degree offering.
- Increase our visibility and ability to attract funding to support educational innovation in the arts,
- Contribute to the economy of Nebraska and the region through employment of our graduates at other institutions of higher education and in administrative positions in public school settings, and
- Complete the compliment of graduate offerings in the Hixson-Lied College of Fine and Performing Arts by creating its only Ph.D. program.

These important points address various objectives in Goals #1 and #4 of the *Strategic Frameworks*.

In summary, today there is an increasing need to address music teacher shortages in our elementary and secondary schools in the state and region, as documented by the Legislature designating music education as a "teacher shortage area." Preparing new highly qualified college instructors to deliver music teacher certification programs can help to meet this need. The *Comprehensive Statewide plan for Postsecondary Education* states that "Each higher education institution will fulfill its role and mission with distinction by being

⁸ Thomas Wandzilak, personal e-mail communication, October 21, 2006.

responsive to changing academic, workforce, societal, economic, and community development needs.”⁹ We believe that we have documented in this proposal the University of Nebraska Lincoln School of Music in the Hixson-Lied College of Fine and Performing Arts is poised to respond to a pressing educational need in our state through offering a Ph.D. in Music.

⁹ *Comprehensive Statewide Plan for Postsecondary Education, p. 1-1.*

Ph.D. in Music (Music Education) Curriculum Overview

Degree Title: Ph.D. in Educational Studies (Teaching, Curriculum, & Learning, [Music Education]) Years/Completion: 3
 Ph.D. in Music (Music Education)

Plan Approval and Final Approval for Listing

Major Area*	Other Studies in Music	Electives Or Minor	Total No. of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
47-65 credits 52.2-72.2%	10-43 credits 11.1-47.8%	0-15 credits 0-16.6%	90		Fuelberth, Moore, Woody Bazan

*(Includes 30 credit hours from MM degree)

Major Area

Music Education Core		18 credits
836. Psychology and Sociology of Music	3 credits	
838. Inclusive Music Education	3 credits	
OR		
928. Seminar in the Curriculum & Teaching of Music		
843. Introduction to Research in Music Education	3 credits	
845. Historical & Philosophical Foundations of American Music Education	3 credits	
896. Quantitative Research in Music Education	3 credits	
896. Quantitative Research in Music Education	3 credits	
899. Master's Thesis		0-6 credits
Doctoral Seminars in Music Education [Choose 4] (Potential topics may include the following):		12 credits
896A. Music Psychology		
896B. Philosophy & Policy		
896C. Standards & Assessment		
896D. Technology in Music Teaching & Research		
896E. Sociology & Music		
896F. Music in Special Education		
896G. Composition Pedagogy		
896I. Selected Topics (Directed Readings)		
Research Methods		9 credits
859. Statistical Methods	3 credits	
OR		
900K. Qualitative Approaches to Educational Research		
Advanced Statistics-[Choose 1]	3 credits	
941. Int. Stats—Experimental 3 credits		
942. Int. Stats--Correlation 3 credits		
972. Multivariate Analysis 3 credits		
Advanced Design/Analysis-[Choose 1]	3 credits	
945. Computer-Assisted Data Analysis 3 credits		
900A. Correlational & Experimental 3 credits		
900B. Single Case/Small N 3 credits		
900D. Survey Methods 3 credits		
900J. Historical Methods 3 credits		
935 Seminar in Qualitative Research 3 credits		

936 Mixed Methods Research	3 credits	
999. Dissertation		18 credits
Electives in Music Education		0-12 credits
Total Major Area		47-65 credits
<u>Other Studies in Music</u>		
992. College Teaching in Music		3 credits
History/Theory		3 credits
Theory/Composition		3 credits
Music Electives		1-34 credits
Total Other Studies in Music		10-43 credits
<u>Electives or Minor</u>		
Total Electives or Minor		0-15 credits

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY09/10) Year 1		(FY10/11) Year 2		(FY11/12) Year 3		(FY12/13) Year 4		(FY13/14) Year 5		Total	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹											0	\$0
Professional ²											0	\$0
Graduate assistants	3	\$35,622	3	\$36,691	3	\$37,792	3	\$38,926	3	\$40,094	3	\$189,125
Support staff											0	\$0
Subtotal	3	\$35,622	3	\$36,691	3	\$37,792	3	\$38,926	3	\$40,094	3	\$189,125
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶		\$1,000		\$1,000		\$1,000		\$1,000		\$1,000		\$5,000
Other ⁷												\$0
Subtotal		\$1,000		\$1,000		\$1,000		\$1,000		\$1,000		\$5,000
Total Expenses	3	\$36,622.00	3	\$37,691.00	3	\$38,792.00	3	\$39,926.00	3	\$41,094.00	3	\$194,125.00

FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

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

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

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

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

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

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

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

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

⁸ Graduate Assistant compensation includes base salary of \$8,300, \$2,656 for tuition and \$918 for benefits. A 3% inflation factor was applied.

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

	FY(09/10) Year 1	FY(10/11) Year 2	FY(11/12) Year 3	FY(12/13) Year 4	FY(13/14) Year 5	Total
Reallocation of Existing Funds ¹	\$35,622	\$36,691	\$37,792	\$38,926	\$40,094	\$189,125
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ³	\$20,772	\$40,384	\$41,595	\$42,844	\$44,130	\$189,725
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$56,394	\$77,075	\$79,387	\$81,770	\$84,224	\$378,850

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

¹ Show the total amount of dollars the institution will reallocate from its budget to support this program. Identify the source of funding and provide an explanation of the impact that the redistribution of funds will have on existing programs.

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

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

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

⁵ **Revenues are not expected to match expenses.**

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

TO: The Board of Regents IX-A-6

Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: New undergraduate Agricultural and Natural Resources Nebraska Beef Industry Scholars Certificate Program administered by the College of Agricultural Sciences and the Department of Animal Science.

RECOMMENDED ACTION: Approve the new undergraduate Agricultural and Natural Resources Nebraska Beef Industry Scholars Certificate Program administered by the College of Agricultural Sciences and Natural Resources and the Department of Animal Science.

PREVIOUS ACTION: None

EXPLANATION: The Nebraska Beef Industry Scholars Certificate Program is a 19-20 credit hour program focused on providing opportunities for students to interact with leaders in the beef industry and emphasizes issues, policies, and careers. Department of Animal Science faculty will be responsible for the certificate program. The proposed program will strengthen ties with Nebraska agricultural commodity organizations, associations, and trade groups; aid in recruitment and retention of undergraduate students; and allow graduates of the program to be easily identified by prospective employers.

The proposal has been approved by the Council of Academic Officers of the University of Nebraska.

This proposed certificate contributes to 1, 2, and 3 of the University of Nebraska's Strategic Planning Framework.

PROGRAM COST: \$4,788

SOURCE OF FUNDS: Reallocation

SPONSOR: John C. Owens
Vice President for Agriculture & Natural Resources
IANR Harlan Vice Chancellor

RECOMMENDED:



Harvey Perlman
Chancellor, University of Nebraska-Lincoln

DATE: April 15, 2010

Nebraska Beef Industry Scholars Certification Proposal (4-15-10)

Rationale and Need

Agriculture is still the predominant industry in Nebraska. The beef cattle industry complex constitutes the largest segment of agriculture accounting for approximately 55% of agricultural revenue. This revenue comes from over 4,500 feeding operations, over 20,000 beef cow operations, and the nation's largest packing/processing sector. Not only is the beef industry critical to Nebraska, but Nebraska's beef industry is critical to the national beef industry as well. There is no doubt that Nebraska plays a pivotal role in nationwide beef production and as such has assumed an inherent leadership role.

Strong working relationships with Nebraska ranchers, farmers, and agricultural organizations, associations, and trade groups, and UNL research and extension education programs, recognized for excellence throughout the U.S. and the world, provide the foundation for the College of Agricultural Sciences and Natural Resources offering a unique educational opportunity for future beef industry leaders. The proposed certificate program will strengthen industry ties, aid in the recruitment and retention of undergraduate students and allow graduates of the program to be easily identified by prospective employers looking for leaders in the beef cattle industry.

The courses and required experiences in the Nebraska Beef Industry Scholars Certification program will develop graduates who:

- Understand issues that affect beef production and have the ability to develop solutions to beef industry problems.
- Understand the interactions of the animal, plant, food and social sciences affecting beef production and management.
- Have developed a strong network with leaders in the beef industry.
- Have exceptional oral and written communication skills.
- Have exceptional leadership skills.
- Have outstanding technical knowledge in at least 1 area of expertise (e.g., beef production economics, beef feedlot engineering, live beef animal and carcass evaluation, beef nutrition, beef animal physiology, meat science, genetic improvement of beef cattle, beef products, pre-veterinary animal science, range and forage science)

Relationship to degree/major

Current courses required for the proposed certificate program such as ASCI 310, 455, 457, AECN 325, and ALEC 417 may be required courses to obtain a degree depending on the student's major. In many cases, the internship requirement and the study tour in the current proposal may be used to fulfill internship and experiential learning requirements in other programs.

The specialized courses allow for the interaction of students, faculty, industry leaders, and the community. These courses build upon the basic and applied science contained in core major courses and provide expertise in immersing beef industry issues, policy, and career opportunities.

Hours and Courses

➤ Specialized Courses (9 credits)

1. Nebraska Beef Industry Scholars-Seminar (1 credit, Spring, Freshmen)
 - Weekly seminar w/ beef industry leaders
 - Weekly written summaries of industry leader seminars
 - Shadow 3 beef industry leaders
 - Present 12-15 minute summary of shadowing experiences

2. Nebraska Beef Industry Scholars-Issues (1 credit, Fall, Sophomore)
 - Current topics will serve as the basis for the course. Examples include BSE, country-of-origin labeling, mandatory versus voluntary animal identification
 - Students will work individually and in groups to obtain and share background knowledge about the topic (modeled after problem-based learning)
 - A panel of faculty and/or industry experts will discuss the issue and provide information/perspective (this could be a public meeting)
 - Students will be assigned a position (e.g., pro or con) to defend in a debate-style format (with several students on a team)
 - Following the debate, students will individually prepare a position paper supporting whatever position they choose to defend

3. Beef Industry Study Tour (2 credit, Spring, Sophomore)

4. Nebraska Beef Industry Scholars-Practicum (1 credit, Spring, Junior)
 - In depth discussion of timely animal health related issues
 - Beef Quality Assurance
 - Financial risk management options
 - Lectures centered on adding value to beef carcasses

5. Beef Industry Internship (2 credits)

6. Nebraska Beef Industry Scholars-Beef Summit (1 credit, Fall, Senior)
 - National Beef Meeting Organization and Implementation
 - Students will work together to identify a topic for a national symposium, to be held in Lincoln during the spring semester.
 - Students will manage all aspects of the symposium – e.g., topic and speaker identification, fund raising, meeting promotion/advertisement, speaker accommodations, chairing the conference/sessions etc.
 - It is anticipated this will become a highly recognized signature event for the NBIS class. The program is expected to be of national significance, with nationally recognized speakers, on a current topic. Planning for the symposium should begin during their junior year.

7. Nebraska Beef Industry Scholars-National Policy (1 credit, Spring, Senior)
- Students will participate in a National meeting of at least one of the agricultural commodity organizations, associations, or trade groups.
 - Students will discuss and dissect current national policy issues
 - Class lectures will be supplemented by invited speakers
- Existing Courses That May Contribute to Major/Option Requirements. All students within the program must take AECN 325: Marketing of Agricultural Commodities (3) and ALEC 417: Issues Management and Crisis Communication (3) and select 2 of the following 3 courses.
- ASCI 455: Beef Cow-Calf Management (2)
 - ASCI 457: Beef Feedlot Management (2)
 - ASCI 310: Fresh Meats (3)
- Experiences To be certified as a Nebraska Beef Industry Scholar students must provide evidence of completion of 3 activities listed below.

Interaction with Beef Industry Professionals

- Attend a Nebraska organization meeting
- Attend a National organization meeting
- Develop beef industry mentor
- In-depth interview of beef industry leader

Advising Processes

Group advising sessions for all NBIS will be held once per semester. Advising sessions will be coordinated and facilitated by the NBIS Curriculum Committee.

Admissions Processes

- Admitted students or students enrolled at UNL who are not on academic probation and have an interest in the beef industry are eligible for admission.
- Prior to the completion of 14 undergraduate credits students must complete an application for admission and be nominated by their advisor.
- Students will be notified of their acceptance into the certification program by November 15 of the academic year in which they apply.

Administration

The Nebraska Beef Industry Scholars Program will be administered through the College of Agricultural Sciences and Natural Resources.

Measures and Procedures for Verification of Completion of the Certificate Requirements

The NBIS Curriculum Committee will be responsible for an annual evaluation of the transcripts and e-portfolios containing experience records of students in the program. Students who have not completed the requirements for that year in the program will not be given permission to enroll in the specialized NBIS course for the next year. Only students completing a Bachelor's degree and completing all the requirements will be certified. Students must receive a grade of C or

higher in courses required for the certificate program in order to complete the certificate program.

Measures and Procedures for Ongoing Evaluation of the Certificate Program

Evaluation of the NBIS certificate program will be accomplished by:

1. Performance of students in Nebraska Beef Industry Scholars courses.
2. An external advisory committee for the program will be established. The committee will consist of at least 5 beef industry leaders and meet annually to evaluate the program.
3. Alumni will be surveyed 1, 3 and 5 years post graduation.

Budget

A portion of a faculty member's instructional FTE will be assigned to administer the Beef Industry Scholars Certificate program. This will include but not be limited to scheduling and facilitating the NBIS Curriculum Committee, classes and experiential activities, seminars, data analysis and reporting; and compiling annual reports on student progress and placement of students completing the certificate.

Campus submitting proposal UNL

Name of Proposed Certificate Nebraska Beef Industry Scholars

Name of Existing Bachelor's Program, where appropriate All CASNR Degree Programs

Existing Undergraduate Courses for this Certificate (List course numbers)	# Credit Hours
ASCI 181	1
ASCI 281	1
ASCI 311E	2
ASCI 381	1
ASCI 310, ASCI 455, ASCI 457 (Students must choose 2)	Variable; 4-5
ASCI 395	Variable; 2 required for program
ASCI 481	1
ASCI 482	1
AECN 325	3
ALEC 417	3
<u>TOTAL</u>	19-20

Campus submitting proposal UNL

Name of Proposed Certificate Nebraska Beef Industry Scholars

Name of Existing Bachelor's Program, where appropriate All CASNR Degree Programs

Existing Undergraduate Courses for this Certificate (List course numbers)	# Credit Hours
ASCI 181	1
ASCI 281	1
ASCI 311E	2
ASCI 381	1
ASCI 310, ASCI 455, ASCI 457 (Students must choose 2)	Variable; 4-5
ASCI 395	Variable; 2 required for program
ASCI 481	1
ASCI 482	1
AECN 325	3
ALEC 417	3
<u>TOTAL</u>	19-20

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY____) Year 1		(FY____) Year 2		(FY____) Year 3		(FY____) Year 4		(FY____) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	0.05	\$4,788	0.05	\$4,931	0.05	\$5,079	0.05	\$5,231	0.05	\$5,388	0.05	\$25,417
Professional ²		\$0		\$0		\$0		\$0		\$0	0	\$0
Graduate assistants		\$0		\$0		\$0		\$0		\$0	0	\$0
Support staff		\$0		\$0		\$0		\$0		\$0	0	\$0
Subtotal	0.05	\$4,788	0.05	\$4,931	0.05	\$5,079	0.05	\$5,231	0.05	\$5,388	0.05	\$25,417
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses	0.05	\$4,788.00	0.05	\$4,931.00	0.05	\$5,079.00	0.05	\$5,231.00	0.05	\$5,388.00	0.05	\$25,417.00

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

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

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

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

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

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

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

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

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

	FY(____) Year 1	(FY____) Year 2	(FY____) Year 3	(FY____) Year 4	(FY____) Year 5	Total
Reallocation of Existing Funds ¹	\$4,788	4931	5079	5231	5388	\$25,417
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ³	\$22,440	\$22,440	\$22,440	\$22,440	\$22,440	\$112,200
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$27,228	\$27,371	\$27,519	\$27,671	\$27,828	\$137,617

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

¹ Show the total amount of dollars the institution will reallocate from its budget to support this program. Identify the source of funding and provide an explanation of the impact that the redistribution of funds will have on existing programs.

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

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

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

⁵ **Revenues are not expected to match expenses.**

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

TO: The Board of Regents Addendum IX-A-7
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Establish The University of Nebraska – Boys Town Center on Child and Family Well Being in the College of Education and Human Sciences (CEHS) at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the establishment of The University of Nebraska – Boys Town Center on Child and Family Well Being at UNL

PREVIOUS ACTION: None

EXPLANATION: The University of Nebraska – Boys Town Center on Child and Family Well Being is proposed as a collaborative project between the University of Nebraska-Lincoln and Boys Town, Nebraska. The goal of the proposed Center is to become a nationally recognized research center on developing and evaluating mental health, child welfare, behavioral, medication, and educational programs and services for high need and at-risk children and youth in out-of-home settings.

The Center will focus the efforts of researchers in this nationally recognized area of need in children’s mental health and family functioning. It will provide an outstanding learning environment for undergraduate and graduate students and will make a significant impact and contribution to society

The partnership between UNL and Boys Town is a major strength of the proposal. Boys Town has an existing research institute that focuses on understanding the problems that face children and families in today’s world and how to address those issues.

This proposed Center has been approved by the Council of Academic Officers of the University of Nebraska.

PROGRAM COSTS: There are no internal funds associated with the Center. It is fully funded by existing grants and the successful Center will sustain its research activities through continued external funding.

SPONSORS: Ellen Weissinger
Interim Senior Vice Chancellor for Academic Affairs

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

RECOMMENDED:

James B. Milliken
President

DATE:

March 23, 2010

Proposal for:

University of Nebraska-Boys Town
Center on Child and Family Well Being

Submitted by:

Michael H. Epstein
William Barkley Professor and
Kristin Duppong Hurley, Alexandra L. Trout, & Annette K. Griffith
Assistant Research Professors

And

Department of Special Education and Communication Disorders

For review by:

Academic Planning Committee
University of Nebraska-Lincoln

**University of Nebraska-Boys Town
Center on Child and Family Well Being
Department of Special Education and Communication Disorders
College of Education and Human Sciences
University of Nebraska-Lincoln**

Descriptive Information

- Proposing Institution: University of Nebraska-Lincoln
- Program(s) involved: Department of Special Education and Communication Disorders
- Presently, no other unit at the University of Nebraska-Lincoln has established a working research partnership between UNL and Boys Town, Nebraska that integrates the research and training missions of the UNL with the service and training missions of Boys Town.
- Administrative unit: Department of Special Education and Communication Disorders
- Physical location of the Center: Barkley Center on the University of Nebraska-Lincoln's East Campus
- Proposed date: Center on Child and Family Well Being will be initiated Fall, 2009.

1. Purpose and Context for the Center

The University of Nebraska-Boys Town Center on Child and Family Well Being is being proposed as a collaborative project between the University of Nebraska-Lincoln and Boys Town, Nebraska. The mission of the proposed Center will be:

To enhance the well being of children and families by developing, implementing, and evaluating services that empower families and youth, support educational providers, and improve the quality of services delivered throughout the continuum of care.

The goal of the proposed Center is to become a nationally recognized Center of Excellence for research on child and family programs in the continuum of care. The continuum of care refers to services from least (e.g., hotline, parent education) to most (e.g., hospital, residential) intensive that are provided children and families. The specific goals of the proposed Center are as follows:

- MAXIMIZE the unique opportunities established through the UNL and Boys Town research partnership;
- SECURE federal and foundation funding for the development, implementation, evaluation, and dissemination of services for children and families served;

- SUPPORT the state and national child welfare, mental health and education communities;
- PROVIDE out-reach, education, and dissemination of evidence-based research practices;
- DEVELOP educational and research opportunities for practitioners and University of Nebraska students and faculty.

The proposed Center will achieve these goals by focusing the efforts of senior and junior researchers into the areas of research, staff development, public service and mentorship.

Research. Faculty affiliated with the Center will conduct experimental, quasi-experimental, and natural groups research studies that will allow for a greater understanding of the unique risks that interfere with the successful mental health, family, education, and transition outcomes of children and families served in the continuum of care. Research will also be conducted to evaluate the feasibility of providing services across the continuum and the potential barriers that influence service implementation. The outcomes of these efforts will be:

- (a) a greater knowledge of the factors that obstruct or promote program implementation,
- (b) an enhanced understanding of the risks and strengths that influence child and family treatment success, and
- (c) the development, implementation, and dissemination of new and innovative evidence-based programs for children and families served in the continuum.

To date, the faculty of the proposed center have conducted research studies focused on several aspects of the continuum of care including in-home family services, implementation and treatment fidelity, aftercare services and medication use and management.

Staff Development. A central focus of the Center will be to provide staff development opportunities and supports to students, clinicians, and educators working with children and families served in the continuum. These opportunities will be designed to empower and enhance the skills and knowledge base of direct service providers.

Public Service. The Center will be strongly committed to public service by addressing the state and national agenda on the well being of children and families served in the continuum of care. Moreover, Center faculty will serve as a local resource to mental health and child welfare service providers, education agencies and families across the state of Nebraska.

Mentoring. The Center will provide a strong mentoring environment to attract and train young researchers who will become preeminent researchers, and will offer training and research opportunities for graduate students. The junior researchers and graduate

students will eventually assume leadership positions in children's research both at the Center and at the national level.

A major strength of the proposed Center is the unique partnership between the University of Nebraska, a successful research university, and Boys Town, a national service provider. Boys Town is a beacon of hope for America's children and families through its life-changing youth and health care programs across the United States. The nonprofit, nonsectarian organization provides children and families with services in their own homes, or, when necessary, family-like out-of-home services to children with special treatment needs. Boys Town works with communities and schools nationwide in order to meet the growing and more diverse needs of today's children and families. Boys Town provides direct care to more than 51,000 children and assists nearly 1.4 million each year through its network of youth care and health care programs.

The Boys Town National Research Institute (NRI), located at Boys Town village, conducts applied research that is focused on understanding the nature of problems children and their families face in today's world and identifying the most effective ways to help them. The NRI conducts research and evaluation activities throughout the United States, which over the past two decades has resulted in over 200 research articles, books and book chapters. The NRI has set five major research goals:

- Expand tracking of outcome data for all services and programs to better evaluate their effectiveness,
- Establish the evidence base for family services, foster care services and parenting programs,
- Study the effectiveness of a continuum of child and family services,
- Identify the factors that promote effective implementation and replication of programs and services,
- Conduct research on the intersection of youth care and health care.

2. Need and Demand for the Center

Many children in the United States and Nebraska are at risk of significant mental health problems, family challenges and/or educational failure. Estimates provided in the Surgeon General's Report on Children and Mental Health indicate that 21% of youth within the general population have a diagnosable mental health disorder. Additionally, approximately 11% of youth meet the diagnostic criteria for a significant impairment that adversely affects relationships at home, with peers, and in the community. Almost 40% of children enter school each year ill-prepared for academic instruction and without curricular modifications will fall further behind their classmates. Unfortunately, many families, teachers and direct service providers report that they are unprepared to deal with behavior and academic problems exhibited by children with such disorders.

Estimates suggest that over half-a-million children and adolescents are served in out-of-home care, and anywhere from 30-85% are diagnosed with a disability. Adolescents who have been placed in out-of-home settings are at an increased risk for mental health problems, school failure and dropout. Because out-of-home care is generally not a permanent placement, most of these children and youth return to their home and school setting. As such, this transition period is critical because it presents a unique opportunity to increase the child's chances at attaining educational success. With limited school and family resources, it is of no surprise that reintegration outcomes are often poor.

According to the Child Welfare League of America there are currently over 100,000 youth being served in residential group care settings across the United States. Previous research examining the characteristics of this population has consistently indicated that these are youth who demonstrate numerous and significant risks in behavior, mental health, and family functioning. In addition, youth involved in residential care tend to perform below average across various areas of academics. Families and child care workers are significantly challenged to work with this population.

Benefits. Research into the areas of children's mental health, family functioning, lack of family stability, school failure, and related issues has become a top national priority. Specifically, there has been escalation in funds from the National Institute of Health, Institute of Educational Sciences, Department of Justice, and other federal agencies for research into these child and family issues. The proposed Center is perfectly positioned to compete at a national level for federal research and model demonstration dollars. Specifically, the faculty of the Center and Boys Town research staff have secured three external grants to support their research and teaching activities. These include the University of Nebraska's Leadership Program in Emotional and Behavioral Disorders (Research to Practice, U.S. Department of Education, 2009-2012, \$700,000); On the Way Home: A Family-Centered Academic Reintegration Intervention Model (Institute of Educational Sciences, U.S. Department of Education, 2007-2011, \$1,500,000), and Implementation and Mental Health Outcomes of Youth (National Institute of Mental Health, 2008-2011, \$510,000). In addition, the center has three contracts from Boys Town for research and evaluation activities in medication use and management (2008-2011, \$220,000), family reunification following a residential placement (2007-2009, \$98,000), in-home family services (2007-2008, \$90,000), and healthy youth relationships with peers (2007-2010, \$225,000).

The proposed Center's research in children's services will contribute to our knowledge of child and family services that can eventually lead to more evidence-based interventions, services and programs for children and families. In partnership with Boys Town, the proposed Center will also benefit the citizens of Nebraska by helping to establish more effective social services and mental health programs. The proposed Center will most directly benefit the University of Nebraska by attracting and retaining graduate students, post-doctoral fellows and research faculty and obtaining significant amounts of external funds.

3. Adequacy of Resources

To date, the proposed center has received no internal funds, except for support for the faculty member in the position of Director. Its funding has come from federal grants and Boys Town contracts. The grants and contracts received were listed in the previous section. The budget projections for the proposed Center for the next few years are presented in the Appendix A.

The proposed Center is presently housed in the Barkley Center, on the University of Nebraska-Lincoln's East Campus. The Center presently requires an office for each faculty member (4 offices), an office for a data manager, a data collection room, and office space for doctoral students and post-doctoral fellows. In addition, the Center maintains an office on the Boys Town campus where three UNL research staff are housed.

The proposed Center also benefits by sharing resources, where appropriate. Specifically, both institutions have invested staff time, administrative time, research protocols, and service staff to conduct needed pilot studies that are used in subsequent grant applications. Moreover, Boys Town has provided to the research projects a .5 FTE research analyst, a .3 FTE administrator, .2 FTE secretarial time, .5 FTE database and data management staff time, monthly administrator and supervisor meeting time, and significant staff development time.

4. Organizational Structure and Administration

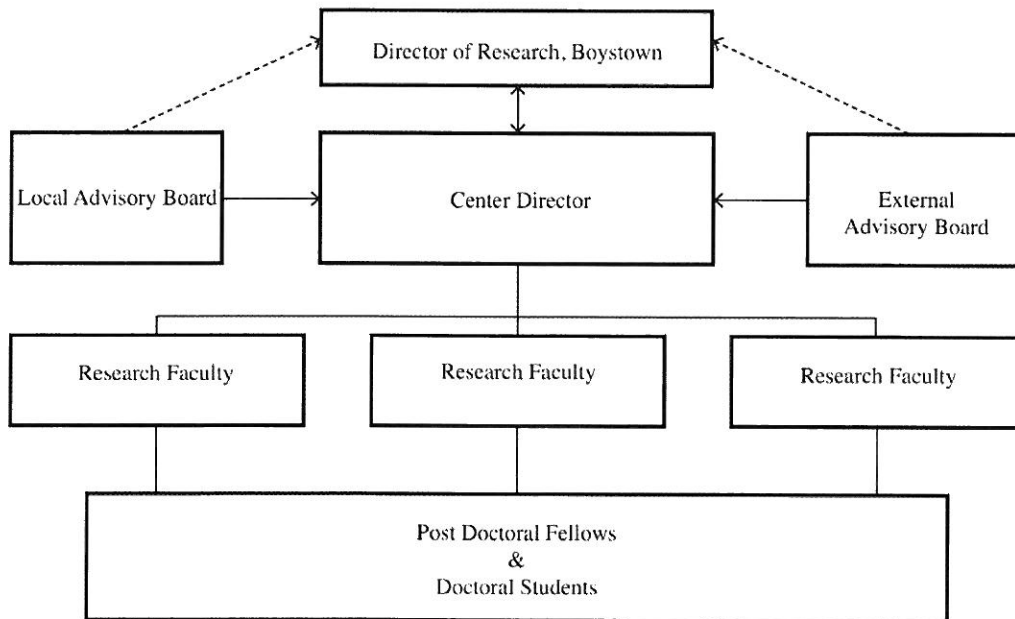
The design of the organizational structure must be flexible enough to allow participation by various groups, yet still provide a strong central administrative structure (see organizational chart). Dr. Michael H. Epstein, William Barkley Professor of special education at the University of Nebraska-Lincoln will serve as the **Center Director**. He will oversee the Center's fiscal and management activities, take the lead role in attracting junior faculty and graduate students, and in concert with Boys Town target research areas for development. Dr. Epstein has extensive training and experience in emotional disturbance, scientifically-based school and family focused behavior interventions, and randomized field trial research methodologies. He has written over 225 peer-reviewed articles, given over 150 presentations at national and international conferences, and secured over \$19 million in external support. Dr. Epstein is the founding editor of the **Journal of Emotional and Behavioral Disorders**, the author of the **Behavioral and Emotional Rating Scale** and the **Scale Assessing Emotional Disturbance**, and the co-author of **Outcomes for Children and Youth with Emotional and Behavioral Disorders and Their Families** and **Making Schools Safe and Violence Free**, and has chaired an Institute for Educational Sciences panel.

Three **Assistant Research Professors**-Drs. Alex Trout, Annette Griffith, and Kristin Duppong-Hurley-have been hired and each are responsible for establishing a line of research and securing external funds to develop, implement, and evaluate behavioral,

family, academic, and medication services for children and families served in the continuum of care. Dr. Trout has served as an assistant professor in the Department of Special Education at the University of Iowa. She has spent the past three years working on a research partnership with Boys Town to develop and evaluate programs to meet the aftercare needs of families and youth in out-of-home care. She has written 19 peer-reviewed articles and given 24 presentations at national and international conferences. Dr. Trout is the Principal Investigator of a 4-year IES grant to develop and field-test an aftercare program. Dr. Griffith has spent the past year working on a research partnership with Boys Town to examine the medication use and management of children involved in out-of-home care. She has written 10 peer-reviewed articles and has given 9 presentations at national and international conferences. Dr. Griffith will be submitting an R34 grant to NIMH in October 2009 to develop and assess the use of a manualized medication management protocol for youth in out-of-home care. Dr. Duppong Hurley is focused on advancing services research with youth, in particular assessing and examining the role of treatment implementation on youth mental health outcomes. She has written 7 peer-reviewed articles and has given 31 presentations at national and international conferences. Dr. Duppong Hurley is the Principal Investigator of a 3-year NIH grant to develop comprehensive measures to assess the implementation of a residential group home program and examine the relationship between implementation quality and the mental health outcomes of youth.

A Local Advisory Board comprised of a parent, two administrators from state and/or local government, and two directors from local mental health agencies and/or schools will be convened. The board will review current grant research activities, identify areas of needed research, and support efforts to secure additional grants. At least two members of the board will be filled by Boys Town representatives.

An External Advisory Board has been formed and operating for the past three years. The board's members are Drs. Marc Atkins (University of Illinois-Chicago); Richard Barth (University of Maryland-Baltimore); Elizabeth Farmer (Penn State University); John Landsverk (University of San Diego); Curtis McMillan (Washington University) and John Reid (Oregon Social Learning Center). The board's members were selected because they represent critical areas in education, mental health, and child welfare research, are nationally known experts, and have directed one or more NIMH-funded R-01 grants or research centers. This group will provide an independent evaluation of the Center's efforts to secure external funds and on the outcomes of funded projects. The board will also provide an authoritative voice on strategic planning, including allocation of resources and the targeting of future funding activities.



5. Partnerships with Business

The proposed Center on Child and Family Well Being is an important outcome of the UNL-Boys Town research partnership established in 2005. Along with the 700 children a year served at its residential program in Omaha, Nebraska, Boys Town provides services to over 1.4 million children. In 2007, more than 51,000 children received help from Boys Town’s youth care (residential services, family homes, foster care services, in-home family services, aftercare services) and health care (Boys Town Research Hospital, Boys Town Ear, Nose and Throat Institute, Boys Town Pediatrics) programs in more than a dozen states and the District of Columbia. More than 500,000 children and families were directly assisted through the Boys Town National Hotline. Nearly 900,000 children were assisted through Child and Family Support Services (outpatient services, educational programs, and parenting programs). By partnering with Boys Town, faculty associated with the proposed Center will be uniquely positioned to compete as key players for federal research funding on topics that will have a significant impact on children and families in Nebraska and nationwide.

6. Collaboration with Higher Education Institutions External to the University

The proposed Center has already established collaborative relationships with university faculty and researchers throughout the country. Perhaps the best evidence of this collaboration is the External Advisory Board (see above). This board has met on two occasions and has provided significant input, direction and feedback. In addition, the Center has established collaborative relationships with researchers in implementation research (Drs. Len Bickman, Vanderbilt University; Linda Dusenberry, Tanglewood Research); aftercare research (Drs. Michael Bullis, University of Oregon; Sandra

Christenson, University of Minnesota), and medication research (Drs. Laurel Leslie, Tufts University; Nirbhay Singh, Research ONE; Julie Zito, University of Maryland-Baltimore). Moreover, Abacus Research, Eugene, Oregon, under the direction of Dr. Jeff Seeley, a noted NIH-funded researcher, serves as the Center's primary methodology and data analysis group.

7. Constituencies to be Served

The proposed Center will provide students at UNL with the opportunity to participate in important research endeavors. To date, three doctoral students in special education have completed their dissertations based on research at Boys Town. In addition, 4 undergraduate, 6 masters and 8 doctoral level students have participated in research projects at the Center.

The proposed Center has interests in common with the following centers and departments: Center for Children, Family and the Law; Public Policy Center; Center for Children, Families, Schools, and Communities; Department of Child, Youth and Family Studies; Department of Psychology; and Department of Special Education and Communication Disorders. The proposed Center in concert with Boys Town will make efforts to collaborate and work with these groups and others to secure research and demonstration projects to the UNL campus.

8. Anticipated Outcomes, Significance and Specific Measures of Success

The best measure of the proposed Center's success will be its ability to sustain its initial research activities through continued external funding. Indeed, this is the overall goal of the proposed Center-to become an independent, self-sustaining, nationally recognized center of excellence in children's and family services.

If the Center has achieved its goals, we should have significant funding through external funding sources. To date, The UNL-Boys Town research partnership has secured 3 external grants (\$2.5 million in revenues) and 3 contracts (\$800,000). For the 2009-2010 academic year, plans are underway to submit a NIMH grant on children's medication use and management and an Institute for Educational Sciences post-doctoral fellows grant. The Center faculty project that the Center will be awarded over \$40 million in grant support between 2010 and 2020 (see Appendix B). All of these efforts will ensure that the proposed Center will make a significant impact statewide and nationwide in the years to come.

9. Centrality to Role and Mission of the Institution

The creation of the proposed Center on Child and Family Well Being will fully support the fundamental mission of the University of Nebraska-Lincoln in providing an outstanding learning environment for undergraduate and graduate students as well as post-doctoral fellows. With the research facilities and data management operations, students and fellows will have the opportunity to go beyond their classroom and learning

experiences to work in a comprehensive state-of-the-art research setting. The University mission also includes a charge to create new knowledge through basic and applied research within a land-grant institutional setting. The proposed Center has and will continue to promote the research efforts of faculty and students. The proposed Center also aligns well with the College of Education and Human Sciences' mission which is dedicated to enhancing the lives of individuals, families, schools, and communities and to strengthening the relationships among them. Moreover, the Boys Town partnership provides an ideal "real world" setting where children and families come for services and dedicated staff and administrators provide exemplary services. This "real world" setting will provide an optimum learning experience for undergraduate and graduate students, post-doctoral fellows and research faculty.

10. Potential for the Program to Contribute to Society and Economic Development

The mission of the Center on Child and Family Well Being is to enhance the overall functioning of children and families by developing, implementing, and evaluating services that empower families and youth, support educational providers, and improve the quality of services delivered throughout the continuum of care. To this end, the proposed Center in partnership with Boys Town will conceptualize, develop, implement and evaluate interventions, programs and services for children and their families in the continuum of care. The outcomes of the Center's efforts will make a significant contribution to society.

The Center has and will continue to have a positive economic impact to the University community. Over the past 4 years, the UNL-Boys Town partnership has resulted in UNL receiving 3 external grants (\$2.5 million in revenues) and 3 contracts (\$800,000). The Center faculty project they will be awarded over \$40 million in grant support between 2010 and 2020 (see Appendix B).

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education: How this program would enhance relevant statewide goals for education

The proposed Center on Child and Family Well Being will enhance the Comprehensive Statewide Plan for Postsecondary Education (CSPPE) in three major goal areas: research and development activities; exemplary institutions; and collaborative partnerships.

Research and development: According to the CSPPE, Nebraska colleges and universities are to "contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities" (p. 1-8). The proposed Center will support this goal by focusing its research and development efforts on issues important to the people of Nebraska and continue its efforts to secure federal research and development grants.

Exemplary institution. According to the CSPPE, Nebraska colleges and universities are to “fulfill its role and mission in an exemplary manner and will compare favorably with peer institutions” (p. 1-9). A major component of this goal is that each institution is to prioritize areas to become more competitive in securing research funding. As stated, there is a serious need to enhance the social, emotional, academic and familial status of children and families in this country. Based on its short, yet impressive history in securing external research support, the proposed Center on Child and Family Well Being will address this goal by developing its capability so that it will compare favorably with its peer institutions.

Collaborative partnerships. According to the CSPPE, Nebraska colleges and universities are to work “with other entities whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents (p. 1-9)”. A major premise of this goal is that in order for institutions of higher education to meet their full potential, they need to partner with other institutions. The UNL-Boys Town partnership has been based on this premise. Each institution can maximize its efforts and outcomes by partnering with the other institution. The proposed Center on Child and Family Well Being will address this goal by maintaining and enhancing its collaborative partnership with Boys Town.

Appendix A

Projected Center Expenses and Revenues

2009-2014

Table 1: Projected Center Expenses 2009-2014

	Year 1 ^a 2009-2010	Year 2 ^a 2010-2011	Year 3 ^b 2011-2012	Year 4 ^b 2012-2013	Year 5 ^b 2013-2014	Total
A Salary	\$602,718	\$602,718	\$1,400,000	\$1,400,000	\$1,400,000	\$5,405,436
B Fringe Benefits (28%)	\$168,761	\$168,761	\$392,000	\$392,000	\$392,000	\$1,513,522
C Travel	\$34,500	\$39,500	\$96,000	\$66,000	\$66,000	\$302,000
D Other Costs	\$79,021	\$89,021	\$262,000	\$192,000	\$192,000	\$814,042
Total	\$885,000	\$900,000	\$2,150,000	\$2,050,000	\$2,050,000	\$8,035,000

^a IES, NIMH and DOE grants and Boys Town contracts already secured.

^b Based on securing an IES Goal 3, NIMH R-01, NIMH R:34, IES post-doctoral and DOE Leadership grants

Table 2: Actual and Projected Center Revenue 2009-2014

	Year 1 ^a 2009-2010	Year 2 ^a 2010-2011	Year 3 ^b 2011-2012	Year 4 ^b 2012-2013	Year 5 ^b 2013-2014	Total
IES Grant ^a Goal 2	\$460,000	\$475,000	-	-	-	\$935,000
NIMH Grant ^a R-34	\$150,000	\$150,000	-	-	-	\$300,000
BoysTown Contract ^a Medication	\$75,000	\$75,000	-	-	-	\$150,000
DOE Leadership ^b Grant	\$200,000	\$200,000	\$100,000	-	-	\$500,000
IES Grant ^b Goal 2	-	-	\$750,000	\$750,000	\$750,000	\$2,250,000
NIMH Grant ^b R-01	-	-	\$1,000,000	\$1,000,000	\$1,000,000	\$3,000,000
NIMH Grant ^b R-34	-	-	\$150,000	\$150,000	\$150,000	\$450,000
IES Post-Doc ^b Grant	-	-	\$150,000	\$150,000	\$150,000	\$450,000
Total	\$885,000	\$900,000	\$2,150,000	\$2,050,000	\$2,050,000	\$8,035,000

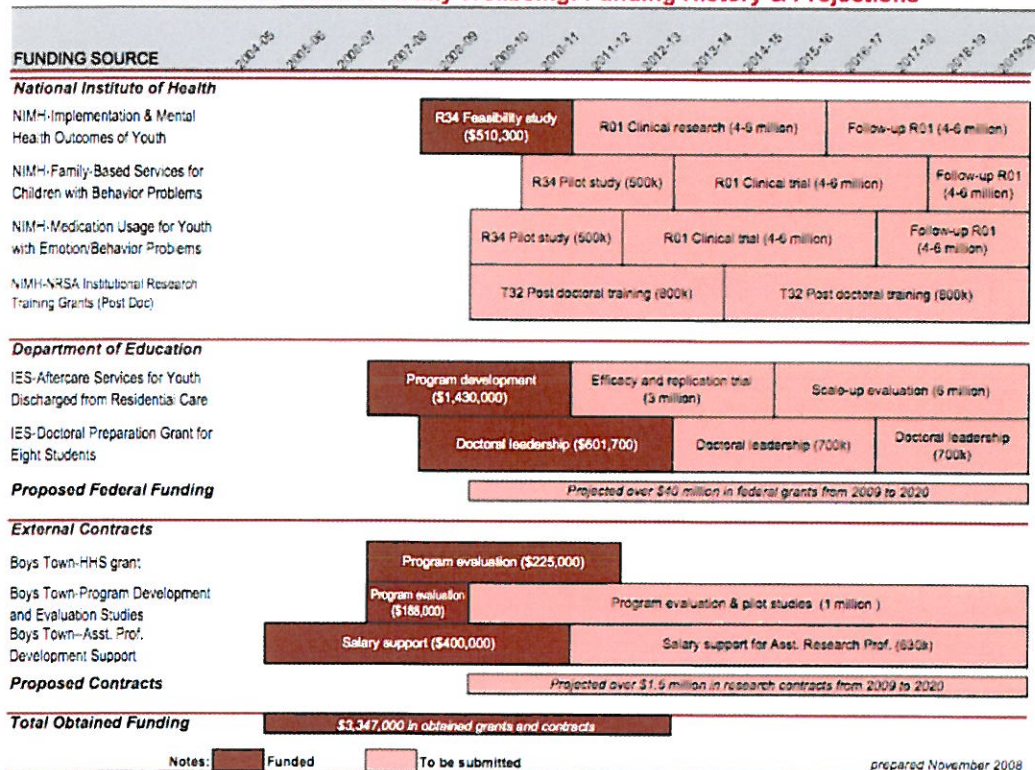
^a Grants and contracts already secured

^b Grants and contracts to be secured

Appendix B

Funding History and Projections

UNL Center on Child & Family Wellbeing: Funding History & Projections



TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Nebraska Innovation Campus Development Corporation (NICDC)
Articles of Incorporation and Bylaws.

RECOMMENDED ACTION: Approve the attached Nebraska Innovation Campus Development Corporation Articles of Incorporation and Bylaws.

PREVIOUS ACTION: December 9, 2009 – The Board of Regents approved the transfer of title of the Nebraska State Fairgrounds in Lancaster County from the State of Nebraska to the Board of Regents as provided by law.

November 20, 2009 –The Board of Regents approved the Master Plan and Business Plan for Innovation Campus and authorized the President to submit the same as required by law and provide a commitment for the President to provide an annual update of the plans on behalf of the University to complete the University’s obligations under Neb. Rev. Stat. § 2-113(2) (Supp. 2009)

EXPLANATION: The governance recommendations in the Business Plan for Innovation Campus included a non-profit 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 governance structure has been modified from what was initially recommended to include Board of Regents approval of the directors.

The President is authorized to approve, execute and administratively process the Nebraska Innovation Campus Development Corporation Articles of Incorporation and Bylaws.

SPONSORS: Christine A. Jackson
Vice Chancellor for Business and Finance

Joel D. Pedersen
Vice President and General Counsel

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

James B. Milliken
President

DATE: March 23, 2010

ARTICLES OF INCORPORATION

OF

NEBRASKA INNOVATION CAMPUS DEVELOPMENT CORPORATION

The undersigned, at the direction of the Board of Directors of the University Technology Development Corporation (UTDC) and the President of the University of Nebraska and acting as the incorporator of a corporation not for profit under the laws of the State of Nebraska and pursuant to the Nebraska Nonprofit Corporation Act (the “Act”) hereby adopts the following Articles of Incorporation:

ARTICLE I

NAME / REGISTERED OFFICE / REGISTERED AGENT

The name of this corporation shall be Nebraska Innovation Campus Development Corporation (the “Corporation”). The Corporation’s registered office is located at 3835 Holdrege Street, Lincoln, Nebraska 68583. The initial registered agent of the Corporation at such address shall be Joel D. Pedersen.

ARTICLE II

DESIGNATION

The Corporation is a public benefit organization dedicated to assist and support the University of Nebraska.

ARTICLE III

PURPOSES AND POWERS

A. The Corporation is organized exclusively for charitable, scientific and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, or the corresponding section of any future federal tax code (the “Code”) to support the University of Nebraska. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to the Corporation’s purposes as provided herein. Subject in each instance to the foregoing, the specific purposes for which the Corporation is formed include but are not limited to the following:

- 1) Promote, encourage and assist the University of Nebraska in achieving its mission of education, research and service to the State of Nebraska and its people;
- 2) Enter into a Master Lease Agreement with the Board of Regents of the University of Nebraska relating to the former Nebraska State Fair property in Lincoln, Lancaster County, Nebraska (“Campus Property”) to develop, maintain and operate the Nebraska Innovation Campus in conjunction with the University of Nebraska (“Innovation Campus”);

- 3) Enter into suitable agreements or conduct appropriate activities to advance the success of Innovation Campus or to facilitate the attraction of private sector companies to locate on the property;
- 4) Provide an organizational structure and means to facilitate and coordinate the development and application, and utilization of the Innovation Campus in conjunction with federal, state and local governmental entities (“Government”) and non-governmental business, industry and related organizations and individuals (the “Private Sector”) to further the mission of the University of Nebraska and Innovation Campus;
- 5) Consistent with the bylaws and policies of the Board of Regents and with the approval of the Chancellor of the University of Nebraska-Lincoln, develop and file of record restrictive covenants and other relevant real estate use restrictions or related documents to provide for the development of the Campus Property in a manner which meets the goals and objectives of the University of Nebraska;
- 6) Enter into ground or commercial leases to provide for the optimization and appropriate use, development and ongoing operations of the Innovation Campus, including facilitating the construction of improvements by private sector companies;
- 7) Coordinate, communicate with, collaborate and work in conjunction with all other campuses and academic organizational units and affiliated entities of the University of Nebraska interested in facilitating and developing Innovation Campus;
- 8) Coordinate and communicate with and work in conjunction with the Private Sector to facilitate and develop Innovation Campus to meet its goals and the goals of the Private Sector;
- 9) Coordinate with Nu Ventures or other University-related technology development entities or organizations to build businesses based on intellectual property generated by the University or its faculty;
- 10) Form and be members of strategic alliances, joint ventures, partnerships, limited liability companies or other business entities with Government and the Private Sector to accomplish the purposes and objectives described herein including taking equity positions where appropriate;
- 11) Enhance the reputation and standing of the University of Nebraska in the area of innovation, and its ability to work cooperatively and in conjunction with Government and the Private Sector in achieving its and their respective goals for the overall benefit of the people of the State of Nebraska; and

- 12) Utilize its assets and revenue exclusively for the benefit of the University of Nebraska and may make gifts, grants and other payments from the revenue derived by the Corporation from its activities or from its assets to or for the benefit of the University of Nebraska.

B. The Corporation shall possess and exercise all powers conferred by the laws of Nebraska upon a corporation by the Act which an organization exempt under Section 501(c)(3) of the Code may possess or exercise.

ARTICLE IV **LIMITATIONS**

At all times the following shall operate as conditions restricting the operations and activities of the Corporation:

- 1) The Corporation shall have no capital stock;
- 2) No part of the net earnings of the Corporation shall inure to any member of the Corporation not qualifying as exempt under Section 501(c)(3) of the Code, nor to any Director or officer of the Corporation, nor to any other private persons, excepting solely such reasonable compensation that the Corporation shall pay for services actually rendered to the Corporation, or allowed by the Corporation as a reasonable allowance for authorized expenditures incurred on behalf of the Corporation. No Director, officer or other private person shall be entitled to share in the distribution of any of the corporate assets of the Corporation upon the dissolution thereof;
- 3) No substantial part of the activities of the Corporation shall constitute lobbying or otherwise attempting to influence legislation, or any initiative or referendum before the public, and the Corporation shall not participate in, or intervene in (including by publication or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office;
- 4) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Code; and
- 5) The Corporation shall not lend any of its assets to any officer or Director of the Corporation or guarantee to any person the payment of a loan by an officer or Director of the Corporation.

ARTICLE V
MEMBERS

University Technology Development Corporation and its successors shall be the sole member of the Corporation. The rights and obligations of a member of the Corporation shall be as set forth in the Corporation's Bylaws. No member shall have any right, title, or interest in or to any property held in the name of, or for the benefit of, the Corporation.

ARTICLE VI
DIRECTORS

The management of the affairs of the Corporation 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. The members of the Board of Directors of the Corporation ("Directors") shall be nominated and approved in the manner set forth 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 Corporation.

ARTICLE VII
DEBT OBLIGATIONS AND PERSONAL LIABILITY

No member, officer or Director of the Corporation shall be personally liable for the debts or obligations of the Corporation of any nature whatsoever, nor shall any of the property of the members, officers or Directors be subject to the payment of the debts or obligations of the Corporation.

ARTICLE VIII
INDEMNIFICATION

The Corporation may, to the fullest extent permitted by the Act, indemnify Directors, officers, employees and agents, in the manner and to the extent provided in the Bylaws, for any and all liabilities, costs and expenses incurred by reason of such individual being made a party to a proceeding because he or she was or is a Director, officer, employee or agent of the Corporation.

ARTICLE IX
DISSOLUTION

Upon the time of dissolution of the Corporation, assets shall be distributed by the Board of Directors, after paying or making provisions for the payment of all debts, obligations, liabilities, costs and expenses of the Corporation, to the University Technology Development Corporation, the University of Nebraska Foundation or the Board of Regents of the University of Nebraska, or to such other organization or organizations, organized and operated exclusively for charitable purposes as shall at the time qualify as exempt organization(s) within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the Corporation is then located,

exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE X
AMENDMENTS

The Board of Directors of the Corporation shall have the power to amend these Articles of Incorporation by the affirmative votes of a two-thirds (2/3) majority of the Board of Directors and the Consent of the UTDC, except that no amendment or change in these Articles of Incorporation may be made at any time regarding the nonprofit or charitable status of the Corporation.

ARTICLE XI
INCORPORATOR

The incorporator of this Corporation and his street address is:

NAME

Joel D. Pedersen
3835 Holdrege Street
Lincoln, Nebraska 68583

INCORPORATOR

Date

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Residence Hall Room and Board Rates for the Academic Year 2010-11 at the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the Residence Hall Room and Board Rates for 2010-11 at the University of Nebraska at Kearney (UNK)

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved Residence Hall Room and Board Rates for 2009-10.

EXPLANATION: Room rate increases of approximately 5.5% are proposed for 2010-2011.

	<u>2009-10</u>	<u>2010-11</u>
Seven day, 21meal plan	\$6,830	\$7,206
Five day, 15 meal plan	6,770	7,138

These rates primarily reflect changes in raw food costs, but also provide support for housing-related salaries and wages, health and benefits costs, and other enhancements. These rates will also support revenue bond debt service related to the facility renovation projects of the campus Master Plan.

In discussions with student groups regarding the proposed increases, it was agreed that “transfer dollars” would be increased from \$4.50 to \$5.50 per day. Transfer dollars are monies that can be used by students to purchase food at several satellite locations around campus on days where dining at the Union dining facilities is not practicable. The satellite facilities, like the Union facilities, are also operated by the campus’s food service vendor, Chartwells. In addition, UNK will increase hours of operation at the dining hall.

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, new Antelope/Nester Hall suite living, etc. The increase in rates for these other special contracts may be different than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract.

PROJECT COST: None

SOURCE OF FUNDS: N/A

SPONSOR: Barbara L. Johnson
Vice Chancellor for Business & Finance

RECOMMENDED:

Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

DATE:

March 23, 2010

TO: The Board of Regents

Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Fund B, University Program and Facilities Fee (UPFF): 2010-11 Allocation for the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF) 2010-11 Allocation for the University of Nebraska at Kearney (UNK).

<u>UPFF Fund B Category</u>	<u>Approved Allocation 2009-2010</u>	<u>Recommendation Allocation 2010-2011</u>
Health Services	\$800,000	\$784,000
Student Events	597,000	597,000
Facilities	810,000	814,000
Union	<u>500,000</u>	<u>504,000</u>
 TOTAL	 <u>\$2,707,000</u>	 <u>\$2,699,000</u>

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the 2009-10 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 2010-11.

The recommended allocation will not increase Fund B fees for 2010-11 and the per student fee will remain \$282.

PROJECT COST: None

SOURCE OF FUNDS: N/A

SPONSORS: Barbara L. Johnson
Vice Chancellor for Business & Finance

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

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Program Statement and Budget for Behlen Collaboratory Renovation at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Program Statement and Budget for the Behlen Collaboratory Renovation at the University of Nebraska-Lincoln

PREVIOUS ACTION: September 16, 2005 – The Board approved an increase in the project budget for the Behlen Renovation for Nanotechnology/Atomic, Molecular, and Optical Physics Project (the Behlen Renovation).
December 11, 2004 – The Board approved a \$770,000 increase in the project budget for the Behlen Renovation.
June 7, 2003 – The Board approved the program statement for the Behlen Renovation.

EXPLANATION: The project will provide renovation of space for the High-Power Laser Science Collaboratory, a federally funded research endeavor of UNL and will encompass approximately 4,900 gross square feet (gsf) at the Behlen Laboratory.
The renovation will improve both the basement and sub-basement levels of the Behlen Lab. The sub-basement level renovation, approximating 2,000 gsf, will create a Laser Room to accommodate the new multi-terawatt laser, a shielded Target Room, Control Room, Preparation Laboratory space, and mechanical space to serve the laser operations. Approximately 2,900 gsf of the basement level will be renovated to create four new laboratories, connected to the laser by vacuum conduit “beam tubes” to carry photons from the laser to the laboratories, and to create a new kilohertz laboratory.
This space, which formerly housed Physics labs, will become available with the move of Physics to the new Physical Sciences Building. The project provides increased access for scientists and engineers pursuing basic research and innovative laser applications and is closely aligned with the strategic goal to increase external support for research and scholarly activity, create infrastructure necessary to support continued growth in research activity, and maintain competitive capital facilities.
The program statement and budget have been reviewed and approved by the Business Affairs Committee.

Proposed start of construction August 2011
Proposed completion of construction August 2012

PROJECT COST:	\$2,049,000	
ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance 1% Assessment	\$10,500 \$20,490
SOURCE OF FUNDS:	Federal Funds Cash Funds Total	\$1,999,000 <u>50,000</u> <u>\$2,049,000</u>
SPONSOR:	Christine A. Jackson Vice Chancellor for Business and Finance	
RECOMMENDED:	Harvey Perlman, Chancellor University of Nebraska-Lincoln	
DATE:	March 18, 2010	

University of Nebraska-Lincoln (UNL)
Behlen Collaboratory Renovation
Program Statement

Campus: UNL City Campus
Date: April 16, 2010
Prepared by: UNL Facilities Planning

Phone No. (402) 472-3131

1. Introduction

a. Background and History

Behlen Laboratory was built in 1963 and accommodates research laboratories, offices, and support spaces for the University of Nebraska-Lincoln (UNL) Physics and Astronomy department. It comprises two floors below grade and three floors above grade. The sub-basement extends beyond the building footprint to the north to create an underground space that originally was designed to accommodate an accelerator laboratory and now houses a state-of-the-science laser laboratory. This underground space provides radiation shielding and very low levels of vibration. The underground space was renovated in 2006 to house the Extreme Light Laboratory, which includes the Diocles Laser. Space in the basement and sub-basement consists of physics laboratories and offices and has not been refurbished or renovated since its initial construction.

With the completion of the new Physical Sciences Building in early 2010, the physics labs will be relocated. UNL proposes to take advantage of this opportunity to renovate 4,991 gross square foot (gsf) of this space to create the High-Power Laser Science Collaboratory (HPLSC). This space is ideal for renovation and expansion to a core facility that will increase access for scientists and engineers pursuing basic research and innovative applications with the laser.

b. Project Description

The proposed project will renovate approximately 2,021 gsf at the sub-basement level of Behlen Laboratory to create a Laser Room to accommodate the new multi-terawatt laser, a shielded Target Room, Control Room, Preparation Laboratory space, and mechanical space to serve the laser operations. The basement level will be renovated to create four new laboratories, connected to the laser by vacuum conduit “beam tubes” to carry photons from the laser to the laboratories, and to create a new kilohertz laboratory. A new mechanical room also will be created to house a new chiller that is required for the laser equipment. The basement level renovations affect approximately 2,970 gsf.

c. Purpose and Objectives

The goal of this renovation project is to provide infrastructure improvements needed to expand the state-of-the-art Extreme Light Laboratory into a multi-disciplinary shared core facility, the HPLSC, which will house a new high-power laser with additional capabilities and create new laboratory spaces to support laser science investigators and hires that will be made in the next three years.

The objectives include:

- Reconfiguration of inefficient lab and office layout into multiple laser labs and support spaces.
- Creation of new mechanical spaces, dedicated to provide required additional cooling to support new high-power laser equipment.

2. Justification of the Project

a. Data which supports the funding request

One of the most powerful laser-light sources in the United States, the Diocles Laser, is housed at the Extreme Light Laboratory at UNL. Diocles has opened up the possibility of many innovative applications in addition to its use in high field physics basic research. These applications include, but are not limited to, detection of embedded nuclear materials for homeland security; detection of cracks in turbine blades to prevent aircraft failure; laser-accelerated protons for cancer therapy; and imaging of ultrafast chemical reactions and novel radiation sources. Many of the advanced accelerator and light source concepts proven with lasers like Diocles have applications that require signal averaging and small-signal detection – capabilities not currently available at UNL or elsewhere.

In response to the need for stronger laser potential, UNL proposes the creation of the HPLSC, which will make these unique capabilities available. It will house a new laser with an order-of-magnitude higher than Diocles, the highest of any in existence. The laser will be built by UNL physicists using an existing \$3 million investment from the Air Force Office of Scientific Research (AFOSR). This facility, added to the new laser to Diocles' capabilities, will place UNL among the top international leaders in laser science and enable investigation of dynamic properties of materials on the femtosecond timescale and the associated development of ultrafast x-ray and electron sources with a tabletop laser system.

The addition of the HPLSC to UNL's existing Extreme Light Laboratory will give UNL and the United States one of the most powerful and versatile research laser laboratories in the world. This renovation project will leverage prior investment by UNL and the State of Nebraska that developed the Extreme Light Laboratory, and investment by the AFOSR and other agencies in laser equipment, totaling more than \$10 million dollars. This project will also strengthen UNL's position as a major high-intensity laser center and grow the nation's laser enterprise, enabling the United States to remain competitive internationally.

b. Alternatives considered

Due to the need to be next to the existing Extreme Light Laboratory and the proven capacity of the facility to safely accommodate and operate high-power laser equipment, no locations other than the Behlen Laboratory basement and sub-basement were considered for housing the proposed HPLSC. This site avoids the cost of disrupting active research projects; moving and recalibrating the highly-sensitive equipment; and renovating another building to the same standards as Behlen Laboratory.

3. Location and Site Considerations

a. County

Lancaster

b. Town or campus

University of Nebraska-Lincoln City Campus

c. Proposed site



Behlen Laboratory Basement Renovation
Project Location Map



d. Statewide building inventory

Behlen Laboratory – 51ZZ0048700B

e. Influence of project on existing site conditions

(1) Relationship to neighbors and environment

Behlen Laboratory is generally located on the west edge of the UNL City Campus at the south end of Stadium Drive. Because of its physical location on campus, impacts to surrounding neighborhoods and the environment will be minimal.

(2) Utilities

Chilled Water System

Chilled water is currently provided to the facility from the campus loop system. However, the campus chilled water temperature is designed for conventional comfort cooling and has temperature variations, while the laser assemblies have very stringent temperature requirements. As a result, the existing process chilled water system struggles to maintain acceptable performance.

As part of the renovation, a new dedicated chiller will be provided to address the tight temperature tolerances required for the laser equipment. Vibration isolation will limit the propagation of noise and vibration to the laser. The chiller will be connected to the building’s Energy Management Control System (EMCS) to provide alarms in the event of a chiller failure. New redundant process chilled water pumps will be provided to serve the new and existing lasers.

Steam and Condensate System

High-pressure steam and condensate is currently provided to the facility from the existing campus system.

Heating Water System

A new steam-to-heating water convertor will provide space heating.

Electrical Distribution System

The existing electrical service at Behlen Laboratory has been upgraded and has the capacity to accommodate requirements for the proposed renovation. New panels to serve the laser labs will be provided and fed from the existing main switchboard. Fluorescent lighting will be used. All other equipment and devices will be served by the appropriate distribution system voltage.

(3) Parking and circulation

The proposed project will not affect parking or circulation around Behlen

Laboratory.

4. Comprehensive Plan Compliance

a. University of Nebraska Strategic Framework

This project complies with the objectives of the University Strategic Planning Framework for 2008-2011:

- 4.a. *“Increase external support for research and scholarly activity.”*
- 4.d. *“Encourage and facilitate the commercialization of research and technology to benefit Nebraska.”*
- 4.e. *“Improve the quantity and quality of research space through public and private support.”*
- 5.a. *“Support economic growth, health and quality of life through policy initiatives consistent with university mission.”*
- 5.d. *“Support Nebraska’s economic development.”*
- 5.e. *“Build local, regional, national and international partnerships across public and private sectors.”*
- 6. *“The University of Nebraska will be cost effective and accountable to the citizens of the state.”*
- 6.f. *“Maintain competitive capital facilities.”*

b. UNL Campus Master Plan

The University of Nebraska-Lincoln Physical Master Plan 2006-2015 was approved by the Board of Regents on April 21, 2006. The Behlen Laboratory renovation project is in compliance with the land use element of the master plan for City Campus.

In addition, the project supports the following goals of the Master Plan.

- *“Provide appropriate facilities and equipment for high priority research and graduate programs.”*
- *“Provide appropriate facilities that support academic, research, outreach, co-curricular activities and administrative computing.”*

The renovation of Behlen Laboratory basement and sub-basement will provide additional research, office and service space, addressing space needs identified in the Master Plan.

c. Statewide Comprehensive Capital Facilities Plan

The Statewide Facilities Plan is Chapter Six of the Comprehensive Statewide Plan

for Postsecondary Education. 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.”

The proposed project will renovate office and laboratory spaces, which have not undergone major renovations since Behlen Laboratory was constructed in 1963. The renovations will effectively meet the needs for high- and low-powered laser optics research programs at UNL.

5. Analysis of Existing Facilities

- a. Functions/purpose of existing programs as they relate to the proposed project

The addition of the new high-power laser by this project will add to the capabilities of the existing Extreme Light Laboratory. This, in turn, will increase the potential for transformative research in hyperspectral ultrafast radiation sources, advanced accelerators, relativistic nonlinear optics, high field physics, and extreme light. It will also enable UNL to extend the use of these unique capabilities to internal and external interdisciplinary teams working on the development of applications in molecular, optical, plasma, and nuclear physics, materials science, and biomedicine.

- b. Square footage of existing areas

The square footage of the portion of Behlen Laboratory, which will be renovated as part of this project, is as follows:

Gross square feet	4,991
Net assignable square feet	4,534

- c. Utilization of existing space by facility, room, and/or function

Space Description	Room-Use Code	Existing NASF
Research Lab	250	3,204
Category 200 Totals		3,204
Office	310	1,330
Category 300 Totals		1,330
Total Net Assignable Square Footage		4,534

d. Physical deficiencies

To support the change in programmed use of the lower levels of Behlen Laboratory from office and small labs to modern space capable of supporting high-power laser equipment, a number of physical shortcomings will be addressed. These include the size and layout of rooms; lack of chilled water and steam capacity to the building; age and insufficient capacity of existing air handling units; and inability to maintain temperature and humidity levels. All deficiencies will be taken care of with the renovation through the reconfiguration of spaces and upgrades to the building's mechanical and electrical systems, and improved utility connections.

e. Programmatic deficiencies

When the Extreme Light Laboratory renovation was completed in 2006, it created a unique capability for generating possibly transformative research and applications, intense interest and funding from federal agencies, and exciting potential projects from UNL and University of Nebraska system researchers. The Diocles Laser quickly reached a point of over-subscription with the federally funded projects of UNL researchers. In response, UNL pursued and received funding from AFOSR to build a new laser with distinct new capabilities, which requires additional space adjacent to existing facilities.

f. Replacement cost of existing building

The Facilities Management Information Report (FMIR) for June 2008 indicates the replacement cost for Behlen Laboratory is \$6,806,048. This does not include costs for land or site development, program-related equipment, utility connections, and project management and inspection.

6. Facility Requirements and the Impact of the Proposed Project

a. Functions/purpose of the proposed program

(1) Activity identification and analysis

Development of the HPLSC, coupled with the Extreme Light Laboratory, will give a wide range of researchers and students at UNL and other research institutions unparalleled access to the highest quality and most advanced extreme light facilities in the United States. Similar facilities are active or under development in Canada, Asia, and Europe, but this will be the first user-accessible facility of its kind in the United States.

(2) Projected occupancy/use levels

At the completion of the proposed project, the new HPLSC and existing Extreme Light Laboratory will have more than 60 personnel, consisting of 10 senior researchers, 10 postdoctoral fellows, 29 graduate students, and 13 undergraduate students.

b. Space requirements

(1) Square footage by individual areas and/or functions

Space Description	Room- Use Code	NASF	# of Rooms	Total NASF
Laser Laboratory	250	728	1	728
Target Room	250	298	1	298
Control Room	250	233	1	233
Laser Laboratory	250	573	1	573
Laser Laboratory	250	412	1	412
Laser Laboratory	250	410	1	410
Laser Laboratory	250	590	1	590
KHz Laboratory	250	426	1	426
Prep Room	255	174	1	174
Prep Room	255	162	1	162
Category 200 Totals				4,006
Total Net Assignable Square Footage				4,006
Dedicated Chilled Water Pump Room	YYY	206	1	206
Dedicated Mechanical Room	YYY	295	1	295
Category YYY Totals				501
Total Non-Assignable Square Footage				501

(2) Basis for square footage/planning parameters

The square footages indicated for the proposed space use in the renovated areas of the basement and sub-basement of Behlen Laboratory are based on University of Nebraska Space Guidelines, as well as programmatic needs of the planned users of the building.

(3) Square footage difference between existing and proposed areas (net and gross)

Space Description	Room-Use Code	Existing NASF	Proposed NASF	Difference
Laboratory Facilities				
Research Lab	250	3,204	3,670	466
Research Lab Service	255	0	336	336
Category 200 Totals		3,204	4,006	802
Office Facilities				
Office	310	1,330	0	(1,330)
Category 300 Totals		1,330	0	(1,330)
Total Net Assignable Square Footage		4,534	4,006	(528)
Total Gross Square Footage		4,991	4,991	0

c. Impact of the proposed project on existing space

The proposed project will renovate office and laboratory spaces being vacated by faculty and staff being moved to the new Physical Sciences Building upon its completion in early 2010.

7. Equipment Requirements

a. List of available equipment for reuse

Wherever possible, equipment currently in use in the proposed renovation areas in Behlen Laboratory will be reused after construction.

b. Additional equipment

(1) Fixed equipment

A detailed list of specific equipment will be developed during the design phase of the project. Because the grantor expects the University to consume all funds, any excess funds will be used to buy fixed equipment.

(2) Movable equipment

Furniture and other movable equipment are not included in the budget for this project and are the responsibility of the research programs. A detailed list of specific equipment will be developed during the design phase of the project.

(3) Special or technical equipment

No special or technical equipment is included in the budget for this project

and is the responsibility of the research programs. A detailed list of specific equipment will be developed during the design phase of the project.

8. Special Design Considerations

a. Sustainability

The overall design of the facility will be developed to maximize the opportunity for sustainable design. The project will meet or exceed the requirements for sustainable design as set forth by the University of Nebraska President’s Administrative Policy. The design will be focused on making good long-term choices for components of the building finishes, building systems and construction materials.

b. Heating and cooling systems

The design and installation of all mechanical systems will be in accordance with all applicable codes, standards and regulations.

A new AHU will be provided in the existing mechanical room. A dedicated computer room air conditioning unit (CRAC) will be added and will provide precise temperature and humidity control of the new laser laboratory. Vibration isolation will be provided to minimize the effect to the spaces below.

Installation of new controls components will be in accordance with UNL Design Guidelines.

c. Life Safety/ADA

All areas being renovated will be made accessible under the terms of the ADA Accessibility Guidelines and Nebraska Accessibility Guidelines.

The existing fire alarm system serving the Extreme Light Laboratory in the sub-basement of Behlen Laboratory was upgraded in 2006. The system will be modified and expanded as required to satisfy all life safety and code requirements throughout renovation areas in this project. System modifications and expansions will be designed in accordance with all current codes and standards, and will also satisfy all current accessibility guidelines.

d. Security

Necessary receptacles and circuits will be provided to support the installation of the University’s entry control security devices. Circuits necessary to support the security system equipment will be served by the standby generator system.

e. Historic or architectural significance

There are no known historic issues or requirements affecting Behlen Laboratory.

f. Artwork

The 1% for Art provision is not applicable.

g. Phasing

The proposed project will be completed in a single phase of construction.

h. Future expansion

There are no plans to expand Behlen Laboratory.

9. Project Budget and Fiscal Impact

a. Cost estimates criteria

- (1) Identify recognized standards, comparisons, and sources used to develop the estimated cost

The estimated probable costs of the project were developed with the help of design consultants, The Clark Enersen Partners. Estimates for environmental controls, fire alarm, card access, and telecommunications were developed by University staff.

- (2) Identify the year and month on which the estimates are made and the inflation factors used

The estimate was prepared in June 2009 and escalated at 5% per year to the midpoint of construction.

- (3) Gross and net square feet

Gross square feet	4,991 gsf
Net square feet	4,006 nsf

- (4) Total project cost per gross square foot \$411

- (5) Construction cost per gross square foot \$365

b. Total project cost	\$2,049,000
c. Construction cost	\$1,823,000
d. Non-construction cost	\$226,000

Probable Project Costs**CONSTRUCTION COSTS**

552305	General Construction Contractor	\$1,585,000
552310	Utilities Contractor(s) and/or Services	\$0
552312	In-house Labor	\$164,000
552319	Telecommunications	\$10,000
552326	Construction Contingency	<u>\$64,000</u>
	Subtotal - Construction Costs	\$1,823,000

NON-CONSTRUCTION COSTS

552302	A/E Basic Services	\$146,000
552322	Other Specialty Consultants	\$0
552301	Project Management/Construction Inspection (UNL)	\$43,000
	Equipment (Fixed/Movable/Special and Technical)	\$0
552324	Builder's Risk Insurance	\$1,000
552323	Moving & Relocation Costs	\$0
552329	Signage	\$0
552325	Other Non-Construction Costs	\$13,000
	Non-construction Contingency	<u>\$23,000</u>
	Subtotal - Non-construction Costs	\$226,000

TOTAL PROBABLE PROJECT COSTS**\$2,049,000**

- e. Fiscal Impact based upon first full year of operation
- (1) Estimated additional operational and maintenance costs per year
Additional annual operational and maintenance costs as a result of this project are estimated to be \$10,500. While these costs are initially planned to be covered internally by the Department of Physics and Astronomy (or grant \$?), it is anticipated that funding will eventually come from user fees paid by external research groups and agencies utilizing the laser facilities.
 - (2) Estimated additional programmatic costs per year
\$202,000
 - (3) Applicable building renewal assessment charges
\$20,490

10. Funding

- a. Total funds required
\$2,049,000
- b. Project Funding Source (amounts and/or percentages of each)
- | | |
|---------------|-----------------------------------|
| \$1,999,000 | National Science Foundation Grant |
| <u>50,000</u> | Cash Funds |
| \$2,049,000 | |
- c. Fiscal year expenditures for project duration
- | | |
|--------------------|-------------|
| FY 2010-11 | \$60,000 |
| FY 2011-12 | \$160,000 |
| FY 2012-13 | \$1,829,000 |
| Total Expenditures | \$2,049,000 |

11. Time Line

- | | |
|--------------------------------|-------------------|
| Start Programming | July 2009 |
| Program Statement to UNCA | February 16, 2010 |
| BOR approves Program Statement | April 16, 2010 |
| CCPE review (approximate) | TBD |

Start design	July 2010
BOR Business Affairs Committee reviews design report	N/A
Complete design	June 2011
Bid project	July 2011
Start construction	August 2011
Complete construction	August 2012
Open facility	September 2012

12. Higher Education Supplement

a. CCPE Review

CCPE review is required for this project.

b. Method of contracting

The method of contracting for this project will be design-bid-build, awarded to the lowest responsible prime general contractor.

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Lease renewal for the University of Nebraska Press at 2 Landmark Centre East

RECOMMENDED ACTION: Authorize the Vice Chancellor for Business and Finance to execute a four-year lease renewal to provide office space for the University of Nebraska Press.

PREVIOUS ACTIONS: January 15, 2005 – The Board of Regents approved an initial five-year lease agreement for office space for the University of Nebraska Press.

EXPLANATION: The proposed lease would allow the University of Nebraska Press to continue its operations at 2 Landmark Centre East, located at 1111 Lincoln Mall, Suite 400. The lease specifies a cost in years one and two of \$10.82 per square foot, including rent and building operating expense. In years three and four, the cost would be \$11.07 per net square foot.

The lease term is for four years at a total cost of \$533,536.

Members of the public and news media may obtain a copy of the lease in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: \$533,536

ON-GOING FISCAL IMPACT: Estimated Operating and Maintenance 1% Assessment None N/A

SOURCE OF FUNDS: Revolving Funds

SPONSORS: Prem S. Paul
Vice Chancellor for Research and Economic Development

Christine A. Jackson
Vice Chancellor for Business and Finance

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: March 22, 2010

TO: The Board of Regents
 Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):
 2010-11 Allocation for the University of Nebraska-Lincoln.

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF)
 2010-11 Allocation for the University of Nebraska-Lincoln:

<u>UPFF Fund B Category</u>	Approved Allocation <u>2009-10</u>	Recommended Allocation <u>2010-11</u>
Facilities		
Recreation	\$ 708,800	\$ 886,000
Debt Service	1,845,626	1,845,626
Nebraska Unions	3,871,264	4,069,153
Campus Recreation	4,966,017	5,253,025
Health Center	5,602,374	5,771,887
Transit Services	<u>396,086</u>	<u>422,005</u>
 TOTAL	 <u>\$17,390,167</u>	 <u>\$18,247,696</u>

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the 2009-10 Fund B allocation.

EXPLANATION: 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 received appropriate student and administrative reviews as directed by Board of Regents policy. The proposed allocations are based on UPFF fees to be collected in 2010-11. At projected yields per dollar of UPFF assessment, the recommended budgets for 2010-11 will require a \$12.22 (2.85%) increase in the current full-time student Fund B fee, from \$429.09 per semester to \$441.30.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Juan N. Franco
 Vice Chancellor for Student Affairs

Christine A. Jackson
 Vice Chancellor for Business & Finance

RECOMMENDED:

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE:

March 18, 2010

TO: The Board of Regents
 Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):
 2010-11 Allocation for the University of Nebraska Medical Center

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
 2010-11 Allocation for the University of Nebraska Medical Center:

	Approved Allocation	Recommended Allocation
<u>UPFF Fund B Category</u>	<u>2009-10</u>	<u>2010-11</u>
Student Health Services	\$383,440	\$383,440
Supplemental Counseling	38,400	38,400
Campus Recreation	<u>150,570</u>	<u>164,910</u>
TOTAL	<u>\$572,410</u>	<u>\$586,750</u>

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the 2009-10 Fund B allocation.

EXPLANATION: 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*. The 2010-2011 recommended allocation for UPFF Fund B is higher than the 2009-2010 allocation due to fee increases of \$5.00 / semester for Campus Recreation. Last year this portion of the UPFF Fund B fee was raised by \$5.00 for the first time since 2000. The increase is to cover the additional costs associated with the purchase of new equipment and increased evening hours at campus recreation to better match hours that students are on campus.

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 actual fees to be collected in 2010-11. The recommendation, if approved, will increase the Fund B Campus Recreation Facility Fee from \$52.50/semester to \$57.50/semester and maintain the Fund B Student Health Services/Supplemental Counseling Fee at \$99.75/semester.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSOR: Donald S. Leuenberger
 Vice Chancellor for Business & Finance

RECOMMENDED: Harold M. Maurer, M.D., Chancellor
 University of Nebraska Medical Center

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Fund B, University Program and Facilities Fees (UPFF): 2010-11 Allocation for the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF) 2010-11 Allocation for the University of Nebraska at Omaha (UNO).

<u>UPFF Fund B Category</u>	<u>Approved Allocation 2009-10</u>	<u>Recommended Allocation 2010-11</u>
Campus Recreation	\$1,019,278	\$1,071,166
Student Organizations & Leadership Programs	356,269	374,372
Milo Bail Student Center	484,610	559,784
Milo Bail Student Center Bond Issue	999,862	1,013,231
HPER Addition and Renovation Bond Issue	2,171,637	3,208,566
Men's Athletics	606,216	637,116
Women's Athletics	474,047	498,203
Musical Groups	59,204	62,252
Health Services	618,060	649,678
Facilities	249,748	262,367
Intercampus Shuttle	<u>1,403,489</u>	<u>1,474,840</u>
TOTAL	<u>\$8,442,420</u>	<u>\$9,811,575</u>

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the 2009-10 Fund B allocation.

June 14, 2007 – The Board of Regents approved financing of the Health, Physical Education and Recreation Facility Expansion and Renovation project. As part of this financing, a planned student fee increase of \$95/semester is factored into the financing as follows: 2008-09 \$20, 2009-10 \$45, 2010-11 \$30.

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 current 2009-10 Fund B portion of UPFF is a flat fee of \$116.15 plus \$15.60 per credit hour. The 2010-11 flat fee is proposed to increase by \$31.63 to \$147.78 and the per credit hour fee is proposed to increase by \$0.82 to \$16.42. The Fund B increase consists of \$30 per student to support the Health, Physical Education and Recreation (HPER) Addition and Renovation Bond Issue, a \$50,000 supplemental allocation for the

Milo Bail Student Center to fund sustainability initiatives and operational cost increases for the various groups.

For a full-time student, this action represents a 13% increase from last year. Excluding the HPER Addition and Renovation Bond Issue, the increase would be 3.8%.

PROJECT COST: None

SOURCE OF FUNDS: N/A

SPONSORS: Terry Hynes
Senior Vice Chancellor for Academic & Student Affairs

William E. Conley
Vice Chancellor for Business & Finance

RECOMMENDED: John E. Christensen, Chancellor
University of Nebraska at Omaha

DATE: March 23, 2010

TO: The Board of Regents
 Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Budget increase for the renovation of Roskens Hall for the College of Education at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the budget increase for the Renovation of Roskens Hall at the University of Nebraska at Omaha (UNO).

PREVIOUS ACTION: June 12, 2009 – The Board of Regents approved the Program Statement and \$12,400,000 Budget for the Renovation of Roskens Hall at UNO.

EXPLANATION: The 2006 UNO Facilities Development Plan approved by the Board of Regents indicated that following the relocation of the College of Business to the Pacific location, Roskens Hall would be renovated to provide a new home for the College of Education. The move from Kayser Hall to a renovated Roskens Hall will present a unique opportunity for the College of Education to advance and expand its academic programs and serve its students and the community.

The Board approved the budget for the project in June of 2009. This item, if approved, increases the budget for the renovation based on information obtained in the design phase.

The majority of the increase in the budget relates to estimated construction costs for code upgrades, floor finishes needed due to asbestos abatement, HVAC efficiency upgrades, an upgraded south entry, and new chilled water and steam condensate piping.

The intermediate design report has been reviewed and approved by the Business Affairs Committee, pending approval of the budget increase by the entirety of the Board.

Gifts and other funding representing a major portion of the project have been secured. The funding source for the budget increase of \$1,263,000 will come from fundraising which is continuing. Accordingly, construction of the project will begin after commitments for all funding is in place and authorization to proceed is received from the President.

Proposed start of construction	June 2010
Proposed completion of construction	August 2011

PROJECT COST:	Original budget	\$12,400,000
	Increase proposed	<u>1,263,000</u>
	Budget, as amended	<u>\$13,663,000</u>

ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance 1% Assessment	N/A \$136,630
SOURCE OF FUNDS:	Funding as Originally Proposed:	
	Private Donations in hand	\$8,150,000
	Cash Funds	2,140,000
	Funds to be identified	2,723,000
	LB309 Funds	<u>650,000</u>
	Total funding as amended	<u>\$13,663,000</u>
SPONSOR:	William E. Conley Vice Chancellor for Business & Finance	
RECOMMENDED:	John E. Christensen, Chancellor University of Nebraska at Omaha	
DATE:	March 30, 2010	

TO: The Board of Regents Addendum IX-B-10
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Parking Use Agreement for use of the Crossroads Parking Garage.

RECOMMENDED ACTION: Approve the Parking Use Agreement for the Crossroads Parking Garage for the 2010-11 and 2011-2012 academic years for the University of Nebraska at Omaha (UNO) parking.

PREVIOUS ACTION: January 23, 2009 – The Board approved the Parking Use Agreement for the Crossroads Parking Garage for the 2009-10 academic year for UNO parking.

April 18, 2008 – The Board approved the Parking Use Agreement for the Crossroads Parking Garage for the 2008-09 academic year for UNO parking.

EXPLANATION: Off-site parking will be required again in 2010-11 and 2011-12 to address student demand. Peak demand at the Crossroads fall 2009 was about 1,100. It is expected that demand will decrease next fall due to improved surface parking additions on the Pacific location and completion of HPER construction. The capacity of the Crossroads eliminates the need for various alternative leasing arrangements.

The new owner of Crossroads Mall, 7200 Dodge Street Holdings LLC, has agreed to renew the parking agreement for two additional academic years at a daily rate of \$2,150, which is 28% lower than the current daily rate of \$3,000. Based upon the academic calendar, student parking will be required 158 days. As a result, the total price will decrease to \$340,000/year from the current \$474,000/year. Total two year cost will be \$680,000.

The University provides contracted security services during scheduled use of the Crossroads garage and provides shuttle services to and from the campus.

The proposed agreement has been reviewed and approved as to form and content by the Office of the University General Counsel.

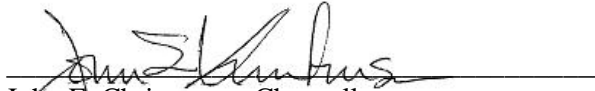
Members of the public and news media may obtain a copy of the agreement in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: \$680,000

SOURCE OF FUNDS: Student Fees and Parking Fees

SPONSOR: William E. Conley
Vice Chancellor for Business & Finance

RECOMMENDED:



John E. Christensen, Chancellor
University of Nebraska at Omaha

DATE: March 29, 2010

TO: The Board of Regents

Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Housing Rates for the 2010-11 Academic Year at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Room Rates for Scott Village, Maverick Village and University Village for the 2010-11 Academic Year at the University of Nebraska at Omaha.

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the room rates for Scott Village and Maverick Village for the 2009-10 Academic Year.

EXPLANATION: Scott Village Housing Rates
 Scott Village rate increases ranging from 2.3% to 3.3% are proposed for 2010-11.

	<u>Twelve-Month</u>		Percentage
	<u>2009-10</u>	<u>2010-11</u>	<u>Increase</u>
Monthly Payment Plan	\$5,400	\$5,580	3.3%
Semi-Annual Payment Plan	\$5,340	\$5,460	2.3%
Annual Payment Plan	\$5,280	\$5,400	2.3%

Scott Village rates include: furniture rental, basic cable, electricity, and data/internet services.

Maverick Village Housing Rates
 Maverick Village rate increases of 6.6% are proposed for 2010-11.

	<u>Twelve-Month</u>		Percentage
	<u>2009-10</u>	<u>2010-11</u>	<u>Increase</u>
Monthly Payment Plan	\$5,796	\$6,180	6.6%
Semi-Annual Payment Plan	\$5,610	\$5,976	6.6%
Annual Payment Plan	\$5,484	\$5,844	6.6%

Maverick Village rates include: furniture rental, basic cable, electricity, and data/internet services and starting in 2010-11 unlimited laundry which accounts for approximately 2% of the increase.

University Village Housing Rates
 University Village rate increases of 6.1% to 6.6% are proposed for 2010-11.

	<u>Nine-Month</u>		Percentage
	<u>2009-10</u>	<u>2010-11</u>	<u>Increase</u>
Monthly Payment Plan	\$4,455*	\$4,725	6.1%
Semi-Annual Payment Plan	**	\$4,572	**
Annual Payment Plan	**	\$4,473	**

	<u>Twelve-Month</u>		<u>Percentage</u>
	<u>2009-10</u>	<u>2010-11</u>	<u>Increase</u>
Monthly Payment Plan	\$5,460*	\$5,820	6.6%
Semi-Annual Payment Plan	**	\$5,628	**
Annual Payment Plan	**	\$5,496	**

University Village rates include: furniture rental, basic cable, electricity, and data/internet services and starting in 2010-11 unlimited laundry which accounts for approximately 2% of the increase.

* 2009-10 Includes furniture, \$25 electricity allowance and basic cable.

**Not offered by previous owner for 2009-10.

Scott Hall Boarding and Housing Rates – For Information

Housing and boarding rates for the 2010-11 year for Scott Hall have not been finalized by the Suzanne and Walter Scott Foundation. The proposal is to increase rates by 2.6% to \$7,950 for a nine-month contract.

PROJECT COST: Not applicable

SOURCE OF FUNDS: Not applicable

SPONSORS: Terry Hynes
Senior Vice Chancellor for Academic & Student Affairs

William E. Conley
Vice Chancellor for Business and Finance

RECOMMENDED: John E. Christensen, Chancellor
University of Nebraska at Omaha

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Nebraska College of Technical Agriculture (NCTA) Residence Hall Room and Board Rates for the 2010-11 Academic Year.

RECOMMENDED ACTION: Approve NCTA 2010-11 academic year room and board rates.

PREVIOUS ACTION: April 24, 2009 – The Board of Regents approved the room and board rates for 2009-10.

EXPLANATION: This is the fourth consecutive year NCTA is recommending no increase in room rates. This is consistent with the goal to make room rates commensurate with other associate-degree granting campuses in the region and to establish a price differentiation between the current residence halls and the new residence hall projected to be completed fall 2011. Plans are to have the new residence hall rate comparable to the rate for new facilities at Mid-Plains Community College on the North Platte campus.

This action would increase the meal plan rate by 2.4%, adjusting the per meal rate from \$4.88 to \$5.00 and eliminate the five meal per week plan option which has proven not economically viable. This rate increase is the first in four years for the standard 14 per week meal plan.

The options are as follows:

- 14 per week/\$1,120
- 18 per week/\$1,440 (includes 4 weekend meals)
- 23 per week/\$1,840 (includes 4 weekend, Friday evening and 4 late evening deli meals)

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Weldon Sleight, Dean
Nebraska College of Technical Agriculture

Alan R. Moeller, Assistant Vice Chancellor
Institute of Agriculture and Natural Resources

RECOMMENDED: John C. Owens
Vice President for Agriculture and Natural Resources
IANR Harlan Vice Chancellor

DATE: February 8, 2010

TO: The Board of Regents IX-B-13
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Nebraska Innovation Campus Development Corporation (NICDC) appointments for the members to the Board of Directors of the NICDC.

RECOMMENDED ACTION: Approve the appointments to the Board of Directors of the Nebraska Innovation Campus Development Corporation.

PREVIOUS ACTION: April 16, 2010 – Articles of Incorporation and Bylaws of the Nebraska Innovation Campus Development Corporation were submitted to the Board of Regents for consideration at the regularly scheduled Board of Regents meeting.

December 09, 2009 – The Board of Regents approved the transfer of title of the Nebraska State Fairgrounds in Lancaster County from the State of Nebraska to the Board of Regents as provided by law.

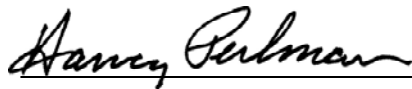
November 20, 2009 –The Board of Regents approved the Master Plan and Business Plan for Innovation Campus and authorized the President to submit the same as required by law and provide a commitment for the President to provide an annual update of the plans on behalf of the University to complete the University’s obligations under Neb. Rev. Stat. § 2-113(2) (Supp. 2009)

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 non-profit 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 appointment of the NICDC Board of Directors is to be made by the Board of Regents of the University of Nebraska upon the recommendation of the UNL Chancellor and the President which have been submitted for consideration in closed session.

RECOMMENDED:



Harvey Perlman, Chancellor



James B. Milliken, President

DATE:

April 14, 2010

C. FOR INFORMATION ONLY

1. University of Nebraska Strategic Planning Framework Addendum X-C-1
2. University of Nebraska Strategic Framework Accountability Measures Addendum X-C-2
3. Calendar of establishing and reporting accountability measures Addendum X-C-3
4. University of Nebraska Strategic Dashboard Indicators Addendum X-C-4
5. Board of Regents agenda items related to the University of Nebraska Strategic Framework Addendum X-C-5

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: University of Nebraska Strategic Framework

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic Framework document.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: March 23, 2010

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2010-2013

The University of Nebraska is a four-campus, public university which was created and exists today to serve Nebraskans through quality teaching, research, and outreach and engagement. We strive to be the best public university in the country as measured by the impact we have on our people and our state, and through them, the world. To do that, we must compete effectively with other institutions around the world for talented students and faculty. The future of Nebraska is closely tied to that of its only public university, and this framework guides university-wide and campus planning to help build and sustain a Nebraska that offers its citizens educational and economic opportunity and a high quality of life.

The framework consists of six overarching goals emphasizing access and affordability, quality academic programs, workforce and economic development, research growth, engagement with the state, and accountability. Each goal has a number of related objectives, strategies and accountability measures developed for Board and university-wide monitoring over a multi-year period. Companion documents include an implementation tool with metrics and the schedule for monitoring by the Board, as well as a dashboard reflecting progress.

The university's efforts will not be limited to these priorities, as we expect to be able to measure progress in other areas given the interrelatedness of the objectives, other priorities of the Board and the President, and the ongoing strategic planning efforts of the four campuses. Campus plans are consistent with this framework and operate within its broader goals. Each campus has established a set of quality indicators that provide a means to evaluate achievement and momentum related to its principal objectives.

1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.
 - a. The university will strive to increase affordability and ensure qualified students are not denied access based on economic circumstances.
 - i. *Secure state funding sufficient to support access to high quality programs.*
 - ii. *Keep tuition increases moderate and predictable for students and families, consistent with goals of both access and quality.*
 - iii. *Expand need-based financial aid and effectively market opportunity and major aid programs (e.g. Collegebound Nebraska, Buffett Scholars, Thompson Learning Communities).*
 - b. Increase the percentage of Nebraska high school graduates (the state “college-going rate”) who enroll at and graduate from the university.
 - i. *Increase enrollment, consistent with quality imperatives, to serve Nebraska’s goals for increased educational attainment.*
 - ii. *Increase each campus’s undergraduate freshman-to-sophomore retention rate each year, with a goal of exceeding the average of its peer institutions.*
 - iii. *Increase each campus’s undergraduate six-year graduation rate, with a goal of exceeding the average of its peer institutions.*
 - c. Increase the diversity of those who enroll at and graduate from the university, employing measures permitted by state and federal law.
 - i. *Engage in partnerships with other higher education institutions, K-12, and the private sector to increase diversity of students who seek a post-secondary education, employing measures permitted by state and federal law.*
 - d. Expand lifelong educational opportunities, including those for non-traditional and transfer students.
 - e. Promote adequate student preparation for success in higher education.
 - i. *Engage in pilot programs with Nebraska high schools for development of high school academies in partnership with the university.*
 - ii. *Provide timely and usable information to middle school students, parents, teachers and school administrators.*

- f. Promote ease of transfer to the university from other higher education institutions.
 - i. *Improve programs for transfer from community colleges, state colleges and other higher education institutions.*
 - g. Expand distance education programs, taking advantage of university-wide marketing and efficiencies and campus role and mission, strengths and entrepreneurship.
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.
 - i. *To help ensure competitiveness, faculty salaries and incentives (awarded on the basis of merit) and fringe benefits should exceed the average of peer institutions.*
 - ii. *Develop and maintain programs to enhance work/life conditions of faculty and staff, including overall campus climate.*
 - iii. *Each campus shall endeavor to meet the university's ongoing commitments to faculty diversity, employing measures permitted by state and federal law.*
 - iv. *Increase support for professorships and named/distinguished chairs.*
 - b. Pursue excellence through focus on targeted programs in areas of importance to Nebraska where the university can be a regional, national and/or international leader (e.g. agriculture and natural resources, life sciences, information technology and architectural engineering).
 - i. *Programs of Excellence funding shall be increased when practicable and results of allocations shall be periodically reviewed for impact.*
 - ii. *Resource allocation shall take advantage of distinct campus roles and missions to achieve overall university goals.*
 - iii. *Campuses are encouraged to collaborate to achieve overall university goals.*
 - c. Provide opportunities for global engagement of faculty through international teaching, research and outreach exchanges, fellowships and collaborations.
 - i. *Increase faculty participation in Fulbright and related programs.*

3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.
 - a. Work to stem and reverse the out-migration of graduates and knowledge workers.
 - b. Increase proportion of the most talented Nebraska high school students who attend the University of Nebraska.
 - i. Increase enrollment of Nebraska students ranked in top 25% of their high school class.*
 - ii. Increase support for merit-based scholarships.*
 - c. To attract talent to the state, increase the number of nonresident students who enroll at the university.
 - i. Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.*
 - d. To adequately prepare students for the global economy, significantly increase opportunities for international study and engagement.
 - i. Significantly increase the number of undergraduates studying abroad, with the goal of ultimately providing the opportunity for every undergraduate to study abroad.*
 - ii. Significantly increase the number of international undergraduates and graduates studying at the university.*
 - e. Encourage and facilitate the commercialization of research and technology to benefit Nebraska.
 - f. Develop and strengthen internship and service learning opportunities with business, education, government, military, and nonprofit organizations.
 - g. Engage in partnerships with government and the private sector to develop regional economic strength.
 - h. Pursue excellence in educational attainment aligned with the long-term interests of the state.
 - i. Determine key areas of future workforce demand and strengthen or develop curricula and programs appropriate to a university in alignment with those areas.*
 - ii. Develop educational programs that prepare students for the flexibility required to respond to the uncertainty of future workforce demands.*

iii. Develop distance education and other educational programs that permit Nebraskans to prepare for jobs and opportunities to meet future workforce demands.

4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.

a. Increase external support for research and scholarly activity.

i. Increase federal support for instruction, research and development, and public service.

ii. Inventory and forecast infrastructure (physical facilities, information technology, equipment) necessary to support continued growth in research activity and secure private and public support to eliminate deficiencies.

b. Increase undergraduate and graduate student participation in research and its application.

c. Encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration.

d. Improve the quantity and quality of research space through public and private support.

e. Focus resources on areas of strength in research where the university has the opportunity for regional, national and international leadership and in areas of strategic importance to the health and economic strength of Nebraska (e.g. agriculture and life sciences; natural resources, especially water; prevention and cure of diseases such as cancer; and early childhood education).

i. Invest resources through the Nebraska Research Initiative, Programs of Excellence and other sources to build capacity and excellence in research.

5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.

a. Support economic growth, health and quality of life through policy initiatives consistent with university mission.

b. Recognize and reward faculty innovation and effectiveness in outreach and engagement.

- c. Support Nebraska's economic development.
 - i. Partner and collaborate with government and the private sector to attract, retain, and spur business development and economic opportunity.*
 - ii. Use university research and other resources to foster more effective relationships with the private sector.*
- d. Support entrepreneurship education, training and outreach.
- e. Collaborate with the public and private sectors to build successful regional, multistate, international linkages.
- f. Use university resources to engage Nebraskans outside cities where our major campuses are located.
 - i. Effectively use the Nebraska Rural Initiative and other university-wide and campus programs to develop excellence in supporting community development while creating quality economic opportunities throughout rural Nebraska.*
 - ii. Effectively use regional research and extension operations and statewide extension for engagement with the university.*

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 facilities 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.*
- b. Maintain a safe environment for students, faculty, staff and visitors.
 - i. Develop and regularly monitor fire safety plans and procedures.*
 - ii. Collaborate with state and local government in disaster planning.*
 - iii. Develop and test campus plans for emergencies and disasters.*

- c. Allocate resources in an efficient and effective manner.
 - i. *Use best practices in procurement and construction and other business engagement.*
 - ii. *Leverage roles and missions of campuses to find savings and cost reductions through academic, administrative and business process efficiencies and effectiveness.*
 - iii. *Develop and report on matrix of business health indicators, including university debt.*
- d. Maximize and leverage non-state support.
 - i. *Promote entrepreneurship and revenue-generating opportunities.*
 - ii. *Collaborate with the University of Nebraska Foundation to secure private support for university priorities.*
- e. Create and report performance and accountability measures.
- f. Maximize potential of information technology to support the university's activities.
- g. Provide accurate and transparent information to the public about college costs and student learning and success outcomes.
 - i. *Participate in the Voluntary System of Accountability.*
 - ii. *Participate in the National Survey of Student Engagement.*
 - iii. *Monitor student achievements on licensing and professional examinations.*
 - iv. *Participate and measure effectiveness of national pilot projects on learning assessment with the goal of adopting university measurements.*
- h. Implement awareness and education programs to assist all students in management of personal financial matters.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: University of Nebraska Strategic Framework Accountability Measures

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic accountability measures.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: March 23, 2010

INVESTING IN NEBRASKA’S FUTURE

Strategic Planning Framework

2010-2013

Accountability Measures

1. State Funding (1-a-i)

Secure state funding sufficient to support access to high quality programs.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2010-11	Attain sufficient state funding that will allow moderate and predictable tuition increases to fund biennial operating budget needs.	June 2010	Business
FY 2011-12	TBD (June 2010)	June 2011	Business
FY 2012-13	TBD (June 2010)	June 2012	Business

2. Tuition (1-a-ii)

Keep tuition increases moderate and predictable for students and families, consistent with goals of both access and quality.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2010-11	Attain sufficient state funding that will allow moderate and predictable tuition increases to fund biennial operating budget needs.	June 2010	Business
FY 2011-12	TBD (June 2010)	June 2011	Business
FY 2012-13	TBD (June 2010)	June 2012	Business

3. Need-based Financial Aid (1-a-iii)

Expand need-based financial aid and effectively market opportunity and major aid programs (e.g. Collegebound Nebraska, Buffett Scholars, Thompson Learning Communities).

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2009-10	1) Report on the implementation, including results, of the plan to expand the Tuition Assistance Program. 2) Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2010	Academic
FY 2010-11	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2011	Academic
FY 2011-12	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2012	Academic

4. Enrollment (1-b-i)

Increase enrollment, consistent with quality imperatives, to serve Nebraska's goals for increased educational attainment.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2010	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Oct. 2010	Academic
Fall 2011	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Nov. 2011	Academic
Fall 2012	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Nov. 2012	Academic

5. Graduation Rates (1-b-iii)

Increase each campus's undergraduate six-year graduation rate, with a goal of exceeding the average of its peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2008-09 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2011	Academic
2009-10 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2012	Academic
2010-11 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2013	Academic

6. Faculty Merit Compensation (2-a-i)

To help ensure competitiveness, faculty salaries and incentives (awarded on the basis of merit) and fringe benefits should exceed the average of peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2008-09	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	April 2010	Business
FY 2009-10	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	April 2011	Business
FY 2010-11	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	April 2012	Business

7. Faculty Diversity (2-a-iii)

Each campus shall endeavor to meet the university's ongoing commitments to faculty diversity, employing measures permitted by state and federal law.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2009	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2010	Academic
Fall 2010	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2011	Academic
Fall 2011	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2012	Academic

8. Nebraska Top 25% (3-b-i)*Increase enrollment of Nebraska students ranked in top 25% of their high school class.*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2010	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0%.	Oct. 2010	Academic
Fall 2011	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class at 50.0% or greater.	Nov. 2011	Academic
Fall 2012	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class at 50.0% or greater.	Nov. 2012	Academic

9. Merit-based Scholarships (3-b-ii)*Increase support for merit-based scholarships.*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2009-10	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2010	Academic
FY 2010-11	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2011	Academic
FY 2011-12	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2012	Academic

10. Nonresident Student Enrollment (3-c-i)*Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2010	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Oct. 2010	Academic
Fall 2011	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2011	Academic
Fall 2012	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2012	Academic

11. Workforce Development (3-h-iii)

Develop distance education and other educational programs that permit Nebraskans to prepare for jobs and opportunities to meet future workforce demands.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2009	1) Align university programs to address workforce needs. 2) Provide distance education programs consonant with the university's curriculum to prepare Nebraskans for quality jobs and self-employment opportunities.	March 2010	Outreach
Fall 2010	Index and analyze faculty research that may contribute to new workforce opportunities.	March 2011	Outreach
Fall 2011	1) Continue aligning academic programs to address workforce needs. 2) Update research on major categories of workforce development needs for future program alignment.	March 2012	Outreach

12. Research (4-a-i)

Increase federal support for instruction, research and development, and public service.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2008-09	1) Increase UNL and UNMC federal research awards from all federal agencies at a rate 20% higher per year than weighted total national federal awards per year on three-year rolling average. 2) For UNO and UNK, achieve seven percent compounded growth annually, continuing progress toward the ten-year goal of doubling sponsored awards for instruction, research and public service from all sources over FY 2005-06 awards of approximately \$11.2 million and \$2.3 million, respectively.	March 2010	Academic
FY 2009-10	1) Increase UNL and UNMC federal research awards from all federal agencies at a rate 20% higher per year than weighted total national federal awards per year on three-year rolling average. 2) For UNO and UNK, achieve seven percent compounded growth annually, continuing progress toward the ten-year goal of doubling sponsored awards for instruction, research and public service from all sources over FY 2005-06 awards of approximately \$11.2 million and \$2.3 million, respectively.	March 2011	Academic
FY 2010-11	1) Increase UNL and UNMC federal research awards from all federal agencies at a rate 20% higher per year than weighted total national federal awards per year on three-year rolling average. 2) For UNO and UNK, achieve seven percent compounded growth annually, continuing progress toward the ten-year goal of doubling sponsored awards for instruction, research and public service from all sources over FY 2005-06 awards of approximately \$11.2 million and \$2.3 million, respectively.	March 2012	Academic

13. Entrepreneurship (5-d)*Support entrepreneurship education, training and outreach.*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Spring 2010	1) Increase training hours invested by program participants by 5% over FY 2007-08 total of 79,538. 2) Increase number of clients assisted by 5% over FY 2007-08 total of 13,677. 3) Increase SBIR/STTR applications by 10% over FY 2007-08 total of 55. 4) Increase SBIR/STTR award amounts by 5% over FY 2007-08 total of \$1,990,023. 5) Increase investment in NU assisted companies by 5% over FY 2007-08 total of \$35,656,000. 6) Increase NU assisted business start-ups and transitions by 5% over FY 2007-08 total of 387.	April 2010	Outreach
Spring 2011	Evaluate and modify annual targets as appropriate.	April 2011	Outreach
Spring 2012	Evaluate and modify annual targets as appropriate.	April 2012	Outreach

14. LB 605 (6-a-ii)*Implement the second phase of LB 605 to repair, renovate and/or replace specific university facilities.*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2010	Renovation projects proceeding on budget and on time.	Dec. 2010	Business
Fall 2011	Renovation projects proceeding on budget and on time.	Nov. 2011	Business
Fall 2012	Renovation projects proceeding on budget and on time.	Nov. 2012	Business

15. Business Process Efficiencies (6-c-ii)

Leverage roles and missions of campuses to find savings and cost reductions through academic, administrative and business process efficiencies and effectiveness.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2008 Calendar Year	Expenditures: Drive strategic investment through Programs of Excellence, reallocations	TBD	Business
2009 Calendar Year	Expenditures: Drive strategic investment through Programs of Excellence, reallocations	TBD	Business
2010 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Report on LB 605 Projects, Capital Queue 5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations 6) Human Resources: Meet midpoint of peers in faculty and staff salaries 7) Information Technology: report on implementation of SIS and SAP 	<ol style="list-style-type: none"> 1) June 2010 2) Dec. 2010 3) Dec. 2010 4) 605, Dec. 2010; Queue, (March/June/Sept./Dec. 2010) 5) TBD 6) April 2010 7) SIS, March/Sept. 2010; SAP, Sept. 2010 	Business
2011 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Report on LB 605 Projects, Capital Queue 5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations 6) Human Resources: Meet midpoint of peers in faculty and staff salaries 7) Information Technology: report on implementation of SIS and SAP 	<ol style="list-style-type: none"> 1) 2nd Quarter 2011 2) 4th Quarter 2011 3) 4th Quarter 2011 4) 605, 4th Quarter 2011; Queue, Quarterly 5) TBD 6) 2nd Quarter 2011 7) SIS, 1st and 3rd Quarter 2011; SAP, 3rd Quarter 2011 	Business
2012 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Report on LB 605 Projects, Capital Queue 5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations 6) Human Resources: Meet midpoint of peers in faculty and staff salaries 7) Information Technology: report on implementation of SIS and SAP 	<ol style="list-style-type: none"> 1) 2nd Quarter 2012 2) 4th Quarter 2012 3) 4th Quarter 2012 4) 605, 4th Quarter 2012; Queue, Quarterly 5) TBD 6) 2nd Quarter 2012 7) SIS, 1st and 3rd Quarter 2012; SAP, 3rd Quarter 2012 	Business

16. Student Learning Assessment (6-g)

Provide accurate and transparent information to the public about college costs and student learning and success outcomes.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2009	<ol style="list-style-type: none">1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations.2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	April 2010	Academic
Fall 2010	<ol style="list-style-type: none">1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations.2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	April 2011	Academic
Fall 2011	<ol style="list-style-type: none">1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations.2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	April 2012	Academic

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Calendar of establishing and reporting accountability measures

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is a calendar of establishing and reporting accountability measures.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: March 23, 2010

Strategic Framework Accountability Measure Reporting and Updating Calendar

Revised January 22, 2010

<u>Board Meeting Date</u>	<u>Academic Affairs Committee</u>	<u>Business Affairs Committee</u>	<u>Outreach and Economic Development Ad Hoc Committee</u>
February 12, 2010	UNL campus visit with discussion of campus strategic plan and performance indicators.		
March 5, 2010	Research [4-a-i]	Administrative/Business Efficiencies [6-c-ii] <i>(Report on SIS, Capital Queue)</i>	Workforce Development [3-h-iii]
April 16, 2010	Student Learning Assessment [6-g]	Faculty Merit Compensation [2-a-i] Administrative/Business Efficiencies [6-c-ii] <i>(Report on Human Resources)</i>	Entrepreneurship [5-d]
May 21, 2010	UNMC campus visit with discussion of campus strategic plan and performance indicators.		
June 11, 2010	None	State Funding [1-a-i] Tuition [1-a-ii] Administrative/Business Efficiencies [6-c-ii] <i>(Report on Short-term Cash/Investments, Capital Queue)</i>	None
July 23, 2010	None	None	None
September 10, 2010	Need-based Financial Aid [1-a-iii] Faculty Diversity [2-a-iii] Merit-based Scholarships [3-b-ii]	Administrative/Business Efficiencies [6-c-ii] <i>(Report on SIS, SAP, Capital Queue)</i>	None
October 15, 2010	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i]	None	None
December 2, 2010	None	LB 605 [6-a-ii] Administrative/Business Efficiencies [6-c-ii] <i>(Report on Endowments, Debt, LB 605, Capital Queue)</i>	None
January 2011	Graduation Rates [1-b-iii]	None	None

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: University of Nebraska Strategic Dashboard Indicators

RECOMMENDED ACTION: For Information Only






















PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic Framework Indicators.





SPONSOR: James B. Milliken, President
University of Nebraska






DATE: March 23, 2010

University of Nebraska Strategic Dashboard Indicators (April 16, 2010)




State Funding Change (Indicator 1.a.i) FY2009-10			Tuition Change (Indicator 1.a.ii) FY2009-10			Enrollment Change (Indicator 1.b.i) Fall 2009		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	Sufficient funding= Moderate tuition increase	1.5%		Sufficient funding= Moderate tuition increase	4.0%		1.5%	2.0%
Need-Based Aid (Indicator 1.a.iii) FY2007-08			Need-Based Aid (Indicator 1.a.iii) FY2007-08			Women Faculty (Indicator 2.a.iii) Fall 2008		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	Increase NU state grant funding by \$387,000	Increased \$749,891		Increase private funds by \$6 million	Increased \$8.84 million		Increase over 2006	2008=33.38% 2007=33.07%
Minority Faculty (Indicator 2.a.iii) Fall 2008			Top 25% Enrollment (Indicator 3.b.i) Fall 2009			Nonresident Recruitment (Indicator 3.c.i) Fall 2009		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	Increase over 2007	2008=15.19% 2007=14.50%		Greater than 48.9%	47.7%		Increase 1% over 2008	0.2%
Nonresident Retention (Indicator 3.c.i) Fall 2008			Merit-Based Aid (Indicator 3.b.ii) FY2007-08					
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>				
	Increase 1% over 2007	2009=73.8% 2008=76.1%		Increase private funds by \$6 million	Increased \$12.71 million			
Six-Year Graduation Rate (Indicator 1.b.iii) AY2007-08				Faculty Salaries (Indicator 2.a.i) FY2008-09				
<u>Campus</u>	<u>Target</u>	<u>Performance</u>		<u>Campus</u>	<u>Target</u>	<u>Performance</u>		
	UNL	2008= -4.7% 2007= -4.1%			UNL	2009= -6.5% 2008= -6.6%		
	UNO	2008= +2.9% 2007= +0.1%			UNO	2009= -4.8 2008= Midpoint		
	UNK	2008= +8.4% 2007= +6.6%			UNK	2009= -4.8 2008= Midpoint		
	UNMC	Not Applicable			UNMC	2009= -8.7% 2008= -9.9%		
LEGEND:		 Target Met or Exceeded	 Progress Toward Target	 Target Not Met				

University of Nebraska Strategic Dashboard Indicators (April 16, 2010)







Federal Research Funding Growth (Indicator 4.a.i) UNL and UNMC FY2008-09			Research/Scholarly Activity Growth (Indicator 4.a.i) UNO and UNK FY2008-09		
<u>Campus</u>	<u>Target</u>	<u>Performance</u>	<u>Campus</u>	<u>Target</u>	<u>Performance</u>
 UNL	3.46%	5.88%	 UNO	Double in 10 years/7% annual compounded growth	11.30%
 UNMC	1.76%	19.67%	 UNK		-54.49%

	<u>Indicator</u>	<u>Target</u>	<u>Performance</u>
	Four-Year Graduation Guarantee (1.b.iii) AY2007-08	All prospective and current undergraduate students are informed about the University's four-year graduation guarantee.	All campuses have posted information about the four-year graduation guarantee on their websites and also have a link to four-year graduation guarantee information on the UNCA website.
	Faculty Salaries (2.a.i) Fall 2009	Award all salary increases, to the extent possible, on the basis of merit.	Faculty salaries at UNL and UNMC may be based/granted entirely on merit, while faculty salaries at UNO and UNK are negotiated through the collective bargaining process and therefore the amount and method of distribution at UNO and UNK must be determined by agreement.
	Workforce Demand (2.c.iii) Fall, 2009	Compile, analyze and present data on future workforce demand and comparative economic advantages in Nebraska.	Data on workforce demand have been evaluated. The University of Nebraska continues to develop a variety of new programs that will help to address the workforce needs of the state.
	Entrepreneurship (3.d) Spring 2009	<ol style="list-style-type: none"> 1) Increase training hours by 5%. 2) Increase number of clients by 5%. 3) Increase SBIR/STTR applications by 10%. 4) Increase SBIR/STTR awards by 5%. 5) Increase investment in NU-assisted companies by 5%. 6) Increase NU-assisted startups and transitions by 5%. 	<ol style="list-style-type: none"> 1) Training hours grew by 44%. 2) Clients increased by 5%. 3) SBIR/STTR applications increased 72%. 4) SBIR/STTR awards increased 38%. 5) Investment in NU-assisted companies increased .8%. 6) NU-assisted start-ups and transitions increased 9%.
	Student Learning Assessment (6.f.i) Fall 2008	<ol style="list-style-type: none"> 1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	<p>UNK, UNL and UNO currently participate in the National Survey of Student Engagement (NSSE). Performance on professional licensure examinations is above average for all campuses.</p> <p>UNK and UNL are currently implementing the Collegiate Assessment of Academic Progress (CAAP) as an additional assessment tool, while UNO piloted the Collegiate Learning Assessment (CLA) in 2007-08.</p>

LEGEND:

 Target Met or Exceeded	 Progress Toward Target	 Target Not Met
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University of Nebraska Strategic Dashboard Indicators (April 16, 2010)

	<u>Indicator</u>	<u>Target</u>	<u>Performance</u>
	Administrative Best Practices (6.a.ii)		
	September 2009	Information Technology: report on implementation of SIS and SAP	Report presented on SIS implementation.
	November 2008	Short-Term Cash/Investments: Exceed average of similar fund types	Exceeds average of similar fund types for 3 and 5-year periods; slightly below average for 1-yr period.
	December 2009	Endowments: Exceed average of similar fund types	Fund N endowment returns suffered a loss of 21.5% for the year ending June 30, 2009. Similar funds experienced a decrease in returns of 17.5% and therefore the metric was not met.
	December 2009	Debt: Maintain Aa2 rating; exceed 1.15 coverage	Maintained Aa2 rating, and exceeded 1.15 coverage.
	November 2008	Capital: Report on LB 605 Projects, Capital Queue	Projects are within budget and proceeding as quickly as possible given space and review constraints.
<input data-bbox="105 1060 154 1102" type="checkbox"/>	TBD	Expenditures: Drive strategic investment through Programs of Excellence, reallocations	
	April 2009	Human Resources: Meet midpoint of peers in faculty and staff salaries	Faculty salaries at all campuses are below the midpoint of peers for 2008.

LEGEND:



Target Met or Exceeded



Progress Toward Target



Target Not Met

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Board of Regents agenda items related to the University of Nebraska Strategic Framework

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: The current version of the framework appears as an information item at each Board of Regents meeting.

April 2005 – The Board of Regents began development of the University of Nebraska “Strategic Framework – Accountability Measures” document.

EXPLANATION: Attached is an explanation of the agenda items that are aligned with the strategic goals of the Board of Regents’ Strategic Framework.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: March 23, 2010

Alignment of the University's Strategic Goals with Board of Regents Agenda Items
April 16, 2010

- 1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.**
 - Business Affairs committee discussion of preliminary FY 2010-11 operating budget and FY 2011-12/2012-13 biennial budget outlook
 - Report of Laboratory, Student, and Miscellaneous Fees for 2010-11
 - Approve the Fund B University Program and Facilities Fee Allocations for 2010-11
 - Approve residence hall room and board rates

- 2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.**
 - Strategic Framework annual report on Faculty Merit Compensation
 - President's personnel recommendations
 - Approve the name change from the UNL Department of Geosciences to the Department of Earth and Atmospheric Sciences
 - Approve a change in the administration of the Master of Public Health program from joint status (UNMC/UNO) to UNMC and from the Graduate College to the UNMC College of Public Health as a Professional Degree
 - Approve the establishment of the UNMC Professional Certificate in Public Health
 - Approve the establishment of the Center for Global Health and Development in the UNMC College of Public Health
 - Approve a new Ph.D. degree in the UNL School of Music
 - Approve new undergraduate Agricultural and Natural Resources Nebraska Beef Industry Scholars Certificate Program at UNL
 - Report of expedited approval of the UNL Graduate Certificate Program in Insect Biology for Educators
 - Report of expedited approval of the UNL Graduate Certificate Program for a K-3 Mathematics Specialist
 - Report of MOU between UNL and UNO regarding administrative restructuring of the Ph.D. program in Psychology from a cooperative program to a joint program

- 3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.**
 - Strategic Framework annual report on Entrepreneurship
 - Approve the establishment of the UNMC Professional Certificate in Public Health
 - Approve the establishment of the Center for Global Health and Development in the UNMC College of Public Health
 - Approve a new Ph.D. degree in the UNL School of Music
 - Approve new undergraduate Agricultural and Natural Resources Nebraska Beef Industry Scholars Certificate Program at UNL

- 4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.**
 - Approve the establishment of the Nebraska Center for Staphylococcal Research at UNMC
 - Approve the University of Nebraska-Boys Town Center on Child and Family Well Being at UNL

- 5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.**
 - Approve the establishment of the Center for Global Health and Development in the UNMC College of Public Health
 - Approve a new Ph.D. degree in the UNL School of Music
 - Approve the University of Nebraska-Boys Town Center on Child and Family Well Being at UNL
 - Approve the Nebraska Innovation Campus Development Corporation Articles of Incorporation and Bylaws

- 6. The University of Nebraska will be cost effective and accountable to the citizens of the state.**
 - Strategic Framework annual report on Student Learning Assessment (Professional and Licensure Exams)
 - Approve the acceptance of the audited financial statements of the University of Nebraska and related entities
 - Approve the Fund B University Program and Facilities Fee Allocations for 2010-11
 - Approve residence hall room and board rates
 - Various items relating to capital construction:
 - Name the new addition to the Devaney Sports Center the Hendricks Training Complex and accept the Intermediate Design Report for the addition
 - Approve the program statement and budget for the Behlen Collaboratory renovation at UNL
 - Approve the budget increase for the renovation of Roskens Hall at UNO
 - Approve parking use agreement for the Crossroads Parking Garage for UNO parking
 - Rename the Veterinary Basic Sciences building the Veterinary Medicine and Biomedical Sciences Hall
 - Report of the naming of Seaton Hall Room 232 as the Novicoff Reading Room
 - Accept various regular reports, including:
 - Bids and contracts
 - Approval of an emergency purchase as required by RP-6.3.1

D. REPORTS

1. Laboratory, Student, and Miscellaneous Fees for 2010-2011
2. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Insect Biology for Educators Certificate Program administered by the Department of Entomology
3. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program for a K-3 Mathematics Specialist administered by the Department of Teaching, Learning and Teacher Education
4. Strategic Framework report on Professional and Licensure Exams
5. Bids and Contracts
6. UNL Residence Hall Room and Board Rates for 2010-11
7. Rename the Veterinary Basic Sciences Building to “Veterinary Medicine and Biomedical Sciences Hall”
8. Naming of Room 323 in Seaton Hall the “Novicoff Reading Room”
9. Report on approval of Emergency Purchase as required by *Policies of the Board of Regents* 6.3.1
10. Business Affairs Committee Approval of the Intermediate Design Report for the UNL Devaney Center Addition
11. Memorandum of Understanding between the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO) providing an administrative restructuring that will move the current “cooperative Ph.D.” program in Psychology to a “joint Ph.D.”

TO: The Board of Regents Addendum IX-D-1

Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Laboratory, Student, and Miscellaneous Fees for 2010-2011

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 30, 1994 – The Board of Regents directed the four campus Chancellors to annually report to the President all planned changes for student fees to be assessed during the following academic year.

EXPLANATION: The changes to be in effect at the University of Nebraska for the 2010-2011 academic year are listed on the attached reports by campus.

This report includes courses or activities where there are changes planned in course and laboratory fees, parking permit fees, charges for student admission to athletic events, admission application fees, registration fees, and any similar such fees or charges.

The 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.

Policies for setting fees are appended to the report.

PROJECT COST: None

SOURCE OF FUNDS: None

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

Harold M. Maurer, M.D. Chancellor
University of Nebraska Medical Center

John Christensen, Chancellor
University of Nebraska at Omaha

Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

John Owens
NU Vice President for Agriculture and Natural Resources
IANR Harlan Vice Chancellor

APPROVED:

James B. Milliken
President

DATE:

March 23, 2010

University of Nebraska-Lincoln
Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011

Department	Course	Current Fee 2009-10	Proposed Fee 2010-11
College of Agricultural Science and Natural Resources			
Agronomy/Horticulture	AGRO 131 (Hort 131) Plant Science	\$ -	\$ 5.00
Agronomy/Horticulture	AGRO 132 Plant Science Laboratory	\$ -	\$ 20.00
Agriculture Education	ALEC 202 Leadership Development for Small Groups and Teams	\$ -	\$ 20.00
Agriculture Education	ALEC 340 (TEAC 340) Advanced Machine Woodworking	\$ 15.00	\$ 25.00
Animal Science	ASCI 240 Anatomy and Physiology of Domestic Animals	\$ 10.00	\$ 15.00
Animal Science	ASCI 311B Meat Industry Study Tour	\$ 75.00	\$ 200.00
Animal Science	ASCI 451/851 Livestock Management on Range and Pasture	\$ 50.00	\$ 200.00
Entomology	ENTO 818 Insect Identification and Natural History	\$ 50.00	\$ 10.00
Entomology	ENTO 826 (AGRI 826) Scientific Illustration	\$ -	\$ 20.00
Agronomy/Horticulture	HORT 471/871 (NUTR 471/871) Vines, Wines and You	\$ 55.00	\$ 75.00
School Natural Resources	NRES 101 Orientation to Natural Resources	\$ 10.00	\$ 50.00
School Natural Resources	NRES 108 Earth's natural Resource Systems Lab	\$ -	\$ 20.00
School Natural Resources	NRES 348 Wildlife Damage Management	\$ 35.00	\$ 75.00
School Natural Resources	NRES 445/845 (FORS 445/845) Forensic Sci: Human Remains	\$ -	\$ 50.00
School Natural Resources	NRES 446/846 (FORS 446/846) Pollen Analysis: Forensic Sci	\$ -	\$ 40.00
School Natural Resources	NRES 463/863 Fisheries Science	\$ 15.00	\$ 30.00
School Natural Resources	NRES 474/874 (BIOS 474/874) Introduction to Herpetology	\$ -	\$ 40.00
School Natural Resources	WATS 498A Senior Project I	\$ -	\$ 30.00
School Natural Resources	WATS 498B Senior Project II	\$ -	\$ 30.00
College of Arts and Sciences			
Anthropology	ANTH 242L Introduction to Physical Anthropology Lab	\$ 15.00	\$ 25.00
Geosciences	GEOG 103 Historical Geology	\$ -	\$ 30.00
Geosciences	METR 463/863 Radar Meteorology	\$ -	\$ 30.00
College of Business Administration			
Dean's Office	BSAD 101 Business leadership Development	\$ -	\$ 20.00
College of Education & Human Sciences			
Child, Youth and Family Studies	CYAF 374L Curriculum Planning in Early Childhood Laboratory	\$ -	\$ 10.00
Child, Youth and Family Studies	CYAF 497A Student Teaching in Early Childhood	\$ 25.00	\$ 40.00
Nutrition and Health Sciences	HRTM 373 Catering	\$ 75.00	\$ 100.00
Nutrition and Health Sciences	HRTM 374 Guest Service Management	\$ 75.00	\$ -
Special Education	SPED 406A/806A Reading Center Practicum II	\$ -	\$ 15.00
Special Education	SPED 415A/815A Reading Center Practicum: Elementary Students	\$ -	\$ 15.00
Textiles, Clothing, Design	TXCD 873 Design Perspectives and Issues	\$ -	\$ 25.00

University of Nebraska-Lincoln
Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011

Department	Course	Current Fee 2009-10	Proposed Fee 2010-11
College of Engineering			
Ind & Manag Syst Eng	IMSE 250 Introduction to Industrial Systems	\$ -	\$ 15.00
College of Fine & Performing Arts			
JCS of Theatre and Film	THEA 486/886 Film: Producing & Directing	\$ 25.00	\$ 175.00
Miscellaneous			
Graduate Studies	Graduate Application Fee	\$ 45.00	\$ 50.00

University of Nebraska Medical Center
Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011

Fee Type	Course	Current Fee 2009-2010	Proposed Fee 2010-2011
College of Dentistry			
Course Fees	Dental Student Books & Instruments D-1, D-2, and D-3 Students (per semester)	\$ 3,585.00	\$ 3,657.00 ⁽¹⁾
	Dental Student Books & Instruments D-4 Students (per semester)	\$ 3,475.00	\$ 3,545.00 ⁽¹⁾
	Dental Hygiene Student Books & Instruments (per semester)	\$ 1,735.00	\$ 1,770.00 ⁽¹⁾
College of Medicine			
Course Fees	Biochemistry & Molecular Biology (Spring Semester)		
	BIOC 512 Biochemistry	\$ 28.00	\$ - ⁽²⁾
	BIOC 514 Biochemistry	\$ 20.00	\$ 38.00 ⁽³⁾
College of Nursing			
Course Fees	Undergraduate Nursing Courses		
	NRSG250, NRSG262 (per course)	\$ 10.00	\$ - ⁽⁴⁾
	NRSG268, NRSG280 (per course)	\$ 20.00	\$ - ⁽⁴⁾
	NRSG311, NRSG312, NRSG313, NRSG314, NRSG315, NRSG331 (per course)	\$ -	\$ 10.00 ⁽⁵⁾
	NRSG332, NRSG333, NRSG334, NRSG335 (per course)	\$ -	\$ 10.00 ⁽⁵⁾
School of Allied Health Professions			
Course Fees	Clinical Laboratory Science		
	CLS 414, CLS 416, CLS 417, CLS 418	\$ 40.00	\$ 50.00 ⁽⁶⁾
	CLS 415, CLS 419	\$ 35.00	\$ 40.00 ⁽⁶⁾
	CLS 417	\$ 35.00	\$ 50.00 ⁽⁶⁾
	CLS 552 (Pharmacy)	\$ 50.00	\$ 20.00 ⁽⁷⁾
Course Fees	Cytotechnology		
	CYTO 701, CYTO 702, CYTO 703, CYTO 704, CYTO 705	\$ 20.00	\$ 25.00 ⁽⁸⁾
	CYTO 710, CYTO 711, CYTO 712, CYTO 713, CYTO 714	\$ 20.00	\$ 25.00 ⁽⁸⁾
Course Fees	Medical Nutrition Education		
	Rename & Renumber SAHP 520		
	MNED 775 Applied Research Methodologies in Medical Nutrition (Fall semester)	\$ 30.00	\$ 30.00 ⁽⁹⁾
	Rename & Renumber NUED 777		
	MNED 777 Advanced Clinical Nutrition Care (Fall semester)	\$ 120.00	\$ 120.00 ⁽⁹⁾
Course Fees	Physical Therapy - PT 1's		
	PHYT 640 Critical Inquiry I	\$ 20.00	\$ 10.00 ⁽¹⁰⁾
Course Fees	Physical Therapy - PT 2's		
	PHYT 740 Critical Inquiry II	\$ 10.00	\$ 15.00 ⁽¹¹⁾
Course Fees	Physician Assistant Education Phase I		
	PHAS 640 Behavioral Medicine I	\$ 25.00	\$ - ⁽¹²⁾

University of Nebraska Medical Center Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011			
Fee Type	Course	Current Fee 2009-2010	Proposed Fee 2010-2011
School of Allied Health Professions (continued)			
Course Fees	Radiation Sciences		
	RSTE 315 R Applied Radiography Technology I	\$ 30.00	\$ 40.00 ⁽¹³⁾
	RSTE 407 R Radiographic Imaging Seminars	\$ 90.00	\$ 280.00 ⁽¹⁴⁾
	RSTE 415S Orientation to Diagnostic Medical Sonography	\$ 10.00	\$ 50.00 ⁽¹⁵⁾
	RSTE 419S Professional Projects I	\$ 60.00	\$ 40.00 ⁽¹⁶⁾
	RSTE 421S Professional Projects II	\$ 60.00	\$ 40.00 ⁽¹⁶⁾
College of Medicine			
Laboratory Fee	Genetics, Cell Biology & Anatomy (per course)		
	GCBA 452 Radiation Tech Students	\$ 50.40	\$ 52.92 ⁽¹⁷⁾
	GCBA 552 Anatomy for Pharmacist	\$ 50.40	\$ 52.92 ⁽¹⁷⁾
	GCBA 812 Neuroanatomy	\$ 68.25	\$ 71.66 ⁽¹⁷⁾
	GCBA 826 Histology	\$ 82.95	\$ 87.10 ⁽¹⁷⁾
	GCBA 830 Electron Microscopy	\$ 82.95	\$ 87.10 ⁽¹⁷⁾
	GCBA 832 Cell & Tissue Culture	\$ 82.95	\$ 87.10 ⁽¹⁷⁾
	GCBA 908 Advanced Hematology	\$ 82.95	\$ 87.10 ⁽¹⁷⁾
	GCBA 910/920 Gross Anatomy (both courses)	\$ 234.15	\$ 245.86 ⁽¹⁷⁾
	GCBA 924 Selected Problems in Electron Microscopy	\$ 82.95	\$ 87.10 ⁽¹⁷⁾
	GCBA /Anatomy for PAs	\$ 347.55	\$ 364.93 ⁽¹⁷⁾
	GCBA /Anatomy for PTs	\$ 347.55	\$ 364.93 ⁽¹⁷⁾
Laboratory Fee	College of Medicine		
	M-ID 570 Structure Human Body -MO1 (1st semester)	\$ 534.00	\$ 561.00 ⁽¹⁷⁾
	M-ID 635 Integrated Clinical Exp - MO2 (1st semester)	\$ 60.00	\$ 40.00 ⁽¹⁸⁾
	M-ID 711 Anatomic Dissection (per course)	\$ 155.00	\$ 163.00 ⁽¹⁷⁾
College of Nursing			
Laboratory Fee	Undergraduate Nursing Courses		
	NU250 Principles of Care of Hospitalized Pt (per course)	\$ 25.00	\$ - ⁽¹⁹⁾
	NU268 Screening Phys Exam (per course)	\$ 30.00	\$ - ⁽¹⁹⁾
	NU280 Essentials of Nursing Care (per course)	\$ 40.00	\$ - ⁽¹⁹⁾
	NU 312	\$ -	\$ 100.00 ⁽²⁰⁾
Laboratory Fee	Graduate Nursing Courses		
	NU811, NU820, NU825, NU851, NU886 (per course)	\$ 300.00	\$ - ⁽²¹⁾
	NU 833	\$ 300.00	\$ 400.00 ⁽²²⁾
School of Allied Health Professions			
Laboratory Fee	Cytotechnology		
	CYTO 701 (per course)	\$ 25.00	\$ 30.00 ⁽²³⁾
	CYTO 714 (per course)	\$ 50.00	\$ 60.00 ⁽²³⁾

University of Nebraska Medical Center Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011			
Fee Type	Course	Current Fee 2009-2010	Proposed Fee 2010-2011
MISCELLANEOUS FEES			
Other Fees	Background Check Fee	\$ 50.00	\$ - ⁽²⁴⁾
Other Fees	COPH - Application Fee	\$ -	\$ 75.00 ⁽²⁵⁾
	COPH Technology Fee (per semester)	\$ -	\$ 100.00 ⁽²⁶⁾

⁽¹⁾Increase in fees to cover the increase in costs for textbooks, instruments, and other course materials.

⁽²⁾BIOC 512 not being offered.

⁽³⁾Increase in fee covers change in curriculum.

⁽⁴⁾Courses deleted with implementation of new curriculum.

⁽⁵⁾New courses and costs for new curriculum.

⁽⁶⁾Increase covers costs of printed materials.

⁽⁷⁾Decreased fee because wet lab eliminated.

⁽⁸⁾Increase in costs of microscope rental, parts, and supplies.

⁽⁹⁾Rename and Renumber

⁽¹⁰⁾Decrease due to reduced copying costs.

⁽¹¹⁾Increase costs for poster printing.

⁽¹²⁾Discontinued.

⁽¹³⁾Increase includes printing of a clinical instruction handbook.

⁽¹⁴⁾Increase covers expenses of two-day seminar to prepare for national board exam.

⁽¹⁵⁾Increase now includes professional membership dues.

⁽¹⁶⁾Decrease due to collaboration on poster presentation.

⁽¹⁷⁾Increase in costs of materials and supplies.

⁽¹⁸⁾Reduction due to elimination of a portion of course fee.

⁽¹⁹⁾Deletion of Undergraduate Lab Courses with implementation of new curriculum

⁽²⁰⁾New Course replaces the fees obtained from deleted courses NU 250, 268, & 280.

⁽²¹⁾Deletion due to laboratory experiences are being consolidated for MSN nurse practitioner students.

⁽²²⁾Increase covers additional materials to be expended due to consolidation of several grad courses and experiences for nurse prac students

⁽²³⁾Increase covers costs associated with increase in microscope supplies and replacement parts.

⁽²⁴⁾Elimination as a student fee.

⁽²⁵⁾Addition of COPH Application Fee to cover the MPH Program being moved from the Graduate College to a Professional Degree Program.

⁽²⁶⁾Addition of fee to support technology in classrooms enabling lecture and small group spaces. Additionally, the college now utilizes students in laboratory settings and requests funds in support of these costs.

**University of Nebraska at Omaha
Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011**

Department	Course Number	Current Fee 2009-2010	Proposed Fee 2010-2011
College of Arts and Sciences			
Psychology	PSYC 8530 Early Childhood Assessment	\$ 35.00	\$ 100.00
Psychology	PSYC 8540 School Age Assessment	\$ 35.00	\$ 90.00
College of Public Affairs and Community Service			
Aviation Institute	AVN 1020 Private Pilot Theory	\$ 90.00	\$ 150.00
Aviation Institute	AVN 1030 Private Pilot Flight Certificate	\$ 220.00	\$ 165.00
Aviation Institute	AVN 2170 Instrument Flight Theory	\$ 165.00	\$ 260.00
Aviation Institute	AVN 2174 Instrument Rating	\$ 605.00	\$ 550.00
Aviation Institute	AVN 2180 Commercial Pilot Theory	\$ 220.00	\$ 260.00
Aviation Institute	AVN 2184 Commercial Certificate	\$ 825.00	\$ 550.00
Aviation Institute	AVN 3190 Certified Flight Instructor Theory	\$ 180.00	\$ 300.00
Aviation Institute	AVN 3194 Certified Flight Instructor I	\$ -	\$ 275.00
Aviation Institute	AVN 3300 Certified Flight Instructor-Instrument/Multiengine Theory	\$ -	\$ 425.00
Miscellaneous Fees			
Academic & Student Affairs	Enrollment Services Fee	\$47.00/sem	\$49.50/sem
Parking	Annual Permit Fee - Day	\$118.00/yr	\$130.00/yr
Parking	Annual Permit Fee - Evening	\$59.00/yr	\$65.00/yr
Parking	Garage Access Card Surcharge - East Structure	\$70.00/yr	\$80.00/yr

University of Nebraska at Kearney
Laboratory, Student and Miscellaneous Fee Changes for 2010-2011

Department	Course Number	Current Fee 2009-2010	Proposed Fee 2010-2011
College of Fine Arts & Humanities			
Art	Art 102 - Drawing I	\$ 15.00	\$ 25.00
	Art 202 - Drawing II	\$ 15.00	\$ 25.00
	Art 352 - Drawing III	\$ 15.00	\$ 25.00
	Art 235 - Printmaking I	\$ 75.00	\$ 90.00
	Art 335 A - Printmaking II	\$ 75.00	\$ 90.00
	Art 335 B&C - Printmaking II, IV	\$ 55.00	\$ 90.00
	Art 435 ABC - Printmaking V, VI, VII	\$ 55.00	\$ 90.00
	Art 853 ABCDE - Graduate Printmaking	\$ 55.00	\$ 90.00
	Art 216 - Water Based Media	\$ -	\$ 30.00
	Art 344 ABC II, III, IV - Advanced Glass	\$ 100.00	\$ 150.00
	Art 444 ABC V, VI, VII - Advanced Glass	\$ 100.00	\$ 150.00
	Art 403 - Individ. Prob in Art Section 3, 3D Studio Glass	\$ 80.00	\$ 150.00
Theatre	THEA 121 - Completing the Look, Costuming	\$ -	\$ 130.00
Music	MUS 240/241 - Techniques	\$ -	\$ 30.00
College of Natural & Social Sciences			
Chemistry	CHEM 388-01 - Brewing Science	\$ -	\$ 200.00
Geography	GEOG 388-01 - Brewing Science	\$ -	\$ 200.00
Physics	PHYS 388-01 - Brewing Science	\$ -	\$ 200.00
Biology	BIOL 388-01 - Brewing Science	\$ -	\$ 200.00
	BIOL 105 GS - Biology I	\$ 15.00	\$ 30.00
	BIOL 106GS Biology II	\$ 25.00	\$ 30.00
	BIOL 215 Human Physiology	\$ 10.00	\$ 15.00
	BIOL 401/801P Principles of Immunology	\$ 30.00	\$ 70.00
	BIOL 406/806P Plant Ecology	\$ 10.00	\$ 20.00
	BIOL 452/852P Techniques in Molecular Biology	\$ -	\$ 50.00
	BIOL 465/865P Physiology	\$ 10.00	\$ 60.00
	BIOL 473/873 Ornithology	\$ 25.00	\$ 60.00
Other Miscellaneous Fees			
Academic & Student Life	Academic Success	1.75/crhr	2.50/crhr
Information Technology	Student Technology Fee	9.00/crhr	10.00/crhr
Business & Finance	Parking Fines:		
	Forged Permit	\$ 75.00	\$ 100.00
	Stolen Permit	\$ 75.00	\$ 100.00
	Blocking Drive	\$ 20.00	\$ 50.00

University of Nebraska at Kearney
Laboratory, Student and Miscellaneous Fee Changes for 2010-2011

Department	Course Number	Current Fee 2009-2010	Proposed Fee 2010-2011
Other Miscellaneous Fees (continued)			
	Yellow Zone	\$ 20.00	\$ 50.00
	No Parking Anytime	\$ 20.00	\$ 50.00
	Fire Lane	\$ 40.00	\$ 50.00
	Fire Hydrant	\$ 40.00	\$ 50.00
	Blocking Sidewalk	\$ 20.00	\$ 25.00
	Unauthorized Area Fine	\$ 15.00	\$ 25.00
	Specified Reserved Fine	\$ 15.00	\$ 25.00
	No Permit Fine	\$ 20.00	\$ 25.00
	Parked on Grass Fine	\$ 20.00	\$ 25.00

Nebraska College of Technical Agriculture
 Laboratory, Student, and Miscellaneous Fee Changes for 2010-2011

Department		Current Fee 2009-10	Proposed Fee 2010-11
Academic Fees			
Ag Business	Software Maintenance (per class) ABM 2853	\$ -	\$ 5.00
Ag Business	Software Maintenance (per class) ABM 2503	\$ -	\$ 5.00

Description of Categories of Fees

University of Nebraska

COURSE AND LAB FEES

Course and laboratory fees were established to help cover the unusual costs associated with the delivery of certain courses. The fees are returned to the department to address the costs of identifiable expendables or materials essential to teaching the course.

Course Fees

Course fees may be instituted to cover the costs of materials that are provided to the students in the course. For example, if extensive handouts are necessary, the costs of the production of these materials may be covered by a fee. In certain cases, the bulk purchase of instruments, books, monographs, manuals, texts or other such materials may provide significant savings to students and the resulting direct costs may be charged as a fee. Another example includes the payment of copyright fees on materials that are duplicated for the class. In all cases the fee charged must be directly related to the cost of the item or items provided to the students.

Lab Fees

Fees may be charged in a variety of settings in which expendable materials are used by students, including labs and studios. These include such materials as manuals, chemicals, glassware, protective or other clothing, computer related software and expendables, paints, brushes, canvases, and service funds necessary to support the maintenance and operation of equipment used by students.

Unallowable Course and Lab Fee Costs

Course and lab fees were not instituted to provide an additional source of income to cover part of the instructional salaries associated with delivering the course. Further, except in special circumstances, fees may not be used for the direct purchase of equipment for labs or studios. Fees used in support of maintenance of equipment or instruments must be amortized over all classes that use the equipment. No fee may be based on the credit hours associated with a course.

MISCELLANEOUS FEES

Miscellaneous fees are those that apply to specific groups of students not associated with courses or labs. They include professional fees per credit hour such as in the Colleges of Architecture and Engineering at UNL, parking, graduation, background check fee at UNMC, new student enrollment fees at UNL and UNO, and Distance Education fees charged by the campuses.

MANDATORY FEES

Mandatory fees are charges required each semester of enrollment by such a large proportion of all students that the student who does not pay the charge is an exception. Mandatory fees address, but are not limited to, the following areas: technology, student activities, registration and

enrollment processing, health services, and student unions. Mandatory fees include those in Fund A, Fund B, and Other.

Fund A

Fund A is that portion of University Program Facilities Fees designated for student activities which are managed by student groups. This fund is restricted to student government, student programming, and student newspapers.

Fund B

Fund B is that portion of the University Program Facilities Fees designated to pay debt services, staff salaries, maintenance of facilities and related expenses, and those additional items designated by the Chancellor/President. It covers student health services, counseling, and recreation.

Other

Other includes the technology fee, which must be spent on technology equipment and support for instruction. Additional fees in this category include photo ID, student records, library, multicultural affairs, and enrollment services.

FEE APPROVAL PROCESS

Each campus should have a process for the consideration of proposals for the institution of course and lab fees and for other proposed increases in existing fees. The process should involve seeking the opinion and support of students for the proposed changes.

The four campus Chancellors must report to the President by March 1 of each year a listing of all planned changes for student fees to be assessed during the next academic year. Any planned increases in fees or charges that are approved by the President shall then be placed on the respective campuses' agendas for information to the Board of Regents at their April meeting. (see Amendment to Board of Regents Bylaws, April 30, 1994)

TO: The Board of Regents Addendum IX-D-2
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Insect Biology for Educators administered by the Department of Entomology

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken has approved the proposed new graduate Insect Biology for Educators Certificate Program which is contained within the Master of Applied Science program. The proposed certificate program is a packaging of existing courses designed to familiarize educators with the biology and behavior of insects and the scientific method while demonstrating the use of insects as teaching tools. Department of Entomology faculty members 1) determined the curriculum for the certificate, 2) will serve as the certificate advisory committee, 3) will teach the core courses, and 4) will advise students in the program.

The proposal has been recommended by the Council of Academic Officers of the University of Nebraska.

PROGRAM COST: \$5,592

SOURCE OF FUNDS: Reallocation

SPONSORS: John C. Owens
Vice President for Agriculture & Natural Resources
IANR Harlan Vice Chancellor

Harvey Perlman
Chancellor, University of Nebraska-Lincoln

APPROVED: James B. Milliken
President

DATE: March 19, 2010

TO: The Board of Regents Addendum IX-D-3
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program for a K-3 Mathematics Specialist administered by the Department of Teaching, Learning and Teacher Education

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: At its July 15, 2000 meeting, the Board of Regents delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate degrees. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska business.

The Nebraska Coordinating Commission for Postsecondary Education (NCCPE) has agreed to treat such programs as reasonable extensions of existing programs, requiring no additional approval by the NCCPE, although notification of its creation must be provided to the Commission.

This is a report on the approval of a Certificate Program in K-3 Mathematics. The certificate program will provide course work to new teachers initiating a master's degree in a purposeful manner. There is a national need for teachers to provide high quality math instruction, and this certificate lends itself to that need. There is currently no other program similar to this offered in the state. The certificate program will be administered through the Department of Teaching, Learning and Teacher Education in the College of Education and Human Sciences.

President Milliken has approved this graduate certificate. The proposed certificate has been approved by the Council of Academic Officers of the University of Nebraska.

PROGRAM COSTS: \$74,200 per year from federal grant; \$41,100 per year after grant expires

SOURCE OF FUNDS: A \$9.3 million NebraskaMATH grant from the National Science Foundation, funded for the period January 2009 through December 2013, will provide funding resources. This funding will allow the courses in the certificate program to be taught four times providing experience and knowledge to see if this

certificate program meets the needs of Nebraska teachers. If the experience is successful, the certificate program would be offered as a primarily self-supporting summer program in addition to possibly two distance education courses per year.

SPONSORS:

Ellen Weissinger
Interim Senior Vice Chancellor for Academic Affairs

Linda Ray Pratt
Executive Vice President and Provost

APPROVED:

James B. Milliken
President

DATE:

March 23, 2010

TO: The Board of Regents Addendum IX-D-4
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Assessing Student Learning Outcomes: Licensure Results

RECOMMENDED ACTION: Report

PREVIOUS ACTION: The licensure results are usually included in the spring presentation on assessing student outcomes. The presentation is being delayed until the fall to allow the inclusion of the National Survey of Student Engagement (NSSE) data.

EXPLANATION: The licensure results are provided as part of the Strategic Framework Goal 6-g.

We report on licensure examinations that allow national comparisons. The latest results follow recent trends and again were exemplary. (See attached tables on the following page.)

PROGRAM COSTS: None

SOURCE OF FUNDS: None

SPONSORS: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

Harold M. Maurer, M.D., Chancellor
University of Nebraska Medical Center

DATE: March 23, 2010

Bar Examination Pass Rates

Year	UNL	National
2008	92	82
2007	92	73
2006	86	80

UNMC Licensure Exam Pass Rates

Exam		2009	2008	2007
MD Step 1	UNMC	91	90	94
	National	93	93	96
MD Step 2	UNMC	99	99	97
	National	97	96	95
Nursing	UNMC	93	88	83
	National	88	87	84
Pharmacy	UNMC	100	97	98
	National	98	97	97
Physical Therapy	UNMC	100	100	100
	National	87	94	91
DDS Part 1	UNMC	98	98	100
	National	92	93	92
DDS Part 2	UNMC	98	100	98
	National	93	94	94
Dental Hygiene	UNMC	100	100	100
	National	96	96	95

TO: The Board of Regents

Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Report of Bids and Contracts

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.4 of the *Bylaws of the Board of Regents of the University of Nebraska* for the period ended March 31, 2010.

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.

SPONSOR: David E. Lechner
Vice President for Business and Finance

DATE: March 23, 2010

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Personal Property	UNL	Physics & Astronomy: Sole Source Purchase of Femtosecond Laser System	General Funds	\$309,500	\$309,500	Coherent, Inc.	Only vendor that manufactures a femtosecond laser system that has a high level of pulse energy, short pulse duration & high average power with a very high stability.
Construction Contract	UNO	Hayden House (Annex 24) HVAC/Codes Renovation	LB 309/LB 1100	1,900,000	1,714,000	Meco-Henne Contracting	Lowest Responsible Bid
Construction Contract	UNO	Mammel Hall – Network Equipment	Private Funds	34,000,000	341,927	MSI Systems Integrators	Lowest Responsible Bid
Construction Contract	UNO	Sapp Field House – Video Displays	Private Funds	374,508	374,508	SignCo EDS	Lowest Responsible Bid
Construction Contract	UNMC	Central Utility Plant Electrical Upgrade	LB-309, The Nebraska Medical Center, Facilities Management	3,000,000	686,500	All Purpose Utilities, Inc.	Lowest Responsible bid
Construction Contract	UNMC	Heat Recovery Chillers, DRC I and II	LB1100, Tobacco Tax, Facilities Management	1,850,000	835,000	Midwest Mechanical Contractors	Lowest Responsible bid

*Approved budget amount for construction contracts represents the entirety of the project budget, whereas the contract amount is the amount pertaining to the particular activity within the construction contract.

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Residence Hall Room and Board Rates for Academic Year 2010-2011 at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 18, 2008 – The Board of Regents approved the following Room and Board rates for double occupancy for the 2008-2009 through 2012-2013 for the University of Nebraska-Lincoln (UNL).

<u>Meals/Wk</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
7-day plan	\$ 6,882	\$7,260	\$ 7,660	\$ 8,081	\$8,525
5-day plan	6,797	7,175	7,575	7,996	8,440

Rates for partially and fully renovated halls will be 5-7% higher than shown above. The Returning Student Discount applies to occupancy in traditional halls.

EXPLANATION: At its April 18, 2008 meeting, the Board of Regents approved double occupancy room and board rates to be in effect through the 2012-13 academic year. The rates approved will generate the income required to cover obligations and enhancements planned through the 2012-13 year. The rates shown above represent a 5.5% increase for first-time residents selecting the 7-day meal plan. The 2009-10 double room rate with the seven-day meal plan for new residents was the 2nd lowest rate among institutions in the UNL peer group, significantly below the average of charges at the other ten schools.

Approximately 24% of the students expected to live in the traditional residence halls next year will be returning students who will experience no rate increase because of the returning student incentive plan adopted in 1993-94. Under the incentive plan, when students move into UNL residence halls their room and board rates remain constant for each successive academic year, unless a significant enhancement is provided.

These rates reflect increases in the cost of employee salaries and wages, employee benefits, utilities, raw food costs, materials and supplies, and computing enhancements. These rates also support the debt service required for the facility renovation projects included in the University Housing Master Plan that was updated in March, 2008. Major projects incorporated in the updated plan include the new Robert E. Knoll Residential Center, opening in Fall, 2010 and the renovation of the Abel Sandoz dining facility, to be completed Summer, 2010.

The above-noted rates are the basic room and board charges for traditional residence halls, to which all other housing rates are then related -- 12-month contracts, Husker Hall (room only), suites, apartments, etc. The percentage increase in rates for these other special contracts may be higher or lower than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract. For example, apartment rates for 2010-11 will reflect: (1) the actual cost experience for those units, (2) prevailing rates in the community, and (3) a desire to maintain a high occupancy rate.

PROJECT COST: None

SOURCE OF FUNDS: N/A

SPONSORS: Juan N. Franco
Vice Chancellor for Student Affairs

Christine A. Jackson
Vice Chancellor for Business & Finance

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: March 18, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Rename the Veterinary Basic Sciences Building to "Veterinary Medicine and Biomedical Sciences Hall"

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken has approved renaming the Veterinary Basic Sciences Building to "Veterinary Medicine and Biomedical Sciences Hall."

This proposed new name will make the name of the building consistent with the relatively new name (School of Veterinary Medicine and Biomedical Sciences) for the administrative unit occupying the building. This should help people associate with what activities go on in the building and make it easier for campus visitors to find the School's administrative offices.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: John C. Owens
Vice President for Agriculture & Natural Resources
IANR Harlan Vice Chancellor

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

APPROVED: James B. Milliken
President

DATE: March 25, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Naming of Room 323 in Seaton Hall the 'Novicoff Reading Room'

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken has approved naming Room 323 in Seaton Hall the 'Novicoff Reading Room' in recognition of a generous gift to the Harris Center for Judaic Studies by Judge Ben Novicoff. This room is furnished as a small library housing a Judaica collection and is used by the Executive Committee of the Harris Center for their meetings.

By naming this room in honor of Judge Novicoff, the Board of Regents expresses on behalf of the University of Nebraska-Lincoln its deepest gratitude and appreciation to Judge Novicoff for his continued support of the University of Nebraska.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Christine A. Jackson
Vice Chancellor for Business and Finance

Harvey S. Perlman, Chancellor
University of Nebraska-Lincoln

APPROVED: James B. Milliken
President

DATE: March 23, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Report on Approval of Emergency Purchase as Required by *Policies of the Board of Regents* 6.3.1

RECOMMENDED ACTION: Report.

PREVIOUS ACTION: None.

EXPLANATION: The University of Nebraska Medical Center (UNMC) received a notice of grant award from the NIH in the amount of \$500,000 on March 26, 2010. The grant award specified purchase of a particular DNA Sequencer for use in the Core Lab at UNMC. The Core Lab at UNMC is a service center that provides lab services to a host of scientists crossing many disciplines and to a number of research projects. The Core Lab makes the acquisition of strategic equipment feasible where, alternatively, the equipment could not be supported by single projects or departments.

UNMC had a quote on the specified equipment from the vendor that expired on March 30. That quote had several desirable features including getting a current generation sequencer combined with an attractively priced option to upgrade to a new generation of Sequencer when available. The option also allowed the campus to keep the current generation Sequencer.

Policies of the Board of Regents allow emergency purchases where cost savings can be obtained by the University. Those purchases must be recommended by the President and approved by the Chair of the Board in consultation with the Board Executive Committee. Such action must then be reported at the next Board meeting.

President Milliken and Regent's Chair Bob Phares, in consultation with the Executive Committee, recommended and approved said purchase on March 26, 2010.

PROJECT COST: \$500,000

SOURCE OF FUNDS: Federal Funds (ARRA) – NIH

RECOMMENDED: James B. Milliken
President

APPROVED: Bob Phares, Chair
Board of Regents

DATE: March 26, 2010

TO: The Board of Regents
Business Affairs

MEETING DATE: April 16, 2010

SUBJECT: Business Affairs Committee Approval of Intermediate Design Reports

RECOMMENDED ACTION: Report

PREVIOUS ACTION: On November 7, 2008, the Board of Regents approved revisions to RP-6.3.6.2.d authorizing the Business Affairs Committee to approve Intermediate Design for projects greater than \$2,000,000 and report approval to the Board at the next regular meeting. Approval of Intermediate Design fixes the project scope and budget.

EXPLANATION: Following is the Intermediate Design Report for two projects approved by the Business Affairs Committee:

UNL – Devaney Center Addition

Program Statement Approved: September 4, 2009
Intermediate Design Report: March 30, 2010

	<i>Program Statement</i>	<i>Approved</i>
Total Project Cost:	\$18,700,000	\$18,700,000
Construction Cost:	\$16,249,000	\$16,181,180
Non Construction Cost:	\$2,451,000	\$2,518,820
NSF:	48,975	52,662
GSF:	70,110	84,013
Substantial Completion	September 2011	September 2011

SPONSOR: Rebecca H. Koller
Assistant Vice President for Business & Finance
Director of Facilities Planning & Management

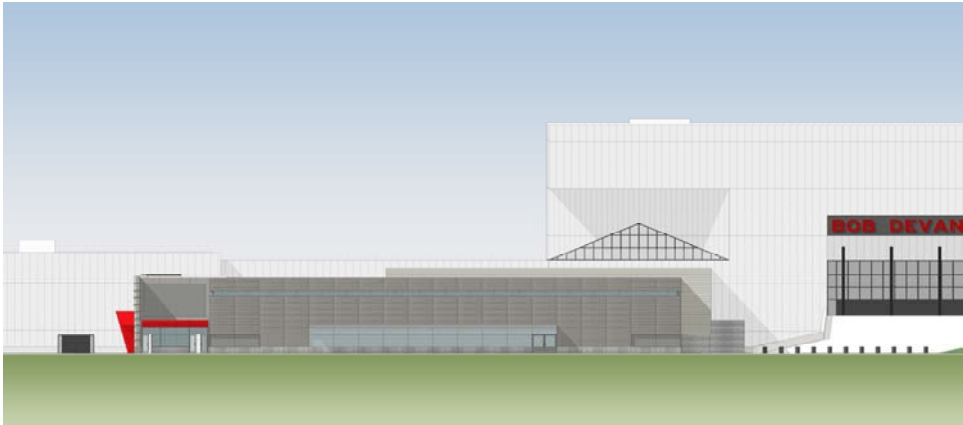
RECOMMENDED: David E. Lechner
Vice President for Business & Finance

DATE: March 30, 2010

Devaney Center Addition



West Exterior Elevation



South Exterior Elevation

TO: The Board of Regents Addendum IX-D-11
Academic Affairs

MEETING DATE: April 16, 2010

SUBJECT: Memorandum of Understanding between the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO) providing an administrative restructuring that will move the current “cooperative Ph.D.” program in Psychology to a “joint Ph.D.”

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The administrative restructuring moving the current “cooperative Ph.D.” program in Psychology to a “joint Ph.D.” will allow the faculty and graduate studies offices on both campuses to provide better support for students enrolled in the joint program. Students taking their Ph.D. coursework through UNO would apply and register through Graduate Studies at UNO. This change would simplify administrative details for the program and for the students.

This agreement has the unanimous approval and support of the graduate faculty, graduate deans, and Senior Vice Chancellors from both campuses.

PROGRAM COSTS: The change in administration of this existing degree program will not require new funds.

SPONSORS: Ellen Weissinger
Interim Senior Vice Chancellor for Academic Affairs
University of Nebraska-Lincoln

Terry Hynes
Senior Vice Chancellor for Academic Affairs
University of Nebraska at Omaha

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

John Christensen, Chancellor
University of Nebraska at Omaha

Linda Ray Pratt
Executive Vice President and Provost
and Dean of the Graduate College

DATE: March 23, 2010