

**UNIVERSITY OF NEBRASKA BOARD OF REGENTS  
MEETING ITINERARY - REVISED**

**FRIDAY, JANUARY 28, 2011**

- 8:00 a.m. LEGISLATIVE AND BUDGET UPDATE [60 minutes]  
Presenters: Speaker Mike Flood  
Ron Withem, Associate Vice President for University Affairs  
and Director of Governmental Relations  
Chris Kabourek, Assistant Vice President for Budget and Planning
- 9:00 a.m. BUSINESS AFFAIRS COMMITTEE  
Topic: State Auditor Presentation [15 minutes]  
Presenter: Mike Foley, State Auditor  
  
Topic: Financial Update [30 minutes]  
Presenter: David Lechner, Vice President for Business and Finance
- 9:45 a.m. (approximate) Break
- 10:00 a.m. (approximate) ACADEMIC AFFAIRS COMMITTEE  
Strategic Framework Report  
Topic: Graduation Rates [1-b-iii] [30 minutes]  
Presenters: Linda Pratt, Executive Vice President and Provost  
Pete Lipins, Senior Research Analyst  
  
Topic: Nurse Practitioner Degree [15 minutes]  
Presenter: Sarah Thompson, Associate Dean, College of Nursing  
  
Topic: Voluntary Retirement Program [30 minutes]  
Presenters: President Milliken, Chancellor Perlman, Chancellor Christensen,  
Chancellor Kristensen, Chancellor Maurer
- 11:15 a.m. (approximate) OUTREACH AND ECONOMIC DEVELOPMENT AD HOC COMMITTEE  
Topic: Governor Heineman's Economic Development Planning [30 minutes]  
Presenters: President Milliken  
Richard Baier, Director, Nebraska Department of Economic Development  
  
Topic: Rural Initiative Planning [30 minutes]  
Presenters: President Milliken  
Ronnie D. Green, Vice President, Institute of Agriculture and Natural  
Resources
- Noon (approximate) Lunch
- 12:30 p.m. **Board of Regents Meeting**

**AGENDA  
THE BOARD OF REGENTS  
OF THE UNIVERSITY OF NEBRASKA  
Varner Hall  
Friday, January 28, 2011  
12:30 p.m.**

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON DECEMBER 2, 2010
- IV. ELECTION OF OFFICERS: Chairperson  
Vice Chairperson

- V. KUDOS  
*Judith Kuebler, University of Nebraska at Kearney*  
*Tammy Goldsberry, University of Nebraska at Omaha*  
*Elaine Payne, University of Nebraska Medical Center*  
*Kimberly Shafers, University of Nebraska-Lincoln*  
*Arlan Nelson, University of Nebraska-Lincoln*

- VI. 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.

- VII. RESOLUTIONS

None

- VIII. HEARINGS

None

- IX. UNIVERSITY CONSENT AGENDA

- A. ACADEMIC AFFAIRS

- 1. Elimination of Summer Commencement ceremonies at the University of Nebraska at Omaha for 2011 Addendum IX-A-1

- B. BUSINESS AFFAIRS

- 1. Approve the acceptance of audited financial statements of the University of Nebraska and related entities Addendum IX-B-1
    - 2. Approve the sole source purchase of a Mass Spectrometer System for the Biochemistry/Redox Biology Center at the University of Nebraska-Lincoln Addendum IX-B-2

X. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approve University of Nebraska at Omaha Bachelor of Science Degree in Athletic Training and the Master of Arts Degree in Athletic Training Addendum X-A-1
2. Create a new professional program, the Doctor of Nursing Practice, at the University of Nebraska Medical Center Addendum X-A-2
3. Approval to delete pre-existing degrees (MS, MA, MAT, MSCT, and PhD) in Mathematics and Statistics at the University of Nebraska-Lincoln Addendum X-A-3
4. Approve the award of Honorary Degrees and Awards [Please note: this item will be voted on after the Closed Session] Addendum X-A-4

B. BUSINESS AFFAIRS

University of Nebraska-Lincoln

1. Approve the Program Statement and Budget for the East Stadium Addition Research Fit-out at the University of Nebraska-Lincoln Addendum X-B-1
2. Approve the Program Statement and Budget for the Devaney Sports Center improvements at the University of Nebraska-Lincoln Addendum X-B-2
3. Authorize the President to approve a Change Order in an amount not to exceed \$1,402,000 to the construction contract for the Hendricks Training Complex at the University of Nebraska-Lincoln Addendum X-B-3
4. Approve the Resolution (1) adopting a First Supplemental Resolution to First Series Resolution authorizing the issuance of not to exceed \$28,500,000 principal amount of revenue Bonds (University of Nebraska-Lincoln East Stadium Project), Series 2011, for the East Stadium Improvement Project, (2) authorizing the sale of such Series 2011 Bonds at a negotiated sale as determined by the Vice President for Business and Finance, approving the Notice of Sale, a Bond Purchase Agreement and the Preliminary Official Statement and authorizing the Vice President for Business and Finance to determine interest rates (not to exceed an average rate of four and one-half percent (4.50%)), principal amounts, principal maturities and redemption provisions of such Series 2011 Bonds, and (3) approving the preparation and use of a Final Official Statement. Addendum X-B-4
5. Approve the Resolution to authorize the expenditure of up to \$456,000 from the Surplus Fund of the UNL Parking Revenue Bonds to improve certain property and equipment Addendum X-B-5

University of Nebraska Medical Center

6. Approve project budget for the renovation of Wittson Hall at UNMC Addendum X-B-6

University of Nebraska at Omaha

7. Approve the Program Statement and Budget for the Peter Kiewit Institute Remodel at the University of Nebraska at Omaha Addendum X-B-7
8. Approve the Room Rates for Scott Village, Scott Court, Maverick Village and University Village for the 2011-12 Academic Year at the University of Nebraska at Omaha Addendum X-B-8

University of Nebraska at Kearney

9. Approve the Residence Hall Room and Board Rates for the Academic Year 2011-12 at the University of Nebraska at Kearney Addendum X-B-9

Nebraska College of Technical Agriculture

10. Approve NCTA 2011-12 academic year room rates for the traditional residence halls at the 2010-11 rates, approve new rates for the two new residence halls, increase board rates 10%, and add a five meal per week plan Addendum X-B-10

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. Annual Tenure Density report for fall 2010 Addendum X-D-1
2. Programs with Tuition Variances for fall 2010 Addendum X-D-2
3. Bids and Contracts Addendum X-D-3
4. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Autism Spectrum Disorders and Severe Disabilities Addendum X-D-4
5. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Mixed Methods Research Addendum X-D-5
6. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Early Childhood Special Education Addendum X-D-6
7. UNL Residence Hall Room & Board Rates Addendum X-D-7
8. LB 605 Capstone report Addendum X-D-8

Additional Item

9. Financing for the Education Center and Student Housing Projects at the University of Nebraska College of Technical Agriculture (NCTA) Addendum X-D-9

XI. ADDITIONAL BUSINESS

**IX. UNIVERSITY CONSENT AGENDA**

**A. ACADEMIC AFFAIRS**

1. Elimination of Summer Commencement ceremonies at the University of Nebraska at Omaha for 2011 Addendum IX-A-1

**B. BUSINESS AFFAIRS**

1. Approve the acceptance of audited financial statements of the University of Nebraska and related entities Addendum IX-B-1
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TO: The Board of Regents Addendum IX-A-1

Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Elimination of the Summer Commencement Ceremonies at the University of Nebraska at Omaha for 2011

RECOMMENDED ACTION: It is recommended that the Board of Regents approve the request to eliminate the UNO Commencement ceremony previously scheduled for August 12, 2011

PREVIOUS ACTION: September 10, 2010 - The Board approved for the 2010-2011 academic year graduation and commencement ceremony dates.

EXPLANATION: This action authorizes UNO to eliminate the August 12, 2011 Commencement ceremony from the previously approved schedule. UNO will hold its major Commencement ceremony in May each year, beginning with calendar year 2011. In addition to the May Commencement ceremony, UNO will hold a second Commencement ceremony in December each calendar year. Beginning in 2012, both ceremonies will be held at the UNO campus.

Eliminating the August Commencement ceremonies will accomplish the following:

1. Eliminate the costs associated with renting the Civic Auditorium and related costs of a third Commencement event each year.
2. Enable UNO to focus on May as primary time for Commencement celebration.

This action does not change the previously approved dates on which degrees and certificates themselves will be awarded.

SPONSOR: Terry Hynes  
Senior Vice Chancellor for Academic and Student Affairs

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

DATE: December 22, 2010

TO: The Board of Regents Addendum IX-B-1  
Business Affairs

MEETING DATE: January 28, 2011

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

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

PREVIOUS ACTION: January 22, 2010 – The Board of Regents accepted the financial statements and related Auditors' Reports for the year ended June 30, 2009.

EXPLANATION: Approval of this item will accept the following audited financial statements of the University of Nebraska and related entities for the year ended June 30, 2010:  
Basic Financial Statements  
University Dental Associates

These financial statements come to the Board with the approval of the Audit Committee.

Members of the public and news media may obtain a copy of the audit 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: January 5, 2011

TO: The Board of Regents Addendum IX-B-2  
Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Purchase of a Mass Spectrometer

RECOMMENDED ACTION: Approve the sole source purchase of a Mass Spectrometer System for the Biochemistry/Redox Biology Center at the University of Nebraska-Lincoln (UNL).

PREVIOUS ACTION: None

EXPLANATION: The SolariX 70 Hybrid FTMS Mass Spectrometer System is a unique hybrid mass spectrometer combining highest performance standard with exceptional versatility allowing for simultaneous MS and MS/MS analysis using MALDI and ESI ionization sources. It offers a whole new dimension for intact tissue molecular imaging for proteins and metabolites and is an essential tool for high throughput proteomics/metabolomics that meets all the requirements for the subject biomarker discovery work.

PROJECT COST: \$828,000

SOURCE OF FUNDS: Cash Funds \$678,000  
F&A Funds 150,000

SPONSOR: Christine A. Jackson  
Vice Chancellor for Business & Finance

RECOMMENDED: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: January 5, 2011



## **X. UNIVERSITY ADMINISTRATIVE AGENDA**

### **A. ACADEMIC AFFAIRS**

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### **B. BUSINESS AFFAIRS**

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

Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Approve University of Nebraska at Omaha (UNO) B.S. in Athletic Training and M.A. with a major in Athletic Training degrees

RECOMMENDED ACTION: Approve University of Nebraska at Omaha (UNO) B.S. in Athletic Training and M.A. with a major in Athletic Training degrees

PREVIOUS ACTION: None

EXPLANATION: Currently, Athletic Training is an area of concentration within existing UNO B.S. and M.A. programs in Health, Physical Education, and Recreation at UNO. The current programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE has revised its requirements so that concentrations within other degrees/majors will not be eligible for accreditation. The proposed B.S. in Athletic Training and M.A. with a major in Athletic Training will be delivered using the same curriculum and faculty as the current undergraduate and graduate concentrations. Approval of these proposals will ensure that UNO will continue to offer professionally accredited programs at the undergraduate and graduate level in athletic training.

No new resources are required to offer these programs. The programs will continue with the existing resources.

These proposals have been approved by the Council of Academic Officers. The M.A. with a major in Athletic Training has also been approved by the University of Nebraska Executive Graduate Council.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Nancy Edick, Dean, College of Education

Deborah Smith-Howell, Dean, Graduate Studies

Terry Hynes, Senior Vice Chancellor for Academic & Student Affairs

RECOMMENDED: John Christensen, Chancellor  
University of Nebraska at Omaha

DATE: January 11, 2011

## **Proposal for a Bachelor of Science Degree in Athletic Training**

### **Descriptive Information**

**Institution proposing the program:** The University of Nebraska at Omaha

**Name of the program proposed:** Athletic Training Education

**Degree to be awarded:** Bachelor of Science in Athletic Training

**Other programs offered in this field by this institution:** Exercise Science and Physical Education contain related content and will share courses with this program.

**CIP code:** 51.0913

**Administrative units for the program:**

College of Education (COE)

School of Health, Physical Education, & Recreation (HPER)

**Proposed delivery site:** University of Nebraska at Omaha campus

**Date approved by governing board(s):**

**Proposed date the program will be initiated:** Fall 2011

### **1. Description and Purpose of Proposed Program**

Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become Certified Athletic Trainers (ATC) must earn a degree from an accredited athletic training curriculum. The Commission on Accreditation of Athletic Training Education (CAATE) which governs athletic training education programs has mandated in their standards for compliance that all accredited programs be a stand alone major in athletic training and offer a bachelor's degree in athletic training. Currently, our program at UNO is a concentration in the Physical Education major and the degree awarded is in Education. In October 2008, our program was cited by CAATE for non-compliance with this standard and directed to change the major and degree classification in order to retain our accreditation status. The program will remain the same in didactic and clinical education as it is currently offered. The intent of this proposal is to make the program a stand alone Bachelor of Science degree in Athletic Training.

The undergraduate Athletic Training Education Program (ATEP) at the University of Nebraska at Omaha has been in existence for years. During the 1990's the program was considered an internship route to professional certification which did not require accreditation. The American Medical Association's (AMA) endorsement of Athletic Training as an allied health profession propelled the creation of standardized educational

programs requiring accreditation by an external agency. In 2000 we were awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP did not require the offering of a major or degree at that time. In 2005 our profession chose to leave CAAHEP and create its own stand alone accreditation agency (CAATE). CAATE created new standards that now include a mandate for a stand alone major and degree in Athletic Training.

Currently the ATEP curriculum is 125 total credit hours, with 56 credit hours in the athletic training core, 24 credit hours in electives, and 45 credit hours in general education.

## **2. Program of Study**

For the past nine years the didactic and clinical education requirements have been used successfully in preparing future professionals. In our two comprehensive accreditation reviews (2000 & 2005) our program of study was considered compliant and has not needed any changes or revisions.

### ACADEMIC REQUIREMENTS

The University of Nebraska at Omaha ATEP is developed according to the CAATE Standards for the accreditation of athletic training education programs. The National Athletic Trainers' Association (NATA) Educational competencies and the Board of Certification (BOC) Role Delineation study serve as the blueprints for course development. Academic preparation is reinforced through a variety of clinical education opportunities that allow for the mastery of knowledge and skill for the student.

#### The Curriculum

The Athletic Training Education Program (ATEP) at the University of Nebraska at Omaha is an integral part of the School of HPER and the College of Education, and aligns itself seamlessly with the mission and vision of these academic units. The ATEP is currently in good standing with CAATE and is accredited through 2011-2012 contingent upon the creation of a stand alone major and degree in Athletic Training. The curriculum consists of three parts. They include 1) The didactic core of courses as they fit into the university model, 2) the clinical education which is integrated into the coursework, 3) the continuation of clinical education through field experience opportunities. This educational model is consistent with other allied health educational programs within the University of Nebraska system (i.e. physical therapy, nursing, etc.).

The program of study includes 45 credit hours in general education requirements, 56 credit hours in core athletic training requirements, and 24 credit hours in elective courses. The program utilizes a competitive admissions process and standards for advancement within the program. To be eligible for admission the student must have a minimum cumulative college G.P.A. of 2.5/4.0 scale, and satisfactorily completed PE 1010 Introduction to Athletic Training and PE 2880 Anatomy & Physiology. Applications are reviewed by members of the Athletic Training Admission Committee, and reviewed for completeness, volunteer or work experience in athletic training or allied health,

leadership ability, memberships, certifications, and references. Once admitted the student must maintain a minimum cumulative GPA of 2.5/4.0 scale and grades of C or better in all core required courses.

#### Athletic Training Education Program Plan of Study (Undergraduate)

<b>Athletic Training Core Curriculum (56 cr)</b>	<b>Credit Hours</b>	<b>Offered</b>
PE 1010 Introduction to Athletic Training	1	Spr
PE 1800 Fitness for Living <sup>2,3</sup>	3	Fa, Spr
PE 2700 Fundamentals of Athletic Training	4	Fa
PE 4310 Lower Extremity Evaluation	4	Spr
PE 4320 Upper Extremity Evaluation	4	Fa
PE 4330 Therapeutic Modalities	4	Spr
PE 4340 Rehabilitation Techniques in Athletic Training	3	Fa
PE 4350 Organization & Administration in Athletic Training	3	Spr
PE 4360 Orthopedic & Medical Aspects of Athletic Training	3	Spr
PE 4960 Topics in Sports Medicine <sup>3</sup>	3	Fa
PE 4990 Internship in Athletic Training	6	Fa, Spr
PE 4010 Laboratory Methods <sup>3</sup>	6	Fa, Spr
PE 4630 Biomechanics <sup>2,3</sup>	3	Fa, Spr, Su II
PE 4930 Measurement & Evaluation in Physical Education <sup>2,3</sup>	3	Fa, Spr, Su I
PE 4940 Physiology of Exercise <sup>2,3</sup>	3	Fa, Spr, Su I
HPER 3090 Applied Nutrition <sup>1,3</sup>	3	Fa, Spr, Su II
<b>General Education Courses Required for Athletic Training Curriculum (8 cr of 45 general education cr)</b>		
PE 2880 Physiology & Anatomy <sup>1,2,3,4</sup> ( <i>Natural &amp; Physical Science</i> )	5	Spr
PSYC 1010 Introduction to Psychology ( <i>Behavioral &amp; Social Science</i> )	3	Fa, Spr, Su I&II
<b>Other General Education Courses (37 cr of 45 total general education cr)</b>		
English & Writing (6 cr)		
Mathematics (3 cr)		
Public Speaking (3 cr)		
Natural Science (10 cr)		
Behavioral & Social Sciences (6 cr)		
<b>Professional Electives (24 cr)</b>		

Superscript indicates course is a requirement in another HPER degree program:

1 = Health education

3 = Exercise science

2 = Physical Education (teacher prep)

4 = Recreation therapy

#### Clinical Education

The purpose of clinical education is to provide the student with ample opportunities to synthesize academic knowledge into clinical skills. This is completed through directed and supervised clinical and field experiences in a variety of settings on campus, within the community, region, and nation.

The clinical education program consists of six progressive levels. Each level directly corresponds to the sequence of courses in the program of study. Lab courses accompany

the didactic portion of each clinical level and preclude the practicum series to provide a full detail of clinical teaching opportunities.

- Level 1 – PE 2700
- Level 2 – PE 4310 & 4330
- Level 3 – PE 4320 & 4340
- Level 4 – PE 4360 & 4350
- Level 5 – PE 4960
- Level 6 – PE 4990

Each student is assigned to an Approved Clinical Instructor (ACI) who is a Certified Athletic Trainer and has credentials to practice Athletic Training in their respective state. ACI's must participate in a training program every three years in order to effectively supervise students in clinical education. Students receive continual feedback from their ACI's and are formally evaluated twice per level as part of the course grade for said level. The ACI is responsible for coordinating and managing the directed learning opportunities for each student assigned to them. This includes but is not limited to scheduling, supervising, and evaluating clinical proficiencies. The student is required to master all of the competencies and proficiencies assigned to their level in the program, complete course requirements for each level, pass all written and practical examinations, and have favorable ACI performance evaluations as part of their grade for the courses in each level. In order to progress through each level the student must earn a grade of C or better within the courses at each level and maintain a cumulative GPA of 2.5 or greater. Students in their final year of the program are required to complete an approved internship (PE 4990) which requires a minimum of 300 supervised clinical education hours.

### **3. Faculty, Staff, and Other Resources**

The College of Education and the School of Health, Physical Education, & Recreation have been supportive in providing faculty, staff, facilities, and equipment for the ATEP. The staffing meets academic requirements that also addresses the needs demonstrated by the Athletic Department for coverage of university sports teams. The program faculty and staff include:

#### Full-time Faculty

Melanie McGrath PhD, ATC

Program Director

#### Part-time Joint Appointment Faculty/Staff

Tycee Strawmier ATC

Clinical Coordinator

#### Part-time Joint Appointment Faculty/Staff (cont.)

Russell McKune, MS, ATC

Head Athletic Trainer

Clinical Instructor

Erin Hicks, MA, ATC

Assistant Athletic Trainer

Clinical Instructor

Lisa Schniepp, MA, ATC

Assistant Athletic Trainer

Clinical Instructor

Michael Roberts, MA, ATC

Assistant Athletic Trainer





Ben McNair, MA, ATC  
 Curtis Self, MA, ATC  
 Sean Mohatt, MEd, ATC  
 Mike Prybil, MEd, ATC  
 Mike Nicola, MS, ATC  
 Nicole Craig, MS, ATC  
 Duane Manzer, MAT, ATC  
 Brian Smith, ATC  
 Eric Urbanec, MS, ATC  
 Danielle Kleber, MA, ATC

Clinical Instructor- Site Supervisor  
 Clinical Instructor- Site Supervisor  
 Clinical Instructor- Site Supervisor  
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Accreditation Standards require that the clinical faculty to student ratio not exceed 1:8. The program is maintaining an enrollment that meets this standard while at the same time offering close personal supervision and instruction in both didactic and clinical instruction.

#### Physical Facilities/ Equipment.

Classrooms for the athletic training education program are located in the Health, Physical Education and Recreation building on the UNO campus. The 215,000 square foot building serves as the major facility supporting the programs in the School of HPER. Besides classrooms, the HPER building boasts an exercise physiology lab, a 50 meter indoor pool, a biomechanics lab, a movement analysis lab, motor development lab and health education lab as well as numerous gymnasias and activity areas. A classroom in the Lee and Helene Sapp Fieldhouse is also utilized for athletic training instruction. This classroom is immediately adjacent to the athletic training facility. Classrooms in the HPER building are secured through the HPER building manager and the conference/classroom in the fieldhouse is secured through the Department of Athletics. All classrooms contain equipment and technology necessary for didactic instruction.

#### Fieldhouse Athletic Training Facility

The athletic training facility in the fieldhouse is the primary facility for lab instruction and clinical experiences. The “OrthoWest Sports Medicine Center” Athletic Training Facility at UNO was opened in the Fall of 1998. This 3,000 sq. ft. facility boasts state of the art design, equipment, and technology.

#### Qwest Center Athletic Training Facility

The athletic training room located at the Qwest Center is the primary facility for the treatment of UNO’s Division I men’s ice hockey team and serves as a clinical site for athletic training students. The athletic training facility is located adjacent to the locker room facility and provides the athletic training student with exposure to Division I collegiate men’s athletics. With professionalism as a priority, the proximity of the locker room facilities allow the athletic training students to witness the interactions between the athletes and the coaches as well as interactions among the athletes themselves. The facility contains current electrotherapy modalities, a whirlpool, and standard hydrocollator and ice units. A weight room, located in the rear of the locker room is utilized for the conditioning and rehabilitation of the athletes. Physicians are present at

all contests and students are exposed to various procedures performed by the physician and when academically and clinically ready are responsible for assisting them in all procedures. A mobile x-ray unit is present at all contests.

#### Instructional Aids

The Athletic Training Education Program utilizes instructional aids and equipment of the School of HPER and the Department of Athletics. Numerous skeletons and models are available for student and instructor use. Computer access is readily available for both students and faculty. All classrooms used by the ATEP program in the HPER building are “high tech” classrooms, meaning they have Smartboards, computers and LCD projectors, VCR, televisions, internet access, and digital overhead projectors (ELMO). The College of Education and the School of HPER place a high priority on providing their programs with the latest equipment and supplies for educational purposes. Therefore, nearly all ATEP equipment and supply requests have been approved and purchased during the past nine years. The ATEP program has its own storage cabinet in HPER room 139 for storage of educational equipment and supplies. In addition, the UNO Athletic Training Room stores equipment and supplies of which cannot fit in the storage cabinet in HPER room 139 (i.e. modalities). The storage cabinet in room 139 is locked at all times, and only ATEP faculty and staff are permitted access to the cabinet.

All ATEP students have equal access to video, software, models, specimens, health assessment equipment, and demonstration aids through faculty and staff. Software programs used by the ATEP have been loaded on computers in the UNO Athletic Training Room and the HPER computer laboratory. Annual equipment and supply requests are made to the director of the School of HPER in the fall semester. At the end of the budget year allocations are made to each program respectively through the School of HPER and College of Education’s budget.

#### Budget

The School of HPER receives its budget allocation through the College of Education and its operating budget is adequate for the current and projected programs. The School of HPER typically receives approximately \$8,000 in requested equipment each year from the College of Education. The operating budget of the School of HPER is controlled by the Director of the School of HPER.

### **4. Evidence of Need and Demand; Enrollment Projections**

#### Enrollment Trends

The Athletic Training Education Program is part of the Physical Education degree program at UNO. Since accreditation in 2000 the number of majors grew and has been stable for the past five years. The ATEP is striving to improve our graduation numbers. Since athletic training is a rigorous academic program and involves significant time investment from its students, several students elect to leave the program every year. This has traditionally brought graduation numbers down. However, this is an area that we have seen improvement over the past 2 years, and out of the 23 undergraduate students that

began the current academic year in the ATEP, only one has elected to leave the program. Thus, our anticipated graduation numbers by 2012 will be at least 10 students per year.

<u>Academic Year</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
<u># Majors*</u>	36/38	41/36	37/36	36/37	37/34

\* The number of majors is divided by fall/spring semester; so 36/38 would indicate 36 majors during fall semester and 38 during spring.

<u>Academic Year</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
<u># Graduates*</u>	2	4	5	4	7

\* The number of graduates for a given academic year includes August, December, and May graduates. For example, the graduates for academic year 05/06 would include August 2005, December 2005, and May 2006 graduates.

Demand for the Program

Annual admission statistics reveal more students apply to study in the athletic training program than are accepted. We have an articulation agreement in place with Iowa Western Community College to allow students to transfer into the athletic training program after 2 years of study at IWCC in their sports medicine major. UNO offers comparable resident tuition rates to students from Mills, Harrison, and Pottawatomie counties in Iowa. We have dual enrollment agreements with several area high schools: Burke HS, Skutt HS, Millard West HS, and Millard South HS. These dual enrollment agreements allow a student to directly transfer college credit (PE 3040) in athletic training to our program of study (as an elective). In addition, the program faculty regularly present lectures on careers in athletic training to Omaha metropolitan area high schools. The program also hosts career explorer/job shadowing opportunities from local area high school students interested in pursuing a career in athletic training. These partnerships have been successful tools for recruiting students into the program. We have a regular admittance of international students from Japan, Korea, and South America. However, a majority of program students are from Nebraska and its surrounding states. UNO is the only accredited athletic training education program in the Omaha metropolitan area.

Program Outcomes

Since accreditation in 2000:

- 62.1% of students pass the BOC Examination on their first attempt (the national average during this time is 39.4%).
- 80% of graduates are placed in AT occupations or graduate school within three months of graduation.

Additionally, 90% of students are retained and graduate from the program annually. A majority of students pursue post-graduate education in Athletic Training and other allied health disciplines. Employer surveys indicate satisfaction with the preparation of our students and are generally pleased with their skills and abilities.

## **5. Partnership with Business and Public Schools**

The ATEP currently fosters close relationships with a number of off-campus clinical sites. The program has formal agreements for students to conduct required clinical experiences and internships. All sites have an Approved Clinical Instructor (ACI) for the UNO Athletic Training Education Program. We have partnered with Alegent Health, Nebraska Health System, Nebraska Orthopedic Hospital, Orthowest P.C. and Nebraska Spine Center. Our Head Athletic Trainer is president-elect of the Nebraska State Athletic Trainers Association and is a member of the Omaha Public Schools sports medicine board. The program director chairs a committee at the state level supporting student leadership within the profession.

### Off Campus Clinical Sites

#### High Schools

Bellevue East High School  
Bellevue, NE

Bellevue West High School  
Bellevue, NE

Creighton Preparatory School  
Omaha, NE

Harry A. Burke High School  
Omaha, NE

Millard South High School  
Omaha, NE

Omaha North High School  
Omaha, NE

#### High Schools (cont.)

Millard West High School  
Omaha, NE

Westside High School  
Omaha, NE

Papillion-LaVista South High School  
Papillion, NE

Marian High School  
Omaha, NE

#### Clinics

Community Rehabilitation  
Bellevue, NE

Excel Physical Therapy  
Bellevue, NE

UNMC Family Physicians  
Omaha, NE

OrthoWest P.C.  
Omaha, NE

Athletes' Training Center  
Omaha, NE

#### Other Colleges

Creighton University  
Omaha, NE

Iowa Western Community College  
Council Bluffs, IA

#### Professional Sport Teams

Omaha Beef Arena Football Team

Omaha Lancers USHL

Omaha, NE

Omaha, NE

**6. Collaboration within the University**

The ATEP undergraduate curriculum requires courses from other departments and colleges at UNO, as well as within the School of HPER & the COE. The faculties of these departments who teach courses required by the ATEP are continually updated of the competencies identified for those courses. In addition, the ATEP works closely with the Department of Athletics. Students within the ATEP complete much of the clinical rotations with teams here at UNO. In addition, the athletic training staff within the Department of Athletics are joint appointment faculty and collectively teach at least 12 credit hours (1 FTE) per semester in the School of HPER. The ATEP also works closely with Campus Recreation providing coverage for the Injury Prevention and Care Center which is utilized by UNO students, faculty, and staff alike. The Director of the Injury Prevention and Care Center also acts as the Clinical Education Coordinator for the ATEP, and receives a 0.3 FTE buyout from the College of Education for this purpose.

**7. Collaborations with Higher Education Institutions and Agencies External to the University**

The ATEP has worked with Iowa Western Community College to articulate a transfer agreement for students who graduate with an A.S. degree. The athletic training program staff have collaborated with and advised staff at Central Community College, Doane College, Dana College, Hastings College, and Midland Lutheran College on requirements for transfer students to enter the program.

**8. Centrality to the Role and Mission of the Institution.**

The Athletic Training Education Program has developed a set of goals and outcomes that are consistent with the desired outcomes of the School of HPER and the College of Education as well as UNO's metropolitan mission. The ATEP is committed to the preparation of highly trained and capable athletic training professionals with the knowledge, skills, and dispositions of leaders ready to fulfill critical roles in shaping the future of their communities. Program students are involved in the Maverick Athletic Training Student (MATS) organization which regularly volunteers in community service projects including but not limited to: Habitat for Humanity, Salvation Army, Omaha Silverliners program, March of Dimes, UNO Bell Tower Challenge, and the Athletics Department Rake-a-Thon. The ATEP also places students at a wide variety of community health facilities and local high schools for clinical education during which each student provides a service to the constituents at those facilities. The services rendered to the patients include injury and illness assessment, treatment, prevention, and rehabilitation. These services also include nutritional and psychological counseling, emergency medicine, and physician referral. The goal of this service learning is to provide the student with the experiences necessary to improve their abilities as practitioners of sport medicine while improving the quality of health care at the affiliated facilities.

### **9. Avoidance of Unnecessary Duplication**

While all three UN institutions have accredited ATEP's, they differ in the population served. UNO is the only ATEP in Nebraska that partners with another university (Creighton) to expand educational opportunities for the students. Surveys of peer program directors have indicated that UNO is perceived to be in the top 25 ATEP's nationally (currently there are 330 accredited programs nationally). The UNO ATEP has an endowed scholarship in the name of former team physician Dr. Moe Mellion. A second endowed scholarship in the name of former head athletic trainer Wayne Wagner will be available to program students in spring 2011. The UNO ATEP is the only program in Nebraska which requires an internship as part of graduation requirements. Program students have been successful in obtaining internships locally, regionally, and nationally including but not limited to:

- Steadman-Hawkins Sports Medicine Clinic
- Seattle Seahawks NFL
- Chicago Fire MLS
- Detroit Shock WNBA
- Connecticut Sun WNBA
- Colorado Crush AFL
- Seattle Mariners affiliate Clubs
- Chicago Cubs affiliate Clubs
- Disney Wide World of Sports
- International Gymnastics Camp
- Omaha Beef AFL
- Omaha Lancers USHL
- Omaha Royals AAA affiliate
- See the Trainer corporation

### **10. Consistency with the Comprehensive Statewide Plan for Postsecondary Education**

The ATEP at the University of Nebraska at Omaha has specifically addressed the Major Statewide Goals identified within Chapter 3 of the CCPE entitled "Meeting the Needs of the State." At the same time, the University of Nebraska at Omaha is consistent with the mission to provide leadership and build partnerships with appropriate constituencies to meet urban needs. The following are examples of how the UNO ATEP has addressed specific areas of the CCPE Statewide Plan:

- *Major Statewide Goal: Workforce Development- "Higher Education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state."*

The urban workforce in Athletic Training is broad and diverse. The workforce covers settings ranging from secondary schools, colleges and universities, professional sports, clinic/hospital and corporate/industrial environments. Although metropolitan areas have seen a steady growth in

workforce development, there remains a need for improvement in the continuity of care provided to all populations within this area. Specifically within the Omaha Metro, UNO has collaborated with metropolitan school districts and Health Systems (Alegent Health, Nebraska Medical Center, OrthoWest PC, and Nebraska Orthopedic Hospital) in the development of athletic training service programs. As a result, there has been an increase in the number of UNO graduates employed within the Omaha Metro area. The faculty and staff at UNO are active in serving the community at large through a variety of avenues. These include, but are not limited to: the Nebraska State Athletic Trainers Association, the Nebraska School Activities Association, Omaha Sports Medicine Alliance, the Board of Certification, and the Nebraska Department of Health and Human Services. The faculty and staff regularly present at local, regional and national conferences and symposia relating to the discipline.

*Within this goal, the CCPE identifies several areas of emphasis that include, but are not limited to, improving the workforce readiness of graduates of public institutions; responding to workforce needs by developing, offering, and promoting degree or certificate programs in needed areas; enhancing educational and workforce development opportunities for minority populations who have been underrepresented in the workforce; and, effectively recruiting and retaining more Nebraska students and attracting more out-of-state students to Nebraska higher education institutions.*

In addressing the goal of expanded workforce diversity, the ATEP at the University of Nebraska at Omaha has a history of accepting an ethnic and culturally diverse population of students into the program that include, African Americans, Native Americans, Hispanic, and Asian (Japanese and Korean) Students.

Finally, the UNO ATEP has targeted students from within the state of Nebraska and neighboring states as potential students for the program. There are currently 22 undergraduate students within the program. These students represent several states in the Midwest (Nebraska, Iowa, Missouri), and recent graduates have represented the Midwest, California, Illinois, and Japan.

## APPENDIX A

**TABLE 1: PROJECTED EXPENSES - BACHELOR OF SCIENCE IN ATHLETIC TRAINING DEGREE PROPOSAL**

	(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	1	\$55,000	1	\$1,650	1	\$1,700	1	\$1,750	1	\$1,803	1	\$61,903
Professional <sup>2</sup>	1.3	\$53,033	1.3	\$1,591	1.3	\$1,639	1.3	\$1,689	1.3	\$1,739	1.3	\$59,691
Graduate assistants <sup>3</sup>	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Support staff <sup>4</sup>	0.2	\$5,840	0.2	\$175	0.2	\$180	0.2	\$186	0.2	\$191	0.2	\$6,572
Subtotal	2.5	\$113,873	2.5	\$3,416	2.5	\$3,519	2.5	\$3,625	2.5	\$3,733	2.5	\$128,166
<b>Operating</b>												
General Operating <sup>5</sup>		\$5,682		\$0		\$0		\$0		\$0		\$5,682
Equipment <sup>6</sup>		\$8,601		\$0		\$0		\$0		\$0		\$8,601
New or renovated space <sup>7</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources <sup>8</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Other <sup>9</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$14,283		\$0		\$0		\$0		\$0		\$14,283
<b>Total Expenses</b>	<b>2.5</b>	<b>\$128,156.40</b>	<b>2.5</b>	<b>\$3,416.00</b>	<b>2.5</b>	<b>\$3,518.50</b>	<b>2.5</b>	<b>\$3,625.00</b>	<b>2.5</b>	<b>\$3,733.00</b>	<b>2.5</b>	<b>\$142,448.90</b>

<sup>1</sup> The proposed degree would not require any additional faculty; we currently have 1 faculty on staff which meets the needs of the proposed academic degree. Years 2-5 assume a 3% raise in base salary per year.

<sup>2</sup> The proposed degree would not require any additional professional staff; we currently have 4 joint appointment instructors (Athletic training staff members Rusty McKune, Lisa Schniepp, Mike Roberts, and Erin Hicks) that cumulatively provide 1.0 FTE per year. To calculate the expense, 25% of each athletic training staff member's salary for 2009-10 was calculated (McKune=\$13,469.25, Schniepp= \$10,440.00, Roberts=\$9,735.00, Hicks=\$8,728.50), then added to represent 1.0 FTE. In addition to the athletic training staff, 1 additional staff (Tycee Strawmier, via Campus Recreation, funded by the College of Education) that provides 0.3 FTE per year was included. The expense was calculated as 30% of her 2009-10 salary (Strawmier=\$10,660.20), which was added to the salary calculation for the athletic training staff, thus arriving at the 1.3 FTE and \$53,033.00. These staff meet the needs of the proposed academic degree. Years 2-5 assume a 3% raise in base salary per year.

<sup>3</sup> The proposed degree would not require any graduate assistants.

<sup>4</sup> The proposed degree would not require any additional support staff. Currently the HPER department employs one undergraduate advisor (Molly Handke), who provides approximately 0.1 FTE to the athletic training education program (10% of her base salary for 2009-10=\$3,500.00). HPER also employs one administrative assistant (Rebecca Scronce) who provides approximately 0.1 FTE to the athletic training program (10% of her base salary for 2009-10=\$2,340.00). Therefore, the total expenditure is 0.2 FTE, or \$5,840.00 when calculated from each staff's salary. The staffing currently in place for the HPER Department and College of Education meet the needs of the degree program. Years 2-5 assume a 3% raise in base salary per year.

<sup>5</sup> The current budget allowances for these expenses via the College of Education are sufficient for our needs. No additional funds are required to support this proposed academic degree. Since this degree proposal does not change the operation of the current academic program, there is no requirement for additional operational expenditures. Expenditures represent approximately 10% of the total operating budget for the School of Health, Physical Education, and Recreation (as our student population and faculty represent approximately 10% of the department in each area). There has been no increase in general operating budget for the past several years, therefore we anticipate no additional budget allocations for FY 2011-14.

<sup>6</sup> The current budget allowances for these expenses via the College of Education are sufficient for our needs. No additional equipment or supply expenses are required to support this proposed academic degree. Expenditures were calculated on the average allocation of equipment monies to the athletic training program over the past 4 years.

<sup>7</sup> The current facilities (HPER classrooms for academic instruction, Sapp Fieldhouse Athletic Training Room for clinical instruction) meet the needs of the proposed academic degree. No additional facilities are required. No increase in allocations are expected for FY 2011-14.

<sup>8</sup> There are no necessary expenses for library or information resources.

<sup>9</sup> There are no additional expenditures for this proposed academic degree.

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

CCPE; 11/19/08



APPENDIX B

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - BACHELOR OF SCIENCE IN ATHLETIC TRAINING**

	FY(2010) Year 1	(FY2011) Year 2	(FY2012) Year 3	(FY2013) Year 4	(FY2014) Year 5	Total
Reallocation of Existing Funds <sup>1</sup>	\$ 128,156	\$ 3,416	\$ 3,519	\$ 3,625	\$ 3,733	\$142,449
Required New Public Funds <sup>2</sup>	\$0	0	0	0	0	\$0
1. State Funds	\$0	0	0	0	0	\$0
2. Local Tax Funds (community colleges)	\$0	0	0	0	0	\$0
Tuition and Fees <sup>3</sup>	\$0	\$10,939	\$11,376	\$11,831	\$12,305	\$46,451
Other Funding <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue <sup>5</sup></b>	<b>\$128,156</b>	<b>\$14,355</b>	<b>\$14,895</b>	<b>\$15,456</b>	<b>\$16,038</b>	<b>\$188,900</b>

<sup>1</sup> The College of Education currently funds our concentration in athletic training. No additional sources of revenue are required as the change to a degree program will not alter any expenditures.

<sup>2</sup> No additional public funds are required for this program, as it is currently fully-funded by the College of Education and we have no additional expenditures.

<sup>3</sup> Calculated as 2 new full-time (12 credit hours) students per FY, multiplied by resident tuition and fees and increased 4% per year. We anticipate increasing enrollment and adding two additional students to the athletic training education program every year, beginning in FY 2011. We believe the ability to offer a degree, and retain our accreditation when other programs may be losing theirs, will increase interest in our athletic training program and increase applications each spring. We currently have the capacity to increase enrollment without adding additional instructors, faculty, or facilities.

<sup>4</sup> There are no additional sources of funding required for this program. The current concentration is fully-funded by the College of Education, and no additional expenditures will be incurred if this program transitions to a degree-granting academic program.

<sup>5</sup> **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.

CCPE; 11/19/08

## **Proposal for a Master of Arts Degree in Athletic Training**

### **Descriptive Information**

**Institution proposing the program:** The University of Nebraska at Omaha

**Name of the program proposed:** Athletic Training Education

**Degree to be awarded:** Master of Arts in Athletic Training

**Other programs offered in this field by this institution:** N/A

**CIP code:** 51.0913

**Administrative units for the program:**

College of Education (COE)

School of Health, Physical Education, & Recreation (HPER)

**Proposed delivery site:** University of Nebraska at Omaha campus

**Date approved by governing board(s):**

**Proposed date the program will be initiated:** Fall 2011

### **1. Description and Purpose of Proposed Program**

Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become Certified Athletic Trainers (ATC) must earn a degree from an accredited athletic training curriculum. The Commission on Accreditation of Athletic Training Education (CAATE) that governs athletic training education programs has mandated in their standards for compliance that all accredited programs be a stand alone major in athletic training and offer a degree in athletic training. Currently, our program at UNO is a concentration in the Health, Physical Education, and Recreation (HPER) major. In October 2008, our program was cited by CAATE for non-compliance with this standard and directed to change the major and degree classification in order to retain our accreditation status. The program will remain the same in didactic and clinical education as it is currently offered. The intent of this proposal is to make the program a stand alone Master of Arts degree in Athletic Training.

The graduate Athletic Training Education Program (ATEP) at the University of Nebraska at Omaha has been in existence for years. UNO was the very first accredited entry-level Masters Degree program in the United States in 2000. The American Medical Association's (AMA) endorsement of Athletic Training as an allied health profession propelled the creation of standardized educational programs requiring accreditation by an

external agency. In 2000 we were awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP did not require the offering of a major or degree at that time. In 2005 our profession chose to leave CAAHEP and create its own stand-alone accreditation agency (CAATE). CAATE created new standards that now include a mandate for a stand alone major and degree in Athletic Training.

Currently the ATEP curriculum is 42 total credit hours, with 36 credit hours in the athletic training core, and 6 credit hours in electives.

## **2. Program of Study**

For the past nine years the didactic and clinical education requirements have been successfully used in preparing future professionals. In our two comprehensive accreditation reviews (2000 & 2005) our program of study was considered compliant and has not needed any changes or revisions.

### ACADEMIC REQUIREMENTS

The University of Nebraska at Omaha ATEP is developed according to the CAATE Standards for the accreditation of athletic training education programs. The National Athletic Trainers' Association (NATA) Educational competencies and the Board of Certification (BOC) Role Delineation study serve as the blueprints for course development. Academic preparation is reinforced through a variety of clinical education opportunities that allow for the mastery of knowledge and skill for the student.

#### The Curriculum

The ATEP at UNO is an integral part of the School of HPER and the College of Education, and aligns itself with seamlessly with the mission and vision of these academic units. The ATEP is currently in good standing with CAATE and is accredited through 2011-2012 contingent upon the creation of a stand-alone major and degree in Athletic Training. The curriculum consists of three parts. They include 1) A required sequence of research courses, required of all graduate students in HPER, 2) the athletic training clinical education that is integrated into the coursework, 3) the continuation of clinical education through field experience opportunities. This educational model is consistent with other allied health educational programs within the University of Nebraska system (i.e. physical therapy, nursing, etc.).

The proposed degree is a Master of Arts, which is the degree awarded by the School of Health, Physical Education, and Recreation to students that do not complete a thesis as a part of their graduate degree. Due to the heavy courseload and credit hours required by this degree program, students are not required to complete a thesis project (although research opportunities can be obtained if desired; these are often completed for elective course credit as "Research Projects" or "Independent Study"). The program of study includes 36 credit hours in core athletic training requirements, courses in research methods and statistics, and 6 credit hours in elective courses. The program utilizes a competitive admissions process and standards for advancement within the program. To

be eligible for admission the student must have a minimum cumulative college G.P.A. of 2.7/4.0 for provisional admission, and 3.0/4.0 scale for unconditional admission. The applicant must also satisfactorily completed prerequisite courses in anatomy, physiology, fitness/wellness, psychology, nutrition, biomechanics, exercise physiology, and lab methods in exercise science. Applications are reviewed by members of the Athletic Training Admission Committee. Applications are reviewed for completeness, volunteer or work experience in athletic training or allied health, leadership ability, memberships and certifications, and references. Once admitted the student must maintain a minimum cumulative GPA of 3.0/4.0 scale as per graduate school guidelines.

**Athletic Training Education Program Plan of Study (Graduate)**

<b>Athletic Training Core Curriculum (36 cr)</b>	<b>Credit Hours</b>	<b>Offered</b>
PE 8030 Research Methods in HPER <sup>1,2,3,4,5</sup>	3	Fa, Spr
PE 8040 Applied Statistics in Physical Education <sup>2,3,4</sup>	3	Spr
PE 8310 Athletic Training Techniques	4	Su II
PE 8316 Lower Extremity Evaluation	4	Spr
PE 8326 Upper Extremity Evaluation	4	Fa
PE 8336 Therapeutic Modalities	4	Spr
PE 8346 Rehabilitation Techniques in Athletic Training	3	Fa
PE 8356 Organization & Administration in Athletic Training	3	Spr
PE 8360 Advanced Orthopedic & Medical Aspects of Athletic Training	3	Su I
PE 8966 Topics in Sports Medicine	3	Fa
PE 8910 Internship in Exercise Science <sup>3</sup>	3	Fa, Spr, Su I&II
<b>Professional Electives (6 cr)</b>		
Any PE or HPER graduate course that ends in "0"		
<b>Prerequisite Coursework (completed prior to admission, or completed for undergraduate credit at UNO by petition)</b>		
PE 1800 Fitness for Living	3	Fa, Spr
PE 2880 Physiology & Anatomy	5	Spr
PE 4010 Laboratory Methods	6	Fa, Spr
PE 4630 Biomechanics	3	Fa, Spr, Su II
PE 4940 Physiology of Exercise	3	Fa, Spr, Su I
HPER 3090 Applied Nutrition	3	Fa, Spr, Su II
PSYC 1010 Introduction to Psychology	3	Fa, Spr, Su I&II

Superscript indicates course is a requirement in another HPER degree program:

- 1 = Health Education
- 2 = Physical Education (pedagogy and coaching)
- 3 = Exercise science
- 4 = Physical Activity in Health Promotion
- 5 = Recreation and Leisure Studies

**Clinical Education**

The purpose of clinical education is to provide the student with ample opportunities to synthesize academic knowledge into clinical skills. This is completed through directed and supervised clinical and field experiences in a variety of settings on campus, within the community, region, and nation.

The clinical education program consists of six progressive levels. Each level directly corresponds to the sequence of courses in the program of study. Lab courses accompany

the didactic portion of each clinical level and preclude the practicum series to provide a full detail of clinical teaching opportunities.

- Level 1 – PE 8310
- Level 2 – PE 8326
- Level 3 – PE 8336 & 8316
- Level 4 – PE 8360
- Level 5 – PE 8346 & 8966
- Level 6 – PE 8356 & 8910

Each student is assigned to an Approved Clinical Instructor (ACI) who is a Certified Athletic Trainer and has credentials to practice Athletic Training in their respective state. ACI's must participate in a training program every three years in order to effectively supervise students in clinical education. Students receive continual feedback from their ACI's and are formally evaluated twice per level as part of the course grade for said level. The ACI is responsible for coordinating and managing the directed learning opportunities for each student assigned to them. This includes but is not limited to scheduling, supervising, and evaluating clinical proficiencies. The student is required to master all of the competencies and proficiencies assigned to their level in the program, complete course requirements for each level, pass all written and practical examinations, and have favorable ACI performance evaluations as part of their grade for the courses in each level. In order to progress through each level the student must earn a grade of C or better within the courses at each level and maintain a cumulative GPA of 3.0 or greater. Students in their final year of the program are required to complete an approved internship (PE 8910) which requires a minimum of 300 supervised clinical education hours.

### **3. Faculty, Staff, and Other Resources**

The Standards for the Accreditation of Entry-Level Athletic Training Education Programs (the basic standards of accreditation published by CAATE) mandate that at least one full-time tenure-track faculty member (the Program Director) be directly involved in the ATEP. CAATE does not require (but may recommend) additional full-time faculty within the ATEP, as the classroom instruction may be fulfilled by appointed instructors that are not full-time members of the faculty. Therefore, the current structure of the UNO ATEP meets the standards mandated by CAATE for accreditation.

The College of Education and the School of Health, Physical Education, & Recreation have been supportive in providing faculty, staff, facilities, and equipment for the ATEP. The staffing meets academic requirements, but also addresses the needs demonstrated by the Athletic Department for coverage of university sports teams. The program faculty and staff include:

#### Full-time Faculty

Melanie McGrath, PhD, ATC  
 Kris Berg, PhD  
 Nick Stergiou, PhD

Program Director, Asst. Professor  
 Professor (HPER 8030)  
 Professor (PE 8040)

Other Full-time Graduate Faculty (HPER, may teach electives)

Daniel Blanke, PhD (Director of the School of HPER)

Frank Basile, PhD

Jason Coleman, PhD

David Corbin, PhD

Donald Greer, PhD

Jennifer Huberty, PhD

Michael Messerole, PhD

John Noble, PhD

Dustin Slivka, PhD

Richard Stacy, PhD

The Graduate Program Committee (GPC) for the School of HPER is chaired by Dr. Kris Berg, and currently has 3 elected faculty members representing the graduate majors for HPER (Physical Education, Health Education, and Recreation & Leisure Studies), plus one at-large member and one student representative. The HPER GPC administers all graduate programs within HPER, and makes admission decisions in consultation with the director of each graduate degree.

HPER Graduate Program Committee:

Kris Berg, PhD (Chair)

Donald Greer, PhD

Melanie McGrath, PhD, ATC

John Noble, PhD

Richard Stacy, PhD

TBD (student representative)

Our Joint Appointment Faculty are collectively responsible for 1.0 FTE (12 credit hours) of instruction per semester in our ATEP. Each of them completes regular training in clinical education (every three years), teaches at least one course per year (in the ATEP or within the general HPER curriculum), and is responsible for the health care of the student-athletes participation in UNO's 15 intercollegiate athletics programs. Each of the joint appointment faculty has been teaching in the curriculum for several years and has regular performance reviews and teaching evaluations. They have specific knowledge and expertise in the content areas that they teach, and play an integral part of our ATEP.

Part-time Joint Appointment Faculty/Staff

Russell McKune, MS, ATC

Head Athletic Trainer

Clinical Instructor

Erin Hicks, MA, ATC

Assistant Athletic Trainer

Clinical Instructor

Lisa Schniepp, MA, ATC

Assistant Athletic Trainer

Clinical Instructor

Michael Roberts, MA, ATC

Assistant Athletic Trainer

Clinical Instructor

Masayasu Takaiwa, MA, ATC

Assistant Athletic Trainer  
Clinical Instructor

The clinical coordinator position is an integral position that helps fulfill CAATE requirements. This individual is responsible for coordinating, evaluating, and monitoring the clinical (“hands-on”) education of each student in our ATEP.

Clinical Coordinator

Tycee Strawmier, ATC

Clinical Coordinator

Our graduate assistant athletic trainers provide clinical supervision of students in the ATEP, but do not participate in any formal classroom education. During their first year of employment, they provide clinical instruction under the supervision of one of our full-time staff members. After their first year, they receive formal training in clinical instruction and begin independent supervision of athletic training students. GAs are evaluated once a semester to ensure the quality of clinical instruction to each student.

Graduate Assistant Athletic Trainers

Rachel Hadacheck, ATC

Samuel Wilkins, ATC

Our adjunct faculty are recognized as leaders and experts in his/her respective fields, and provide critical education and clinical supervision of our students. These faculty provide information and education on general medical topics, surgical procedures, and pharmacology in PE 8360 and PE 8966 courses. Many of them are also active in other areas of the HPER graduate programs. In addition, they each play a role in the care of the student-athletes at UNO.

Adjunct Faculty

Michael Walsh, MD

Sponsoring ATEP Physician  
Orthopedic Surgeon

Adjunct Faculty (cont.)

Kirk Hutton, MD

Assoc. Team Physician  
Orthopedic Surgeon

Montey Mathews, MD

Head Team Physician  
General Medical

Kody Moffatt, MD, ATC

Pediatrics and Sports Medicine

Dorraine Reynolds, PharmD

Pharmacology

Sean Mullendore, MD

General Medical

In addition to our recognized adjunct faculty, we invite community health practitioners into PE 8360 to provide further information on general medical topics to our ATEP students. These individuals are all practicing health care practitioners in the Omaha area.

Community Allied Health Professional ATEP Support

Mark Shirley, DO

Assoc. Team Physician  
Orthopedics and General Medical

Hank Lau, MD

Team Physician

Kristina Dada, PA, ATC  
 Bud Tice, ATC  
 Marge Bisenius, DO  
 Jeremy Vanicek, PA  
 Robert Burk, CLU  
 Cathy Pettid MS, LMHP

Family Practice & Sports Medicine  
 Respiratory/Cardiovascular  
 Professional Development  
 Orthopedics and General Medical  
 Orthopedic, Casting and Splinting  
 Financial Planner  
 Psychology

Our off-campus clinical instructors provide critical service and clinical instruction to our ATEP students. These community athletic trainers do not participate in classroom instruction, but are each responsible for supervising clinical rotations for our ATEP students. They each receive specific training on clinical instruction every 3 years, and are evaluated by our clinical coordinator once a semester.

Off-Campus Clinical Instructors & Supervisors

Shannon Gier, MS, ATC	Clinical Instructor- Site Supervisor
Jamee Meysenberg, PTA, ATC	Clinical Instructor- Site Supervisor
William Kleber, ATC	Clinical Instructor- Site Supervisor
Jim Johnston, MA, ATC	Clinical Instructor- Site Supervisor

Off-Campus Clinical Instructors & Supervisors (cont.)

Jay Carlson, MS, ATC	Clinical Instructor- Site Supervisor
Craig Holz, MS, ATC	Clinical Instructor- Site Supervisor
Deanna Stickney, MS, ATC	Clinical Instructor- Site Supervisor
Jennifer Carda, MS, ATC	Clinical Instructor- Site Supervisor
Shawn Campbell, ATC	Clinical Instructor- Site Supervisor
Rebecca Wardlaw, MA, ATC	Clinical Instructor- Site Supervisor
Jennifer Krueger, MA, ATC	Clinical Instructor- Site Supervisor
Melissa Brusnaham, MS, TC	Clinical Instructor- Site Supervisor
Julie Tuttle, MEd, ATC, CSCS	Clinical Instructor- Site Supervisor
Ben McNair, MA, ATC	Clinical Instructor- Site Supervisor
Curtis Self, MA, ATC	Clinical Instructor- Site Supervisor
Sean Mohatt, MEd, ATC	Clinical Instructor- Site Supervisor
Mike Prybil, MEd, ATC	Clinical Instructor- Site Supervisor
Mike Nicola, MS, ATC	Clinical Instructor- Site Supervisor
Nicole Craig, MS, ATC	Clinical Instructor- Site Supervisor
Duane Manzer, MAT, ATC	Clinical Instructor- Site Supervisor
Brian Smith, ATC	Clinical Instructor- Site Supervisor
Eric Urbanec, MS, ATC	Clinical Instructor- Site Supervisor
Danielle Kleber, MA, ATC	Clinical Instructor- Site Supervisor

Accreditation Standards require that the clinical faculty to student ratio not exceed 1:8. The program is maintaining an enrollment that meets this standard while at the same time offering close personal supervision and instruction in both didactic and clinical instruction.



Physical Facilities/ Equipment.

Classrooms for the athletic training education program are located in the Health, Physical Education and Recreation building on the UNO campus. The 215,000 square foot building serves as the major facility supporting the programs in the School of HPER. Besides classrooms, the HPER building boasts an exercise physiology lab, a 50 meter indoor pool, a biomechanics lab, a movement analysis lab, motor development lab and health education lab as well as numerous gymnasias and activity areas. A classroom in the Lee and Helene Sapp Fieldhouse is also utilized for athletic training instruction. This classroom is immediately adjacent to the athletic training facility. Classrooms in the HPER building are secured through the HPER building manager and the conference/classroom in the fieldhouse is secured through the Department of Athletics. All classrooms contain equipment and technology necessary for didactic instruction.

Fieldhouse Athletic Training Facility

The athletic training facility in the fieldhouse is the primary facility for lab instruction and clinical experiences. The “OrthoWest Sports Medicine Center” Athletic Training Facility at UNO was opened in the fall of 1998. This 3,000 sq. ft. facility boasts state of the art design, equipment, and technology.

Qwest Center Athletic Training Facility

The athletic training room located at the Qwest Center is the primary facility for the treatment of UNO’s Division I men’s ice hockey team and serves as a clinical site for athletic training students. The athletic training facility is located adjacent to the locker room facility and provides the athletic training student with exposure to Division I collegiate men’s athletics. With professionalism as a priority, the proximity of the locker room facilities allow the athletic training students to witness the interactions between the athletes and the coaches as well as interactions among the athletes themselves. The facility contains current electrotherapy modalities, a whirlpool, and standard hydrocollator and ice units. A weight room, located in the rear of the locker room is utilized for the conditioning and rehabilitation of the athletes. Physicians are present at all contests and students are exposed to various procedures performed by the physician and when academically and clinically ready are responsible for assisting them in all procedures. A mobile x-ray unit is present at all contests.

Instructional Aids

The Athletic Training Education Program utilizes instructional aids and equipment of the School of HPER and the Department of Athletics. Numerous skeletons and models are available for student and instructor use. Computer access is readily available for both students and faculty. All classrooms used by the ATEP program in the HPER building are “high tech” classrooms, meaning they have Smartboards, computers and LCD projectors, VCR, televisions, internet access, and digital overhead projectors (ELMO). The College of Education and the School of HPER place a high priority on providing their programs with the latest equipment and supplies for educational purposes. Therefore, nearly all ATEP equipment and supply requests have been approved and purchased during the past nine years. The ATEP program has its own storage cabinet in HPER room 139 for storage of educational equipment and supplies. In addition, the UNO

Athletic Training Room stores equipment and supplies of which cannot fit in the storage cabinet in HPER room 139 (i.e. modalities). The storage cabinet in room 139 is locked at all times, and only ATEP faculty and staff are only permitted access to the cabinet.

All ATEP students have equal access to video, software, models, specimens, health assessment equipment, and demonstration aids through faculty and staff. Software programs used by the ATEP have been loaded on computers in the UNO Athletic Training Room and the HPER computer laboratory. Annual equipment and supply requests are made to the director of the School of HPER in the fall semester. At the end of the budget year allocations are made to each program respectively through the School of HPER and College of Education’s budget.

Budget

The School of HPER receives its budget allocation through the College of Education and its operating budget is adequate for the current and projected programs. The School of HPER typically receives approximately \$8,000 in requested equipment each year from the College of Education. The operating budget of the School of HPER is controlled by the Director of the School of HPER.

**4. Evidence of Need and Demand; Enrollment Projections**

Enrollment Trends

The Athletic Training Education Program as it stands today is part of the Health, Physical Education, and Recreation Masters degree program at UNO. With accreditation in 2000 the number of majors in the program grew and has remained stable for the past five years.

<u>Academic Year</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
<u># Majors*</u>	19/17	20/20	17/16	19/19	20/20

\* The number of majors is divided by fall/spring semester; so 19/17 would indicate 19 majors during fall semester and 17 during spring.

<u>Academic Year</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
<u># Graduates*</u>	7	9	10	10	8

\* The number of graduates for a given academic year includes August, December, and May graduates. For example, the graduates for academic year 05/06 would include August 2005, December 2005, and May 2006 graduates.

Demand for the Program

In 2000, UNO became the first accredited entry-level athletic training Masters degree program in the United States. Annual admission statistics reveal more students apply to study in the graduate athletic training program than are accepted. UNO has offered tuition relief in the form of the UNO Advantage Scholarship Program for non-resident students. The program regularly admits international students from Japan, Korea, and South America. However, the majority of program students are from Nebraska and its surrounding states. UNO is only one of 20 accredited entry-level Masters degree

programs in the U.S. and the only accredited entry-level Masters degree program in athletic training in Nebraska. The next closest entry-level Masters degree program is at South Dakota State University.

Program Outcomes

Since accreditation in 2000:

- 62.1% of students pass the BOC Examination on their first attempt (the national average during this time is 39.4%).
- 80% of graduates are placed in AT occupations or graduate school within three months of graduation.

Additionally, over 90% of students are retained and graduate from the program annually. A majority of students (approximately 80%) find employment as a Certified Athletic Trainer within 3 months of graduation. Employer surveys indicate satisfaction with the preparation of our students and are generally pleased with their skills and abilities.

**5. Partnership with Business and Public Schools**

The ATEP currently fosters close relationships with a number of off-campus clinical sites. The program has formal agreements for students to conduct required clinical experiences and internships. All sites have an Approved Clinical Instructor (ACI) for the UNO Athletic Training Education Program. We have partnered with Alegent Health, Nebraska Health System, Nebraska Orthopedic Hospital, OrthoWest P.C. and Nebraska Spine Center. Two members of our staff are board members on the Omaha Sports Medicine Alliance. Our Head Athletic Trainer is the Nebraska State Athletic Trainers Association President-elect and is a member of the Omaha Public Schools sports medicine board.

Off Campus Clinical Sites

High Schools

Bellevue East High School  
Bellevue, NE

Bellevue West High School  
Bellevue, NE

Creighton Preparatory School  
Omaha, NE

Harry A. Burke High School  
Omaha, NE

Millard South High School  
Omaha, NE

Omaha North High School  
Omaha, NE

Millard West High School  
Omaha, NE

Westside High School  
Omaha, NE

High Schools (cont.)

Papillion-LaVista South High School  
Papillion, NE

Marian High School  
Omaha, NE

Clinics

Community Rehabilitation  
Bellevue, NE

Excel Physical Therapy  
Bellevue, NE

UNMC Family Physicians  
Omaha, NE

OrthoWest P.C.  
Omaha, NE

Athletes' Training Center  
Omaha, NE

Other Colleges

Creighton University  
Omaha, NE

Iowa Western Community College  
Council Bluffs, IA

Professional Sport Teams

Omaha Beef Arena Football Team  
Omaha, NE

Omaha Lancers USHL  
Omaha, NE

**6. Collaboration within the University**

The ATEP works closely with the Department of Athletics. Students within the ATEP complete much of their clinical rotations with teams here at UNO. In addition, the athletic training staff members within the Department of Athletics are joint appointment faculty and collectively teach at least 12 credit hours per semester in the School of HPER. The ATEP also works closely with Campus Recreation providing coverage for the Injury Prevention and Care Center which is utilized by UNO students, faculty, and staff alike. The Director of the Injury Prevention and Care Center also acts as the Clinical Education Coordinator for the ATEP, and receives a 0.3 FTE buyout from the College of Education for this purpose.

**7. Collaborations with Higher Education Institutions and Agencies External to the University**

The ATEP has collaborated with and advised staff at Central Community College, Iowa Western Community College, Doane College, Dana College, Hastings College, Midland Lutheran College, St. Mary's College, Wayne State University, Chadron State College, Creighton University, UNL, and UNK on requirements for students to enter the graduate program after completion of a Bachelor's degree.

**8. Centrality to the Role and Mission of the Institution.**

The Athletic Training Education Program has developed a set of goals and outcomes that are consistent with the desired outcomes of the School of HPER and the College of Education as well as UNO's metropolitan mission. The ATEP is committed to the preparation of highly trained and capable athletic training professionals with the knowledge, skills, and dispositions of leaders ready to fulfill critical roles in shaping the future of their communities. Program students are involved in the Maverick Athletic Training Student (MATS) organization which regularly volunteers in community service projects including but not limited to: Habitat for Humanity, Salvation Army, Omaha

Silverliners program, March of Dimes, UNO Bell Tower Challenge, and the Athletics Department Rake-a-Thon. The ATEP also places students at a wide variety of community health facilities and local high schools for clinical education during which each student provides a service to the constituents at those facilities. The services rendered to the patients include injury and illness assessment, treatment, prevention, and rehabilitation. These services also include nutritional and psychological counseling, emergency medicine, and physician referral. The goal of this service learning is to provide the student with the experiences necessary to improve their abilities as practitioners of sport medicine while improving the quality of health care at the affiliated facilities.

### **9. Avoidance of Unnecessary Duplication**

The graduate ATEP at UNO was the first accredited ATEP in Nebraska, and the first accredited entry-level ATEP in the U.S. The next closest entry-level Master's Degree ATEP is at South Dakota State University. Of the 20 accredited entry-level Master's Degree ATEPs nationwide the overwhelming majority are located along the eastern half of the U.S. Many of our graduate students have come to UNO from Mid-Western and Western states such as California, Texas, Colorado, Nevada, Washington, Kansas, Missouri, Iowa, Oklahoma, Minnesota, Montana, and the Dakotas. UNO is the only ATEP in Nebraska that partners with another university (Creighton) to expand educational opportunities for the students. Surveys of peer program directors have indicated that UNO is perceived to be in the top 25 ATEP's nationally (currently there are 346 undergraduate and 20 graduate accredited programs). The UNO ATEP has two endowed scholarships: one in the name of former team physician Dr. Moe Mellion, the second in the name of former head athletic trainer Wayne Wagner. The UNO ATEP is the only program in Nebraska that requires an internship as part of graduation requirements. Program students have been successful in obtaining internships locally, regionally, and nationally including but not limited to:

- Steadman-Hawkins Sports Medicine Clinic
- Seattle Seahawks (National Football League-NFL)
- Arizona Cardinals (NFL)
- Chicago Fire (Major League Soccer-MLS)
- Detroit Shock (Women's National Basketball Association-WNBA)
- Connecticut Sun (WNBA)
- Omaha Beef (Arena Football League-AFL)
- Colorado Crush (AFL)
- Stockton Lightning (AFL)
- Seattle Mariners affiliate Clubs (Major League Baseball-MLB)
- Chicago Cubs affiliate Clubs (MLB)
- Omaha Lancers (United States Hockey League-USHL)
- Disney Wide World of Sports
- International Gymnastics Camp
- Omaha Royals AAA affiliate
- See the Trainer corporation

## **10. Consistency with the Comprehensive Statewide Plan for Postsecondary Education**

The ATEP at the University of Nebraska at Omaha has specifically addressed the Major Statewide Goals identified within Chapter 3 of the CCPE entitled “Meeting the Needs of the State.” At the same time, the University of Nebraska at Omaha is consistent with the mission to provide leadership and build partnerships with appropriate constituencies to meet urban needs. The following are examples of how the UNO ATEP has addressed specific areas of the CCPE Statewide Plan:

- *Major Statewide Goal: Workforce Development- “Higher Education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.”*

The urban workforce in Athletic Training is broad and diverse. The workforce covers settings ranging from secondary schools, colleges and universities, professional sports, clinic/hospital and corporate/industrial environments. Although metropolitan areas have seen a steady growth in workforce development, there remains a need for improvement in the continuity of care provided to all populations within this area. Specifically within the Omaha Metro area, UNO has collaborated with metropolitan school districts and Health Systems (Alegent Health, Nebraska Medical Center, OrthoWest PC, and Nebraska Orthopedic Hospital) in the development of athletic training service programs. As a result, there has been an increase in the number of UNO graduates employed within the Omaha Metro area. The faculty and staff at UNO are active in serving the community at large through a variety of avenues. These include, but are not limited to: the Nebraska State Athletic Trainers Association, the Nebraska School Activities Association, Omaha Sports Medicine Alliance, the Board of Certification, and the Nebraska Department of Health and Human Services. The faculty and staff regularly present at local, regional and national conferences and symposia relating to the discipline.

*Within this goal, the CCPE identifies several areas of emphasis that include, but are not limited to, improving the workforce readiness of graduates of public institutions; responding to workforce needs by developing, offering, and promoting degree or certificate programs in needed areas; enhancing educational and workforce development opportunities for minority populations who have been underrepresented in the workforce; and, effectively recruiting and retaining more Nebraska students and attracting more out-of-state students to Nebraska higher education institutions.*

In addressing the goal of expanded workforce diversity, the ATEP at the University of Nebraska at Omaha has a history of accepting an ethnic and culturally diverse population of students into the program that include African Americans, Native Americans, Hispanic, and Asian (Japanese and Korean) Students.

Finally, the UNO ATEP has targeted students from within the state of Nebraska and neighboring states as potential students for the program. There are currently 18 students within the program. Of these students, 7 are from the state of Nebraska, 3 from the state of Colorado, 2 are from the state of Iowa, 1 from the state of Minnesota, 1 from the state of Illinois, and 1 from the state of Washington. Not only has the ATEP targeted domestic students, but the graduate program currently has 1 student from Japan, and 2 students from South Korea.

APPENDIX A

**TABLE 1: PROJECTED EXPENSES - MASTER OF ARTS IN ATHLETIC TRAINING DEGREE PROPOSAL**

	(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		Total	
	Year 1		Year 2		Year 3		Year 4		Year 5		FTE	Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty <sup>1</sup>	1	\$55,000	1	\$1,650	1	\$1,700	1	\$1,750	1	\$1,803	1	\$61,903
Professional <sup>2</sup>	1.3	\$53,033	1.3	\$1,591	1.3	\$1,639	1.3	\$1,689	1.3	\$1,739	1.3	\$59,691
Graduate assistants <sup>3</sup>	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Support staff <sup>4</sup>	0.1	\$2,340	0.2	\$70	0.2	\$72	0.2	\$74	0.2	\$77	0.2	\$2,633
Subtotal	2.4	\$110,373	2.5	\$3,311	2.5	\$3,411	2.5	\$3,513	2.5	\$3,619	2.5	\$124,227
<b>Operating</b>												
General Operating <sup>5</sup>		\$5,682		\$0		\$0		\$0		\$0		\$5,682
Equipment <sup>6</sup>		\$8,601		\$0		\$0		\$0		\$0		\$8,601
New or renovated space <sup>7</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources <sup>8</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Other <sup>9</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$14,283		\$0		\$0		\$0		\$0		\$14,283
<b>Total Expenses</b>	<b>2.4</b>	<b>\$124,656.40</b>	<b>2.5</b>	<b>\$3,311.00</b>	<b>2.5</b>	<b>\$3,411.00</b>	<b>2.5</b>	<b>\$3,513.00</b>	<b>2.5</b>	<b>\$3,619.00</b>	<b>2.5</b>	<b>\$138,510.40</b>

<sup>1</sup> The proposed degree would not require any additional faculty; we currently have 1 faculty on staff which meets the needs of the proposed academic degree. Years 2-5 assume a 3% raise in base salary per year.

<sup>2</sup> The proposed degree would not require any additional professional staff; we currently have 4 joint appointment instructors (Athletic training staff members Rusty McKune, Lisa Schniepp, Mike Roberts, and Erin Hicks) that cumulatively provide 1.0 FTE per year. To calculate the expense, 25% of each athletic training staff member's salary for 2009-10 was calculated (McKune=\$13,469.25, Schniepp= \$10,440.00, Roberts=\$9,735.00, Hicks=\$8,728.50), then added to represent 1.0 FTE. In addition to the athletic training staff, 1 additional staff (Tycee Strawmier, via Campus Recreation, funded by the College of Education) that provides 0.3 FTE per year was included. The expense was calculated as 30% of her 2009-10 salary (Strawmier=\$10,660.20), which was added to the salary calculation for the athletic training staff, thus arriving at the 1.3 FTE and \$53,033.00. These staff meet the needs of the proposed academic degree. Years 2-5 assume a 3% raise in base salary per year.

<sup>3</sup> The proposed degree would not require any graduate assistants.

<sup>4</sup> The proposed degree would not require any additional support staff. HPER employs one administrative assistant (Rebecca Scronce) who provides approximately 0.1 FTE to the athletic training program (10% of her base salary for 2009-10=\$2,340.00). Therefore, the total expenditure is 0.1 FTE, or \$2,340.00 when calculated from each staff's salary. The staffing currently in place for the HPER Department and College of Education meet the needs of the degree program. Years 2-5 assume a 3% raise in base salary per year.

<sup>5</sup> The current budget allowances for these expenses via the College of Education are sufficient for our needs. No additional funds are required to support this proposed academic degree. Since this degree proposal does not change the operation of the current academic program, there is no requirement for additional operational expenditures. Expenditures represent approximately 10% of the total operating budget for the School of Health, Physical Education, and Recreation (as our student population and faculty represent approximately 10% of the department in each area). There has been no increase in general operating budget for the past several years, therefore we anticipate no additional budget allocations for FY 2011-14.

<sup>6</sup> The current budget allowances for these expenses via the College of Education are sufficient for our needs. No additional equipment or supply expenses are required to support this proposed academic degree. Expenditures were calculated on the average allocation of equipment monies to the athletic training program over the past 4 years.

<sup>7</sup> The current facilities (HPER classrooms for academic instruction, Sapp Fieldhouse Athletic Training Room for clinical instruction) meet the needs of the proposed academic degree. No additional facilities are required. No increase in allocations are expected for FY 2011-14.

<sup>8</sup> There are no necessary expenses for library or information resources.

<sup>9</sup> There are no additional expenditures for this proposed academic degree.

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



APPENDIX B

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - MASTER OF ARTS IN ATHLETIC TRAINING**

	FY(2010) Year 1	(FY2011) Year 2	(FY2012) Year 3	(FY2013) Year 4	(FY2014) Year 5	<b>Total</b>
Reallocation of Existing Funds <sup>1</sup>	\$ 124,656	\$ 3,311	\$ 3,411	\$ 3,513	\$ 3,619	\$138,510
Required New Public Funds <sup>2</sup>	\$0	0	0	0	0	\$0
1. State Funds	\$0	0	0	0	0	\$0
2. Local Tax Funds (community colleges)	\$0	0	0	0	0	\$0
Tuition and Fees <sup>3</sup>	\$0	\$5,769	\$5,999	\$6,239	\$6,489	\$24,496
Other Funding <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue <sup>5</sup></b>	<b>\$124,656</b>	<b>\$9,080</b>	<b>\$9,410</b>	<b>\$9,752</b>	<b>\$10,108</b>	<b>\$163,006</b>

<sup>1</sup> The College of Education currently funds our concentration in athletic training. No additional sources of revenue are required as the change to a degree program will not alter any expenditures.

<sup>2</sup> No additional public funds are required for this program, as it is currently fully-funded by the College of Education and we have no additional expenditures.

<sup>3</sup> Calculated as 1 new full-time (9 credit hours) student per FY, multiplied by resident tuition and fees and increased 4% per year. We anticipate increasing enrollment and adding one additional student to the athletic training education program every year, beginning in FY 2011. We believe the ability to offer a degree, and retain our accreditation when other programs may be losing theirs, will increase interest in our athletic training program and increase applications each spring. We currently have the capacity to increase enrollment without adding additional instructors, faculty, or facilities.

<sup>4</sup> There are no additional sources of funding required for this program. The current concentration is fully-funded by the College of Education, and no additional expenditures will be incurred if this program transitions to a degree-granting academic program.

<sup>5</sup> **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 X-A-2

Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Create a new professional program, the Doctor of Nursing Practice, at the University of Nebraska Medical Center.

RECOMMENDED ACTION: It is recommended that the Board of Regents approve the Doctor of Nursing Practice at the University of Nebraska Medical Center.

PREVIOUS ACTION: None

EXPLANATION: The University of Nebraska Medical Center (UNMC) proposes a new professional doctorate in nursing, the Doctor of Nursing Practice (DNP), to prepare nurses with the additional education and training necessary for advancing the science of clinical care and systems improvement for health agencies throughout Nebraska. This terminal clinical degree emphasizes advanced clinical care, health systems innovation and improvement, leadership, epidemiology, health economics, and clinical research methodologies. The leading national nursing education organization, the American Association of Colleges of Nursing (AACN), has adopted the DNP as the standard for the clinical terminal degree in nursing effective 2015.

Strategic goals of UNMC include expanding the number and competence of health professionals in the state. Graduates must be prepared to solve multiple health systems problems related to the organization and delivery of safe, effective, efficient, and timely care for Nebraskans. Graduates of the proposed program will be nurse clinicians qualified for such employment positions as director of quality and safety, director of quality improvement research, systems analyst, public health planner, and other administrative, operational, and leadership positions in health care. In addition, graduates will be qualified to become clinical faculty in nursing education programs, thus helping to fill the critical gap in nurse educators in the state.

The proposed program leading to the DNP degree is an 80-87 credit, 3-year (full-time) post-baccalaureate course of study. Graduates will have the education and applied research skills to:

1. improve the delivery of health care and patient outcomes at all levels – bedside, unit, institution, local, state, regional, and national;
2. become clinical faculty in nursing education programs; and
3. translate research findings generated by PhD prepared nurses and other basic and clinical scientists into direct patient care for quality and safety improvements.

Initially, the DNP program will be offered as a post-master's pathway that builds on the existing master's of science in nursing program (MSN). Fifteen students will be admitted in each of the first two years. Once established, the existing MSN program will be phased out in accord with the national AACN plan.

The proposed DNP program will be offered with existing, reallocated resources including facilities and faculty. It has been approved by the University of Nebraska Council of Academic Officers and an external peer review panel at the direction of the Provost's Office.

PROJECT COST: \$ 214,300

SOURCE OF FUNDS: Reallocation of existing funds

SPONSORS: Rubens Pamies, Dean for Graduate Studies  
Vice Chancellor for Academic Affairs

Linda R. Pratt  
Executive Vice President and Provost

RECOMMENDED: Harold Maurer, Chancellor  
University of Nebraska Medical Center

DATE: January 11, 2011

**DEGREE PROPOSAL  
DOCTOR OF NURSING PRACTICE  
College of Nursing  
University of Nebraska Medical Center**

**Descriptive Information**

- The name of the institution proposing the program: University of Nebraska Medical Center
- The name of the program (major) proposed: Doctor of Nursing Practice
- Degrees/credentials to be awarded graduates of the program: DNP
- Other programs offered in this field by this institution: BSN, MSN, PhD, Post-Masters Certificate
- CIP code: 51.2299
- Administrative units for the program: College of Nursing
- Proposed delivery site(s), and type(s) of delivery, if applicable: University of Nebraska Medical Center College of Nursing; synchronous in-class and synchronous distance
- Date approved by governing board:
- Proposed date (term/year) the program will be initiated: Fall 2011

**1. Description and Purpose of Proposed Program**

The proposed program leading to the degree Doctor of Nursing Practice (DNP) is an 80-87 credit, 3-year (full-time) post-baccalaureate course of study for nurses whose career goals focus on advanced clinical expertise, quality improvement, patient safety, and health systems change. The DNP is designed for nurses seeking a terminal degree in nursing *practice* and offers an alternative to research-focused nursing PhD programs.

DNP graduates will have the education and applied research skills to:

1. improve the delivery of health care and patient outcomes at all levels – bedside, unit, institution, local, state, regional, and national;
2. become clinical faculty in nursing education programs; and
3. translate research findings generated by PhD prepared nurses and by other basic and clinical scientists into direct patient care for quality and safety improvements.

As context for the proposed program, the Institute of Medicine's (IOM) landmark study *To Err is Human: Building a Safer Health System* (2000) reported that 44,000 to 98,000 Americans die each year as a result of medical errors. The national cost of preventable healthcare-related injuries is \$17 to \$29 billion. In addition, even when patients are not harmed, medical errors negatively impact staff morale and related quality of care.

In another report, *Health Professions Education: A Bridge to Quality* (2003), the IOM urged training programs to produce graduates who can work effectively in interprofessional teams, provide patient-centered care, apply evidence-based research, lead and evaluate quality improvement initiatives, and use informatics to guide decision making. According to the report, transforming how care is delivered requires clinicians who can design, evaluate, and continually improve the environment in which care is delivered.

In keeping with these IOM reports, a recent report by the Carnegie Foundation for the Advancement of Teaching (2010), *Educating Nurses: A Call for Radical Transformation*, concluded that profound changes in nursing practice call for equally profound changes in the education of nurses. The growing complexity of healthcare environments, such as the wide use of advanced technologies and the escalation of high-risk medications, requires the highest level of nurses' knowledge and skill in order to improve quality outcomes and patient safety. Better care environments also improve nurses' work satisfaction and reduces staff turnover.

In response to this national demand, master's degree programs in nursing (MSNs) that educate advance practice nurses, such as nurse practitioners and clinical nurse specialists, have expanded didactic and clinical clock hours far beyond the requirements of master's degree education in virtually any other field. Nationally, MSN programs now exceed 50 credits and typically require three years. Even with this extended training, MSN programs will need to add additional training in interprofessional teams in order to meet future accreditation standards.

With this backdrop, the American Association of Colleges of Nursing (AACN), which sets standards for academic nursing programs, in 2003 proposed a new degree for nursing's advanced clinical practice, the Doctor of Nursing Practice (DNP). In October 2004, over 600 AACN member schools, including UNMC, voted to endorse the DNP. The plan called for moving the level of preparation for advanced nursing practice from the MSN to the practice doctorate by the goal date of 2015. In 2005, the National Academy of Sciences echoed support for this change by calling for the nursing profession to develop a "non-research clinical doctorate" to prepare expert practitioners who can also serve as clinical faculty and who are educationally prepared to move research findings into practice much more rapidly than the oft-quoted 15 years for medical research findings to change clinical practice.

The DNP aligns the profession of nursing with other health professions in awarding a practice doctorate as a clinical pathway and alternative to the PhD research doctorate. Many health professions bypass the master's degree altogether. For example, Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all offer practice doctorates rather than clinical master's degrees. The College of Nursing will retain its master's degree program until such time as the preparation for advanced practice nursing at the DNP is the national standard.

In summary, factors underlying the need for additional education culminating in a nursing practice doctorate include the:

- rapid expansion of clinical and scientific knowledge;
- increased complexity of patient care;
- need for health system improvement in quality care and patient safety;
- need to quickly translate research findings into practice for practice-improvement;

- shortages of nursing personnel which demand a higher level of preparation for nurse leaders who can design and evaluate new models of care delivery that will reduce nurse burnout and turnover;
- shortages of doctorally-prepared nursing faculty; and
- increased educational expectations for the preparation of other members of the healthcare team.

### **Scope of Practice**

The DNP does not change a nurse practitioners' or clinical nurse specialists' scope of practice. Instead, it adds systems improvement knowledge to the established role of advance practice nurses. Scope of practice is codified in state law. In Nebraska, the scope of practice of advance practice nurses includes health promotion, health supervision, illness prevention and diagnosis, treatment, and management of common health problems and chronic conditions. The additional course work and credit hours to earn the DNP meet the IOM recommendation to require education, both didactic and clinical, in quality improvement, evidence-based practice, interprofessional collaboration, patient-centered care, and informatics.

### **National and Regional Statistics for the DNP**

Since adoption as a standard by AACN, the DNP program has rapidly spread.

- 120 DNP programs nationwide currently enroll students and an additional 161 are in the planning stage.
- DNP programs are now offered in 35 states and the District of Columbia. States with the most programs (5 or more) include Florida, Minnesota, New York, Pennsylvania, and Texas.
- 51% of academic health centers nationally offer the DNP.
- 71.9% of schools of nursing with MSN programs leading to the role of nurse practitioner or clinical nurse specialist (388 schools) either offer or are planning a DNP program.
- The University of Nebraska loses potential students to regional competition. Kansas, Missouri, Iowa, South Dakota, and Colorado all have DNP programs with tuition in the \$139 to \$700 /credit range.
- The only DNP program in Nebraska is offered by Creighton University School of Nursing. Creighton opened a DNP program in 2009 with an initial enrollment of approximately 100 students at \$676 /credit.

### **Program Description**

The College of Nursing builds and delivers its educational programs (baccalaureate, masters, and doctorate of philosophy in nursing) in accord with AACN standards (referred to as *Essentials*) as well as the criteria set forth by its accrediting agency, the Commission on Collegiate Nursing Education (CCNE). AACN's *Essentials for the Doctor of Nursing Practice* (2006) incorporates

the IOM recommendations and defines the expected program outcomes and graduate competencies, which build on what is already required for the MSN. DNP programs typically have two pathways: a generic post-baccalaureate pathway and a shorter post-master's pathway. The College of Nursing proposes these two pathways and entry points, i.e.

1. students can enter with a BSN and complete requirements for the MSN and the post-masters DNP (a total of 80 – 87 credits, depending on area of specialty, in approximately 3 years of study). Students who enroll in this pathway will not be awarded a master's degree except on an option-out basis.
2. students who have already earned a master's degree can enter and earn a post-master's DNP (a total of 33 credits in approximately 1 year of study).

## **2. Program of Study**

### **Admission requirements**

- License to practice as a Registered Nurse in one of the 50 states in the US.
- A 3-page written statement of educational and professional goals including the applicant's area of practice interest.
- Three letters of recommendation (preferably from persons holding a doctorate). At least one letter should be from a faculty member in the applicant's previous program who can attest to the applicant's ability to successfully complete the program.
- For the post-BSN pathway, a BSN degree from an accredited school of nursing with a minimum GPA of 3.2.
- For the post-MSN pathway, a MSN degree from an accredited school of nursing with a minimum GPA of 3.4 and Graduate Record Examination (GRE) scores (combined verbal and quantitative scores) of 1000.

### **Degree Requirements**

#### **Students who have a BSN:**

To earn the DNP, post-BSN students will be required to complete a total of 80 to 87 credit hours, depending on area of specialty. Courses must meet AACN's *Essentials for Masters Education* and *Essentials for Doctoral Education for Advanced Nursing Practice*, as well as curriculum requirements for the student's selected specialty area (e.g., acute care, psychiatric mental health, geriatrics).

#### **Students who have a MSN:**

To earn the DNP, post-MSN students will be required to complete 33 credit hours in the following areas: leadership, organizational systems, economics, health policy, applied research, evidence-based practice, epidemiology, clinical practicum, and capstone clinical research project.

Students in both pathways must complete 1000 hours of clinical practicum. Students entering the program with a MSN will be awarded credit for clinical practicum hours earned in their MSN program. MSN degree specialty areas require a range (550 to 650) of clinical hours for licensure and national certification, thus, post-master's DNP students will complete approximately 400 additional clinical practicum hours.

Students will be allowed to transfer up to 12 graduate credits from an institution fully accredited to offer graduate course work. The UNMC College of Nursing's Graduate Affairs Committee will evaluate the course syllabi and materials for quality and suitability as equal to or superior to courses offered at the University of Nebraska.

All students must maintain a minimum cumulative grade point average of 3.0. Failure to maintain a 3.0 will result in suspension or termination from the program.

<b>Master's of Science in Nursing (MSN) Program</b>		
Existing MSN curricula for students desiring nurse practitioner or clinical nurse specialist role (47- 54 credit hours)	Required for all Master's students	NRSB 802: Nursing Scholarship
		NRSB 804: Health Systems Innovation and Improvement
		NRSB 809: Health Promotion for Populations
		NRSB 817: Leadership in Nursing
	Required for all nurse practitioner & clinical nurse specialist students	NRSB 818: Pathophysiology for Advanced Practice Nurses
		NRSB 833: Advanced Assessment Across the Lifespan
NRSB 883: Applied Pharmacology for Advanced Practice Nurses		
Nurse practitioner & clinical nurse specialist students select one population focus	Acute Adult Care Gerontology Pediatrics Women's Health Psychiatric Mental Health Family Nurse Practitioner	
<b>Post-Master's, Required Courses for Doctor of Nursing Practice</b>		
DNP-specific curricula (33 credits)	4 Existing courses offered by the UNMC College of Public Health	Biostatistics I
		Epidemiology
		Health Economics
		Health Care Policy
	6 Courses to be offered by the College of Nursing	NRSB XXX: Transformational Leadership
		NRSB XXX: Implementing Evidence-Based Practice
		NRSB XXX: Changing Complex Systems to Improve Health Care



		Delivery
		NRSG XXX: Methods for Assessing Clinical Practice Outcomes
		NRSG XXX: Clinical Inquiry I
		NRSG XXX: Clinical Inquiry II

## New Courses to be Offered by the CON

### 1. Transformational Leadership

#### *Course Description*

Seminar in Transformational Leadership (3 cr.) This doctoral seminar introduces the PhD and DNP student to the concepts and principles of transformational leadership within the context of health care. Using complexity science as a theoretical foundation, the course challenges students to create new ideas, adopt new behaviors and explore new vulnerabilities from which to view and solve health care dilemmas. Transformational leaders are challenged to implement and sustain organizational and systems change to support the healing and caring that leads to improved health outcomes. The three major constructs of transformational leadership (self transformation, patient centered transformation, health systems transformation) will be explored related to health outcomes.

#### *Course Objectives*

1. Explore the components of transformational leadership in a variety of clinical settings.
2. Explore the intersection of complexity science principles and transformational leadership when proposing health systems improvement.
3. Propose applications for complexity science and transformation leadership to solve a current health problem.
4. Develop one's own potential as a transformation leader.

### 2. Implementing Evidence-Based Practice

#### *Course Description*

This course builds on an understanding of the scholarship of nursing and the concepts of evidence-based practice. It will prepare students to critically evaluate theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and interprofessional healthcare practice. The ethical, economic, cultural, and political implications of innovations in evidence-based practice will be explored.

#### *Course Objectives:*

At the completion of this course, students will be able to:

1. Critically examine models and methodologies to systematically evaluate evidence for practice guidelines.
2. Formulate critical questions pertinent to clinical practice and health outcomes.
3. Analyze and critique a variety of information sources (e.g., research, consumer, secondary data, patient data) to determine levels of evidence to support clinical practice and policy.
4. Develop innovative strategies to apply/disseminate evidence into clinical practice.
5. Develop and complete an evaluation of an evidence-based practice protocol.

6. Analyze ethical, economic, cultural, and political issues pertaining to the provision of care and integration of evidence into interdisciplinary clinical practices.

### 3. Changing Complex Systems to Improve Health Care Delivery

#### *Course Description:*

Students will explore strategies to create, sustain, and evaluate change in complex micro-and-macro systems. Students will engage in futuristic visioning and scenario building to address emerging practice and health care problems. Solutions to complex systems issues will be proposed within the context of relevant ethical, political, economic, and cultural factors. Students will use collaborative and interprofessional skills to explore proposed system solutions. (2 credits theory, 2 credits practicum)

#### *Course Objectives:*

At the completion of this course, students will be able to:

1. Apply organizational and systems theories/models and methods to the design and evaluation of micro-and-macro systems.
2. Propose innovative care delivery models to address emerging practice and health care problems.
3. Integrate economic, health policy, ethical, and cultural principles to the development and implementation of plans for practice-level and/or system-wide quality improvement.
4. Employ effective collaborative and interprofessional skills in the design of complex systems change.

### 4. Methods for Assessing Clinical Practice Outcomes

#### *Course Description*

A variety of approaches can be used to evaluate health and practice outcomes. In this course, students will explore the strengths and weaknesses of different methodologies and data when compared to a variety of clinically relevant issues. Examples of methodological approaches include the use of surveys, observations, and/or interviews, and quality improvement processes. Examples of data include the use of secondary data sets and/or epidemiological data and clinical records data bases. The use of different methodologies combined with the cultural, ethical, political, and economic implications for practice will be explored.

#### *Course Objectives:*

At the completion of this course, students will be able to:

1. Evaluate the opportunities and challenges of using existing data sets to address clinically relevant questions.
2. Evaluate the strengths and weaknesses of various quantitative and qualitative methods when analyzing clinical practice outcomes.
3. Design an outcomes assessment process to evaluate and improve health practices at the institutional, local, state, regional, and/or international health delivery levels.
4. Critique the proposed outcomes assessment process in light of ethical, political, cultural, and economic implications.

### DNP Clinical Practicum Requirements

Students must complete a minimum of 1000 post-baccalaureate practice hours. For post-master's students, practice hours from the student's MSN program will be evaluated and credit will be awarded for verified practice hours. Practice hours provide students the opportunity to apply knowledge and newly acquired skills to the practice setting. Practice settings will vary depending on students' interest and career goals. The primary aim of the practice work is to design, implement, and evaluate change that will improve health outcomes for individuals, families, communities, and/or populations. Overall, the practicum experience and the Capstone Project are designed for students to:

1. Design, implement, and evaluate new practice approaches or health practices to meet the current and/or future needs of patient populations at the institutional, local, state, national, regional, and/or international health delivery levels.
2. Actively engage in leadership to develop and evaluate health policy.
3. Effectively communicate and collaborate with a variety of professionals to create and implement change in complex healthcare delivery systems.
4. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
5. Disseminate findings from evidenced-based practice and research to improve healthcare outcomes.

The practicum clinical practice hours are earned in the following three primary courses, although students may earn additional practice hours as deemed necessary and in negotiation with their academic advisor.

The course Changing Complex Systems to Improve Health Care Delivery contains a 2 credit hour practicum or 90 hours of practice. In this practicum students will select a micro or macro system and/or aggregate population of interest. Students will use newly learned system theories and models to evaluate their selected practice of interest. Students will begin to explore and integrate principles of finance, economics, health policy, ethics, and cultural diversity to develop and implement plans for practice-level and/or system-wide quality improvement. Students will employ interprofessional communication and collaborative skills in the design and evaluation of their quality improvement plans. Students will evaluate the intersection of the micro level with health care delivery system. Ethical implications of change will be analyzed.

5. NRSG XXX: Clinical Inquiry I: 3 credits/135 practice hours

In NRSG XXX students will further their exploration and analysis of their selected client, population, and/or system. Students will use their own evidence-based analysis and data from either clinical practice and/or epidemiological studies to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio- economic, cultural, ethical, and political implications continues.

6. NRSG XXX: Clinical Inquiry II: 5 credits/ 225 practice hours

Building on the students work thus far, practice interventions are refined. Under the guidance of their academic advisor, students implement and evaluate their designated project, with plans for or evidence of dissemination.

The practicum experiences culminate in a Capstone Research Project. The following are sample titles of Capstone Projects completed by students at a peer institution. These titles reflect a clinical and/or population focus as well as a strong emphasis on improving health outcomes.

- *Improving Glycemic Outcomes through Facilitation at the Point of Care*
- *Program Evaluation: Multidisciplinary Disease Management and Improved Diabetes Care in a Free Medical Clinic*
- *Follow-Up Visits of Patients with Metabolic Syndrome at a Clinic for an Underserved Population*
- *The Use of Census Tract Median Home Value as a Predictor of Poor Birth Outcomes*
- *Current Status of Women Veterans' Health Care at the Portland VA Medical Center*

### **Program Outcomes**

Upon completion of the program, graduates will be able to:

1. Develop and evaluate new practice approaches based on theories and empirical evidence from nursing and other disciplines.
2. Demonstrate organizational and systems leadership for quality improvement/patient safety for health care systems and populations.
3. Design, implement and evaluate processes to improve health practices and outcomes at the institutional, local, state, regional, national, and international health delivery levels.
4. Demonstrate leadership in the selection, use, evaluation, and design of information systems/technology for improvement and transformation of health care.
5. Lead the development, implementation, and evaluation of health policy and its impact on health outcomes at the institutional, local, state, regional, national, and international health care delivery levels.
6. Engage in interprofessional collaboration in complex health care delivery systems.
7. Design, implement, and evaluate care delivery models and strategies to improve population health.
8. Demonstrate advanced levels of accountability and systems thinking to advance and uphold professional nursing values.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

Student assessment and evaluation occurs in each course through various strategies such as exams and written projects. Through clinical practicum experiences, culminating in the Capstone Project, students demonstrate attainment of the aforementioned outcomes. Students will maintain a clinical portfolio that demonstrates attainment of outcomes. Examples of portfolio items

include self and peer assessment, completed projects such as a policy analysis or quality improvement interventions, preceptor feedback, and faculty feedback.

### **Program Evaluation**

The CON conducts comprehensive evaluation of all of its degree programs. DNP program evaluation will be consistent with this master plan. The plan includes both formative and summative evaluation methods. *Formative* evaluation will commence with the incoming DNP class and will be used to make quality improvements on aspects of the first cohort's admission and progression. Course evaluations will be used to revise or further develop courses. *Summative* or outcomes evaluation will examine graduates benchmarks for success, employers' satisfaction, and workforce or workplace improvements that result from graduates' work. Summative data will guide revisions to the program over time. Changes, based on data, will be reviewed by CON faculty and voted on by the CON Graduate Affairs Committee.

### **3. Faculty, Staff, and other Resources**

#### **Faculty and staff**

No new faculty are needed for the proposed program. One staff person will be hired, using reallocation dollars, to facilitate program operations such as processing student inquiries and applications, monitoring student progression and requirements for degree completion, and tracking clinical practice hours.

Several factors align to make this program resource efficient:

- The DNP program builds on the CON's existing MSN program; thus, only 6 new courses are required.
- The latest AACN *Essentials* document for MSN programs promotes greater integration of course content. Based on this, the CON revised its existing MSN program in 2009-2010 to align with AACN's *Essentials* for MSN programs and to build the right foundation for a DNP program. This alignment has allowed us to delete 10 MSN courses to date, thus freeing resources for the DNP program.
- Fostering efficient use of faculty resources, twelve of the required DNP credits (four courses) will be available through existing courses offered by the UNMC College of Public Health.
- The CON's senior PhD-prepared clinical faculty (approximately 40 in number) are qualified to oversee DNP students in their clinical practica and to direct DNP Capstone Projects.
- Recently the CON hired four faculty with earned DNPs. These new practice faculty will be mentored by our senior PhD-prepared practice faculty to oversee students in their clinical practica and facilitate completion of Capstone Projects.

The CON plans to submit an application to the HHS Health Resources and Services Administration (HRSA), Division of Nursing for start-up funding for the program. Grant funds

would be helpful for collecting evaluation data, preparing for accreditation, and supporting the IT needs of the program. The CON has a successful track record of HRSA funding, as evidenced by the six HRSA-funded training programs currently underway in the CON. HRSA requires that a proposed DNP program be approved by University officials prior to grant application submission.

### **Physical Facilities**

No additional physical facilities are needed for the proposed program. The CON opens a new donor-funded facility in Omaha in October 2010. In addition, a new \$12 million dollar nursing education facility in Norfolk, Nebraska opened in August 2010 in which the CON's newest campus resides. Although the proposed DNP program will have minimal impact on space, the expansion of space already underway in these two locations is timely. DNP courses will be delivered synchronously via distance technology to current facilities in Omaha, Lincoln, Kearney, Norfolk, and Scottsbluff, with in-person mentoring at the appropriate campus.

### **Instructional equipment and information resources**

The CON will use existing technological infrastructure to deliver the proposed program to its five campuses. Courses will be delivered face-to-face to students on any CON campus via Campus IP Video. Depending on a student's clinical focus and potential faculty match, faculty-to-student mentoring will be in-person on the student's campus or via IP Video link with faculty at another CON campus.

The CON already provides extensive instructional technology staff support to assist faculty with course support systems such as Blackboard®, course material development (e.g., narrated PowerPoint slides), computer hardware/software maintenance, online testing, and classroom technology.

## **4. Evidence of Need and Demand: Enrollment Projections**

### **Student demand**

Demand is high for the DNP program in Nebraska and regionally. DNP programs in Kansas and Missouri turn away 50% of qualified applicants to their DNP programs. The CON's student services office receives, on average, 5 inquiries per week for the DNP option. Faculty who teach in the current MSN program respond to inquiries daily regarding when a post-masters DNP pathway might open. Potential students typically indicate they are interested in starting their program of study immediately and some say they are applying to programs outside of Nebraska.

Surveys by the CON in the past four years show burgeoning demand for the DNP. In a 2008 exit survey of 631 graduating BSN and 277 MSN students, one-third of those who plan to pursue an additional degree will seek the DNP. Among the MSN graduates alone, 82% of those who plan an additional degree will seek the DNP. Student interest in the DNP has increased each year for the past four years.

## **Enrollment projections for proposed program**

For the first two years of the program, the CON will admit only to the post-master's DNP pathway and will limit admission to 15 students a year. This will allow the CON to evaluate the curriculum and student outcomes, make any necessary modifications, and apply for accreditation from the Commission on Collegiate Nursing Education (CCNE) before expanding enrollment. If national and regional trends hold true, the number of applications will be high. The CON will slowly transition to offering both pathways. Currently, the CON admits approximately 125 students per year to its MSN program and turns away 52% of qualified applicants. Thus we anticipate high demand for the post-BSN program in the future once offered.

### **5. Partnerships with Business**

Clinical training is a major component of BSN, MSN, and/or DNP education. The CON contracts for clinical training sites with approximately 1000 clinical agencies and health-related corporations across Nebraska. Faculty work collaboratively with agency preceptors to educate students. Creating a reciprocal relationship with agencies, whereby preceptors assist with education and students assist with the delivery of patient care, benefits both the CON and the health of Nebraskans. Further, the clinical practicum of DNP students extends the potential impact on agencies and corporations beyond that of MSN students as DNP students translate research into practice, deliver and evaluate new care models, and analyze the impact of health policy on institutions, communities, or populations.

### **6. Collaborations within the University**

Most notably, the CON will collaborate with the UNMC College of Public Health in the delivery of four required courses (12 credits). In addition, DNP students are likely to collaborate in clinical care projects and engage in interprofessional training with numerous units of UNMC and NU, both in Omaha and around the state, for example:

- Munroe-Meyer Institute
- Center for Clinical and Translational Research
- Center for Health Disparities
- Eppley Cancer Center
- College of Medicine Diabetes Center
- Home Instead geriatrics program
- Student-run Sharing Clinic
- UNL Student Health Services

### **7. Collaborations with Higher Education Institutions and Agencies External to the University**

The CON has a strong history of partnerships with community agencies whose clinical sites support the clinical training of students, and, secondarily, improve the health and well-being of Nebraskans. The CON has approximately 1000 contracts with agencies, many external to the University, including health departments, medical clinics, rehabilitation centers, home health

agencies, and community agencies such as family services, Planned Parenthood, community action agencies, and early childhood centers.

The following partial list of current contracts illustrates the diversity and statewide location of collaborative sites for clinical training:

- Nebraska AIDS project,
- Novedades Veronica
- Heartland Urban Ministries Center,
- One World Community Health Center
- Intertribal Treatment Center
- La Clinica Medica Latina, NE Urban Indian Medical Center
- Pine Ridge Indian Health Service
- Pan Handle Community Services
- St. Elizabeth Regional Medical Center
- Nebraska Methodist Hospital
- Greater Sandhills Family Healthcare
- Regional West Medical Center
- Faith Regional Medical Center

## **8. Centrality to Role and Mission of the Institution**

### **Improve the health of Nebraska**

Graduates of the College's MSN program practice as clinical nurse specialists or nurse practitioners to deliver high-quality patient care in numerous settings throughout the state, such as hospitals, clinics, and physician group practices. Their practice particularly improves access to care for underserved Nebraskans. The benefit of earning the DNP beyond the MSN is that the additional training empowers the DNP graduate to translate research evidence into practice, to assist physicians in the design and implementation of practice improvements which maximize reimbursement within the "pay-for-performance" climate, to engage in inpatient quality improvement, and to analyze the financial benefits and burdens of health care policy. Similarly, the DNP graduate working in a health department may use research evidence to improve care delivery to vulnerable populations thereby improving the health and well-being of Nebraskans. These examples illustrate the potential advanced skills of the DNP graduate toward improving the health of Nebraskans.

### **Premier educational programs**

The CON takes pride in offering premier educational programs. During its recent re-accreditation cite visit (2008-2009), focus groups with employers of our graduates confirmed that CON graduates are highly valued. Re-accreditation was granted for the full 10 years with no concerns or limitations and with high praise for both the BSN and MSN programs (the PhD in nursing is accredited separately under the North Central accreditation of UNMC). The MSN program has been rated in the top 8% of almost 400 graduate nursing programs in the US by *U.S.*



*News and World Report*. Offering the DNP will be an important step toward maintaining our reputation as a top-tier graduate program as we join the 51% of academic health centers who already offer the DNP program.

### **Innovative research**

The DNP degree is not a research degree. The Capstone Project is an applied clinical quality improvement project. However, the DNP graduate can work side-by-side with traditional researchers to translate and apply new research findings to clinical practice. Further, the DNP graduate can work in interdisciplinary teams to generate clinically important questions for traditional researchers. In some cases, DNPs will serve as vital clinical partners of a research team. Such national quality improvement projects as the Institute for Healthcare Improvement's *100,000 Lives Campaign* positively influence the way in which care is delivered; a DNP graduate would take a lead role in translating this kind of national work to the local environment.

### **Highest quality patient care**

The primary focus of the additional coursework for the DNP is to educate graduates for working in interdisciplinary teams, fostering clinical practice innovation, translating research into clinical practice, and creating health system improvements. All of these educational foci are aimed at enhancing the highest quality patient care.

### **Outreach to underserved populations**

Many CON faculty are active practitioners and in a typical year provide health promotion or primary care to over 14,000 Nebraskans, most of whom have no other source of care. These faculty practices provide clinical experiences for more than 160 students. This strong service mission will continue and not be hampered by the additional educational program. As mentioned, the educational experiences and projects within the DNP curricula will provide opportunities to improve the delivery of care to underserved populations.

## **9. Avoidance of Unnecessary Duplication**

### **Similar programs offered in the state by public or private institutions**

In Nebraska, the DNP program is offered only at Creighton University where it has experienced heavy demand. In addition, the program is offered in all neighboring states; these neighbor states' programs also are heavily subscribed. Although wide regional availability might be considered a deterrent to opening a new program, in nursing the demand in Nebraska for this level of education far exceeds available openings due in part to a regional shortage of nursing faculty. Graduates of the DNP program in Nebraska are expected to ease the state's faculty shortage by serving as faculty in nursing education programs throughout the state. Further, the profession of nursing is transitioning from the MSN as the terminal practice degree to the DNP as the terminal practice degree by 2015. For the CON to remain competitive for graduate student applicants, to have sufficient time to implement and evaluate student progression and program

outcomes, and to receive accreditation, the implementation of this proposed program in 2011 will be timely.

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

**Meeting the needs of students**

The DNP will be student-centered as faculty engage students in developing and improving their clinical skills consistent with the IOM recommendations, the career goals of students themselves, and the health care needs of Nebraska. Graduates of the program will have the skills necessary to improve health outcomes and patient safety for citizens of Nebraska. Students will be prepared to practice in clinic and institutional settings and to become clinical faculty.

**Meeting the needs of the state**

The DNP graduate will be better prepared to practice in complex clinical settings, translate research findings into practice, create and evaluate new care delivery models, and serve as clinical faculty in nursing programs. This will improve the health of Nebraskans and address the nursing faculty shortage. As the health needs and priorities of the population of Nebraska evolve, faculty and students in this program will be well-positioned to meet new challenges by developing, implementing, and evaluating care delivery models and analyzing the impact of policy on patient outcomes.

**Meeting the needs by building exemplary institutions**

The DNP program enhances the mission of the University of Nebraska Medical Center by contributing to the improvement of the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations. As the leading educational institution for health professionals in Nebraska, UNMC is committed to the residents of Nebraska. The DNP will enhance and support this mission.

**Meeting Educational needs through partnerships and collaboration**

To benefit the economy of Nebraska, there must be an active partnership between higher education and Nebraska's health care sector. The DNP program will foster collaboration by partnering with local businesses for clinical training sites. Community-based organizations, health care delivery sites such as clinics and hospitals, state agencies, and other organizations will partner with students and faculty in planning, implementing, and evaluating projects and training initiatives.

**Facilities planning to meet educational needs**

The College of Nursing will use its existing campus locations in Omaha, Lincoln, Norfolk, Kearney, and Scottsbluff to meet the educational needs of this program.

**TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM**

	(FY12)		(FY13)		(FY14)		(FY15)		(FY16)		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	1.6	\$172,800	1.2	\$134,784	1.25	\$146,016	1.45	\$176,154	2	\$252,689	7.5	\$882,443
Professional											0	\$0
Graduate assistants											0	\$0
Support staff <sup>2</sup>	1	\$38,700	1	\$40,248	1	\$41,858	1	\$43,532	1	\$45,274	5	\$209,612
Subtotal	2.6	\$211,500	2.2	\$175,032	2.25	\$187,874	2.45	\$219,686	3	\$297,963	12.5	\$1,092,055
<b>Operating</b>												
General Operating <sup>3</sup>		\$2,800		\$2,950		\$3,000		\$3,000		\$3,000		\$14,750
Equipment <sup>4</sup>												\$0
New or renovated space <sup>5</sup>												\$0
Library/Information Resources <sup>6</sup>												\$0
Other <sup>7</sup>												\$0
Subtotal		\$2,800		\$2,950		\$3,000		\$3,000		\$3,000		\$14,750
<b>Total Expenses</b>	2.6	\$214,300	2.2	\$177,982	2.25	\$190,874	2.45	\$222,686	3	\$300,963	12.5	\$1,106,805

**FOOTNOTES**

<sup>1</sup> Salary calculations are based on an average PhD faculty salary of \$108,000. Average salary is increased by 4% each year. Teaching FTE is estimated according to the CON's workload formula for PhD prepared faculty. More FTE is allocated for year 1 to allow for new course development and evaluation. The FTE allocation decreases in year 2 after courses have been developed, but then begins to rise in year 3 as student enrollment increases. Student numbers are based on 15 post-masters students admitted in year 1, 15 in year 2, and 30 students admitted each year following. Beginning with year 3, students are a combination of post-masters and BSN to DNP. Faculty FTE is reallocated from efficiencies gained in the current MSN program.

<sup>2</sup> One full FTE is allotted for a staff position to facilitate program operations such as processing student inquiries and applications, monitoring student progression and requirements for degree completion, and tracking clinical practice hours. Average salary is increased by 4% each year.

<sup>3</sup> One to two faculty will attend a national nursing education conference each year to stay abreast of national DNP education trends and standards. Also, Includes printing of marketing materials and software upgrades for technology used to facilitate teaching.

<sup>4</sup> No upgrades are necessary at this time.

<sup>5</sup> No additional physical facilities are needed for the proposed program. The CON opens a new \$14 million donor-funded facility in Omaha in October 2010. In addition, a new \$12 million dollar nursing education facility in Norfolk, Nebraska opened in August 2010 in which the CON's newest campus resides. Although the proposed DNP program will have minimal impact on space, the expansion of space already underway in these two locations is timely.

<sup>6</sup> No new library expenditures expected.

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

	(FY12) Year 1	(FY13) Year 2	(FY14) Year 3	(FY15) Year 4	(FY16) Year 5	<b>Total</b>
Reallocation of Existing Funds <sup>1</sup>	\$182,425	\$55,072.00	\$14,158.92	\$0.00	\$13,138.92	\$264,795
Required New Public Funds <sup>2</sup>						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>3</sup>	\$26,775	\$117,810	\$176,715	\$235,620	\$274,890	\$831,810
Other Funding <sup>4</sup>	\$5,100	\$5,100				\$10,200
1						\$0
2						\$0
3						\$0
<b>Total Revenue <sup>5</sup></b>	<b>\$214,300</b>	<b>\$177,982</b>	<b>\$190,874</b>	<b>\$235,620</b>	<b>\$288,029</b>	<b>\$1,106,805</b>

**FOOTNOTES**

<sup>1</sup> The CON revised its existing MSN program in 2009-2010 to align with the national AACN's revised standards for MSN programs and to build the foundation for a DNP program. This revision led to the deletion of 10 MSN courses (to date), thus freeing resources for the DNP program. The faculty FTE associated with these 10 courses are reallocated to the DNP courses. Because the DNP builds on the revised MSN program plus four courses from the College of Public Health, only 6 new courses are proposed.

<sup>2</sup> No additional state funds are requested or required.

<sup>3</sup> In 2009-2010 the Board of Regents approved an increase of \$119.25 in nursing graduate tuition. The CON receives these increase dollars to assist with graduate faculty salaries and for new hires for the graduate programs. Our presumption is that these increased tuition funds generated by DNP students will be used to partly offset costs of faculty FTE. While students may be full- or part-time, to be conservative, tuition is calculated at part-time rates.

Year 1: \$119 X 15 students X 15 credits (approximately half the credits for the post-masters DNP)

Year 2: \$119 X 30 students X 33 credits

Year 3: \$119 X 45 students X 33 credits

Year 4: \$119 X 60 students X 33 credits

Year 5: \$119 X 70 students X 33 credits

<sup>4</sup> The CON plans to submit an application to the Health Resources and Services Administration (HRSA) for start-up funding for the program. Grant funds would be helpful for collecting evaluation data, preparing for accreditation, and supporting the IT needs of the program. The CON has a successful track record of HRSA funding, as evidenced by the seven HRSA-funded training grants currently underway in the CON. HRSA requires that a proposed DNP program be University-approved prior to grant application submission. In addition, \$5,100 in salary of an instructional designer is appropriately reallocated for two years from an existing HRSA grant.

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

MEETING DATE: January 28, 2011

SUBJECT: Deletion of pre-existing degrees (MS, MA, MAT, MSCT, and PhD) in Mathematics and Statistics.

RECOMMENDED ACTION: Approval to delete pre-existing degrees (MS, MA, MAT, MSCT, and PhD) in Mathematics and Statistics.

PREVIOUS ACTION: On June 7, 2003 the Board of Regents approved the following:

- The division of statistics within the Department of Mathematics and Statistics was merged with the Department of Biometry to form the new Department of Statistics and the Department of Mathematics and Statistics was renamed the Department of Mathematics.
- The Master of Science in Biometry and the statistics specialization of the Master of Science in Mathematics and Statistics were consolidated into a single Master of Science in Statistics from the Department of Statistics.
- The statistics PhD. from the statistics specialization in Mathematics and Statistics was transferred and is now administered by the new Department of Statistics.

EXPLANATION: In 2003 Mathematics and Statistics split into two separate departments and since that time both have offered separate graduate degrees. Thus, the pre-existing degrees in Mathematics and Statistics are unnecessary. This proposal will not affect the two departments' existing separate degrees in their own distinct disciplines.

PROGRAM COSTS: None

SPONSOR: Ellen Weissinger  
Interim Senior Vice Chancellor for Academic Affairs

RECOMMENDED: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: January 14, 2011

TO: The Board of Regents Addendum X-A-4  
Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Honorary Degrees and Awards

RECOMMENDED ACTION: Approve the award of Honorary Degrees and Awards [Please note: this item will be voted on after the Closed Session]

PREVIOUS ACTION: The Board of Regents approved the current policies for awards found in the *University of Nebraska Board of Regents Policies* under RP-1.5.1-RP-1.5.5.

EXPLANATION: None

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: The Board of Regents Committee on Honorary Degrees and Awards

RECOMMENDED: James B. Milliken  
President

DATE: January 5, 2011

TO:	The Board of Regents Business Affairs	Addendum X-B-1				
MEETING DATE:	January 28, 2011					
SUBJECT:	Program Statement and Budget for the East Stadium Addition Research Fit-out at the University of Nebraska-Lincoln					
RECOMMENDED ACTION:	Approve the Program Statement and Budget for the East Stadium Addition Research Fit-out at the University of Nebraska-Lincoln (UNL).					
PREVIOUS ACTION:	October 15, 2010 – The Board of Regents approved the Program Statement and Budget for the East Stadium Improvements.					
EXPLANATION:	<p>This project will complete a portion of the shell space in the East Stadium Improvements project for the proposed Center for Brain, Biology and Behavior (CB<sup>3</sup>). The shell space includes 2,500 gross square feet on the first level that will house an MRI suite and associated research space, and a total of 19,000 gross square feet on the second and third floors to provide research and faculty office and support spaces.</p> <p>The proposed project supports the University’s strategic priorities to increase external support for research and scholarly activity; encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration; improve the quantity and quality of research space through public and private support; and 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.</p> <p>The program statement and budget have been reviewed and approved by the Business Affairs Committee.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Proposed start of construction</td> <td style="text-align: right;">March 2012</td> </tr> <tr> <td>Proposed completion of construction</td> <td style="text-align: right;">June 2013</td> </tr> </table>		Proposed start of construction	March 2012	Proposed completion of construction	June 2013
Proposed start of construction	March 2012					
Proposed completion of construction	June 2013					
PROJECT COST:	\$5,000,000					
ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance 1% Assessment	\$130,000 N/A				
SOURCE OF FUNDS:	F&A Funds	\$5,000,000				
SPONSOR:	Christine A. Jackson Vice Chancellor for Business and Finance					
RECOMMENDED:	Harvey Perlman, Chancellor University of Nebraska-Lincoln					
DATE:	December 21, 2010					

**University of Nebraska-Lincoln (UNL)**  
**East Stadium Addition Research Fit-out**  
**Program Statement**

Campus: UNL City Campus  
Date: November 3, 2010  
Prepared by: UNL Facilities Planning

Phone No. (402) 472-3131

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**1. Introduction**

a. Background and History

Social and behavioral science research at UNL occurs in many colleges and departments in locations across both campuses. External funding has mostly occurred through individual investigator or small team grants and contracts. Traditionally, there has not been a strong linkage between these researchers and life science researchers, contrary to federal efforts and initiatives. UNL seized an opportunity to make a strategic hire, bringing to UNL a prominent faculty researcher at the intersection of life, social, and behavioral sciences. This research space allows initiation of interdisciplinary teams that connect and leverage our existing research strengths in social, behavioral, and life sciences to address important health, behavior, and performance challenges. In addition, the proposed facility will accommodate increased collaboration with the Athletic Department. Combining UNL's research and athletic strengths will lead to increased solutions to health and performance challenges, serve citizens and students, increase opportunities for external research funding, and enable UNL to grow into an internationally prominent interdisciplinary research center.

b. Project Description

This project is part of a planned addition to the East Stadium, which is located on the western edge of UNL's City Campus. The proposed Center for Brain, Biology and Behavior (CB<sup>3</sup>; center proposal currently in development) will be located in the southern half of the expansion, occupying portions of the first, second, and third floors. The proposed project will complete the shell spaces including: 2,500 gross square feet on the first level to house the imaging magnet and associated research space, and a total of 19,000 gross square feet on the second and third floors to provide research and faculty office and support spaces.

c. Purpose and Objectives

The overarching goal is to consolidate UNL's CB<sup>3</sup> researchers into a single high-quality, centrally-located, state-of-the-science facility to enable cutting-edge biomedical and behavioral research. This construction will catalyze new



interdisciplinary research and enhance the recruitment of planned new research hires and retention of UNL's high-impact investigators who require modern tools to conduct their science. This goal will be met by completing two specific aims:

- Consolidating and enhancing the quality and functionality of biosociobehavior research to better accommodate the needs of faculty researchers
- Installing new equipment (e.g. MRI, biomarker capacity) and providing broad access to support innovative research activities

## **2. Justification of the Project**

### **a. Data which supports the funding request**

This project supports the development of CB<sup>3</sup>, which will bring together biomedical and behavioral researchers at UNL who use cutting edge biologic methods such as brain imaging, physiological recordings, biomarkers, and genomics to understand why humans behave as they do as individuals embedded in a social context. Together, these faculty have more than \$20 million in active and recently awarded federal grants from the National Institutes of Health, the National Science Foundation, and the Department of Defense.

The faculty leaders of CB<sup>3</sup> are internationally recognized and hold named professorships at UNL. Uniting these researchers in CB<sup>3</sup> and co-locating the core researchers in this space will capitalize on these investments to foster interdisciplinary interactions and research, increase federal grant applications and funding success, and enhance undergraduate and graduate student education by providing access to cutting-edge tools, interdisciplinary methods and knowledge. Coupled with the recent investment in magnetic resonance imaging (MRI) and two strategic opportunity hires, campus social science researchers now will have access to cutting edge tools and appropriately modern space to perform 21<sup>st</sup> century science.

### **b. Alternatives considered**

Consideration was given to renovating unfinished areas in the Whittier Research Center, the former gymnasium and unfinished ground-level. To accommodate the number of labs and offices to serve researchers and staff, the gymnasium space was to be subdivided into two floors and a code required pre-function/staging area was to be added outside the building's auditorium. The cost of the pre-function space and structural improvements to carry the new floor and MRI equipment (approximately 32,000 pounds) is very significant. However, both are unnecessary at the East Stadium location since it is new construction. Other issues associated with this option are the costs of disruption to research activity taking place in other parts of the building during construction; the greater distance of the Whittier location from other social science researchers in Burnett and

Oldfather Halls who are expected to utilize the research spaces and equipment. The Whittier location would also lead to a loss of the opportunities to collaborate with Athletics who would otherwise share the use of costly equipment.

**3. Location and Site Considerations**

a. County

Lancaster

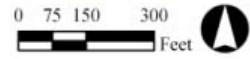
b. Town or campus

University of Nebraska-Lincoln City Campus

c. Proposed site



**East Stadium Research Fit-out**  
Project Location Map



- d. Statewide building inventory

Not available

- e. Influence of project on existing site conditions

- (1) Relationship to neighbors and environment

The proposed project is located in the western part of the UNL City Campus near the university's social sciences core buildings, Burnett and Oldfather Halls. Other uses surrounding the project site include athletic facilities to the west and north, surface parking and the Memorial Loop road to the east, and other academic buildings to the south and southeast.

- (2) Utilities

This project will receive utilities from the East Stadium including: steam and condensate, chilled water, drinking and fire protection water, electricity, and communication.

- (3) Parking and circulation

Parking and vehicular and pedestrian circulation in the vicinity of East Stadium will be affected during construction of the project. Part of the land east of Memorial Stadium between Avery Hall and the Ed Weir Track and the west end of the Memorial Loop will be closed for staging and storage of construction materials. Alternate routes for pedestrians and service vehicle traffic will be planned in coordination with the contractor during the design phase as the extent of the construction zone is determined.

It is anticipated that construction will take place during the football season along with other activities. In this case, appropriate safety measures will be taken to protect fans and staff as they enter and leave the facility. UNL Police stated that while pedestrian and vehicular traffic will be a challenge during the construction phase, they feel they can handle traffic more effectively on the east side of the stadium, compared to a previous, similar situation during construction on West Stadium.

While no parking stalls will be displaced by the East Stadium Research Fit-out project, a total of two (2) stalls will be dedicated to serve CB<sup>3</sup> visitors on either the east or south side of Memorial Stadium. Through an agreement with UNL Parking and Transit Services, these parking stalls will replace ones currently in use by the 501 Building at no cost to the project.

#### 4. Comprehensive Plan Compliance

- a. University of Nebraska Strategic Framework

This project complies with the objectives of the University Strategic Planning

Framework for 2010-2013:

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.”*
- 4.a. *“Increase external support for research and scholarly activity.”*
- 4.a.i. *“Increase federal support for instruction, research and development, and public service.”*
- 4.a.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.”*
- 4.b. *“Increase undergraduate and graduate student participation in research and its application.”*
- 4.c. *“Encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration.”*
- 4.d. *“Improve the quantity and quality of research space through public and private support.”*
- 4.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).”*

## 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. A majority of the East Stadium expansion will be assigned to athletic uses, which is in compliance with the land use element of the master plan for City Campus. The research component described above will be mutually beneficial to Athletics and promote collaboration between Research and Athletics.

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 project will provide additional research, office and service space, which will bring relief to 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 goal:

*“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 create high-quality research space in the new East Stadium addition, which will consolidate faculty and staff from the biomedic and behavioral fields and allow for collaboration and shared use of cutting-edge medical diagnostic equipment with the Athletic Department.

## **5. Analysis of Existing Facilities**

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

CB<sup>3</sup> researchers address topics in health, disease, development, and behavior embedded in the broader social context, using individual assessment, interview, survey, culture observation, dyadic games, and population epidemiology methods and employ cutting edge technologies including eye tracking, brain imaging, genomics, biospecimen sampling, and hormone assays. This work will continue at the new East Stadium location.

### **b. Square footage of existing areas**

Existing space consists of 6,566 net assignable square feet in five different buildings on both the City and East campuses.

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

<b>Space Description</b>	<b>Room-Use Code</b>	<b>Existing NASF</b>
Research Lab	250	2,395
Research Lab Service	255	487
<b>Category 200 Totals</b>		<b>2,882</b>
Office	310	2,487
Office Service	315	886
Conference Room	350	311
<b>Category 300 Totals</b>		<b>3,684</b>
<b>Total Net Assignable Square Footage</b>		<b>6,566</b>

- d. Physical deficiencies

Although the existing space for CB<sup>3</sup> researchers is barely adequate for individual research projects, it does not permit the kind of integrated, interdisciplinary work across multiple levels of analysis and methods on a par with the cutting edge science occurring in the most advanced institutions in the USA and the world today. For example, while one individual researcher has eye tracking equipment and another has the capacity to conduct analysis of electrical signals from the brain, these two capabilities are spread out over the campus, making it impossible for a single subject, particularly a child or an adult with a health issue, to participate in an interdisciplinary investigation that includes both methods. Furthermore, much of this space is not easily accessible to the public, parking is often remote, laboratories are hard to find, etc. Co-locating these researchers in a central, modern, easily accessible venue is critical to advance cutting edge science that integrates these methods to yield new, more comprehensive insights into the nature of health and disease that can lead to major breakthroughs in these domains.

- e. Programmatic deficiencies

The productivity and contributions of research faculty and staff of the CB<sup>3</sup> now are limited by both the size of their current space and their physical location. Existing space is insufficient for the anticipated growth and team members are currently spread out across five buildings on both the City and East campuses. By moving into a single facility adjacent to UNL's social sciences core, the work of the CB<sup>3</sup> will become more efficient and effective through the sharing of resources and the proximity of research groups that will significantly improve both physical interaction and the exchange of knowledge.

- f. Replacement cost of existing building

Because CB<sup>3</sup> team members will be relocating from multiple buildings on the City and East campuses to new space in the East Stadium addition, the calculation of replacement cost for existing facilities is not applicable.

**6. Facility Requirements and the Impact of the Proposed Project**

a. Functions/purpose of the proposed program

(1) Activity identification and analysis

The proposed project will benefit the University by providing social science and other faculty access to cutting edge equipment and accompanying modern, outfitted research space to enable 21<sup>st</sup> century science. The stadium location is ideal to promote interdisciplinary interactions among social science and other faculty that are located primarily on City Campus. Furthermore, Nebraska Athletics will be able to use the MRI and other equipment for their physical health needs of the student athletes, an innovative partnership that will result in an efficient use of the technology and is anticipated to foster research collaborations in the future.

(2) Projected occupancy/use levels

There currently are seven (7) core faculty members of CB<sup>3</sup> who will be housed in the facility and 25 affiliates who will utilize the facility and regularly collaborate with members. It is anticipated that three (3) full-time faculty and three (3) full-time staff will be added, including a coordinator who will provide administrative assistance, an MRI technician, and a biomarker technician.



## b. Space requirements

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

Space #	Area Description	Room Use Code	Qty.	NASF each	Total NASF	NASF Subtotal
<b>1.0 LEVEL 1</b>						
<b>1.1 MRI Suite</b>						
1.1.1	Lobby/Reception/Waiting	315	1	400	400	
1.1.2	Consultation Room (4-person)	255	1	100	100	
1.1.3	Office – Technicians	310	1	150	150	
1.1.4	Office – Radiologist	310	1	150	150	
1.1.5	MRI Exam Room	250	1	320	320	
1.1.6	MRI Control Room	255	1	120	120	
1.1.7	MRI Equipment Room	255	1	220	220	
1.1.8	Patient Changing Room	255	1	80	80	
1.1.9	Patient Restroom	255	1	50	50	
<b>Subtotal 1.1</b>					<b>1,590</b>	
<b>TOTAL LEVEL 1</b>						<b>1,590</b>
<b>2.0 LEVELS 2 &amp; 3</b>						
<b>2.1 Departmental Shared Space</b>						
2.1.1	Reception/Waiting	315	2	90	180	
2.1.2	Conference Room	350	2	350	700	
2.1.3	Workroom (Large)	315	1	200	200	
2.1.4	Workroom (Small)	315	1	100	100	
2.1.5	Storage	315	1	100	100	
<b>Subtotal 2.1</b>					<b>1,280</b>	
<b>2.2 Offices and Workstations</b>						
2.2.1	Office – Director	310	2	220	440	
2.2.2	Office – Administrative Coordinator	310	1	160	160	
2.2.3	Office – Faculty/Researcher	310	10	160	1,600	
2.2.4	Office – Post Docs (2-person)	310	5	160	800	
2.2.5	Workstations – Graduate Students (8)	310	1	220	220	
2.2.6	Workstations – Research (16)	310	1	550	550	
2.2.7	Workstations – Coding (18)	310	1	550	550	
<b>Subtotal 2.2</b>					<b>4,320</b>	

Space #	Area Description	Room Use Code	Qty.	NASF each	Total NASF	NASF Subtotal
<b>2.0</b>	<b>LEVELS 2 &amp; 3</b>					
<b>2.3</b>	<b>Behavioral Research</b>					
2.3.1	ERP Testing Room	250	7	90	630	
2.3.2	ERP Control Room	255	2	180	360	
2.3.3	ERP Control Room	255	1	90	90	
2.3.4	Data Storage (Hard Copy)	255	1	180	180	
2.3.5	Data Analysis	255	1	420	420	
2.3.7	GPS Room	250	2	90	180	
2.3.8	GPS Control Room	255	1	100	100	
2.3.9	Testing Room (4-person)	250	5	90	450	
2.3.10	Testing Room (6-person)	250	2	140	280	
2.3.11	Biology Sample Storage	255	1	320	320	
2.3.12	Observation Room (4-person)	250	7	100	700	
2.3.13	Observation Room (6-person)	250	2	140	280	
2.3.14	Observation Room (8-person)	250	1	160	160	
2.3.15	Observation Control Room	255	2	140	280	
2.3.16	Observation Control Room	255	1	100	100	
2.3.17	Video Coding	255	1	140	140	
2.3.18	Pre-school Laboratory	250	2	150	300	
2.3.19	Infant Laboratory	250	1	150	150	
	<b>Subtotal 2.3</b>				<b>5,120</b>	
<b>2.4</b>	<b>Unfinished Space</b>					
2.4.1	Unfinished Area	070	1	1,470	1,470	
	<b>Subtotal 2.4</b>				<b>1,470</b>	
	<b>TOTAL LEVELS 2 &amp; 3</b>					<b>12,190</b>
	<b>TOTAL NET ASSIGNABLE SQUARE FOOTAGE</b>					<b>13,780</b>

## (2) Basis for square footage/planning parameters

The square footages indicated for the proposed spaces listed above are based on University of Nebraska Space Guidelines and Land Guidelines, as well as the programmatic needs of the building's occupants.

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

Space Description	Room-Use Code	Existing NASF	Proposed NASF	Difference
<b>Laboratory Facilities</b>				
Research Lab	250	2,395	3,450	1,055
Research Lab Service	255	487	2,560	2,073
<b>Category 200 Totals</b>		<b>2,882</b>	<b>6,010</b>	<b>3,128</b>
<b>Office Facilities</b>				
Office	310	2,487	4,620	2,133
Office Service	315	886	980	94
Conference Room	350	311	700	389
<b>Category 300 Totals</b>		<b>3,684</b>	<b>6,300</b>	<b>2,616</b>
<b>Unclassified Facilities</b>				
Unfinished Area	070	0	1,470	1,470
<b>Category 000 Totals</b>		<b>0</b>	<b>1,470</b>	<b>1,470</b>
<b>Total Net Assignable Square Footage</b>		<b>6,566</b>	<b>13,780</b>	<b>7,214</b>
<b>Total Gross Square Footage</b>		<b>---</b>	<b>21,500</b>	<b>---</b>

- c. Impact of the proposed project on existing space

The space currently used by existing researchers would be vacated and become available for other campus use.

## 7. Equipment Requirements

- a. List of available equipment for reuse

Wherever possible, furniture and equipment currently in use by CB<sup>3</sup> research faculty and staff will be reused in their new space in the East Stadium addition. This includes the MRI equipment, which is proposed to be temporarily housed under the South Stadium bleachers until construction of the East Stadium space is completed. A detailed list of reusable items will be developed during the project design phase.

- b. Additional equipment

No new furniture or equipment is planned to be purchased as part of the project budget.

## **8. Special Design Considerations**

### **a. Construction Type**

The proposed East Stadium addition will be either Type 1A or 1B construction, consisting of fire-resistive, non-combustible building elements (i.e., structural frame, bearing walls, floors, ceilings, and roofs). Construction will comply with the UNL Design Guidelines for Facilities Construction and all applicable building codes.

### **b. Building Infrastructure Systems**

Heating water and chilled water piping will be extended as necessary from the East Stadium systems to serve the applicable fit-out areas.

New air handling units (AHUs) will be provided in the East Stadium mechanical rooms to serve the fit-out areas. Air handling units will be zoned as necessary to support varying operational hours and temperature setpoint conditions.

A dedicated HVAC system will be provided for the MRI magnet room and support spaces to provide 24/7 service. Additionally, a dedicated process chilled water loop will be installed to provide cooling for the MRI magnet equipment.

Direct Digital Controls (DDC) systems with electronic actuators will be provided throughout the project by UNL Building Systems Maintenance. The design and operation of the HVAC system will be consistent with UNL's energy conservation goals.

Normal and emergency power will be provided from the East Stadium expansion electrical distribution system. Fire alarm devices will be connected to the stadium fire alarm system. MRI electrical requirements will be coordinated with manufacturer's requirements. Non-magnetic materials suitable for use in MRI installations will be used in the magnet room.

### **c. Life Safety/ADA**

Areas within the proposed center will be made accessible under the terms of the ADA Accessibility Guidelines and Nebraska Accessibility Guidelines and meet all applicable life safety codes.

An addressable fire alarm system and elevator fire controls will be provided for the facility and integrated into the existing stadium system and command center, located in West Stadium. The system will be designed in accordance with current life safety and fire code requirements, as well as University of Nebraska guidelines. In addition, the system will meet all current accessibility guidelines.

d. Security

Elevators and select doors will be equipped with access control devices. A closed-circuit security camera system, approved by University Police, will be installed to monitor the perimeter and circulation areas on each level of the facility.

e. Historic or architectural significance

Not applicable. The proposed project will be constructed inside the East Stadium Improvements project.

f. Artwork

The 1% for Art provision is not applicable.

g. Phasing

The proposed project will be completed as a single phase, coordinated with the construction of the East Stadium Improvements project.

h. Future expansion

Approximately 1,500 square feet of the shell space allocated to CB<sup>3</sup> in the East Stadium Improvements project will remain unfinished and be developed in the future according to the needs of the program.

**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. Estimates for environmental controls, fire alarm, security cameras, card access, and telecommunications were based on estimates 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 October 2010 and escalated at 3% per year to the midpoint of construction.

(3) Gross and net square feet

Gross square feet	21,500 sf
Net assignable square feet	13,780 sf

	(4) Total project cost per gross square foot	\$233
	(5) Construction cost per gross square foot	\$206
b.	Total project cost	\$5,000,000
c.	Construction cost	\$4,427,000
d.	Non-construction cost	\$573,000

## Probable Project Costs

### CONSTRUCTION COSTS

<b>552305</b>	General Construction Contractor	\$3,439,000
<b>552312</b>	In-house Labor	\$439,000
<b>552319</b>	Telecommunications	\$186,000
<b>552326</b>	Construction Contingency	<u>\$363,000</u>
<b>Subtotal - Construction Costs</b>		<b>\$4,427,000</b>

### NON-CONSTRUCTION COSTS

<b>552302</b>	A/E Basic Services	\$307,000
<b>552301</b>	Project Management/Construction Inspection (UNL)	\$135,000
<b>552324</b>	Builder's Risk Insurance	\$4,000
<b>552323</b>	Moving & Relocation Costs	\$12,000
<b>552329</b>	Signage	\$23,000
<b>552325</b>	Other Non-Construction Costs	\$38,000
	Non-construction Contingency	<u>\$54,000</u>
<b>Subtotal - Non-construction Costs</b>		<b>\$573,000</b>

## TOTAL PROBABLE PROJECT COSTS

**\$5,000,000**

- e. Fiscal Impact based upon first full year of operation
  - (1) Estimated additional operational and maintenance costs per year  
\$130,000
  - (2) Estimated additional programmatic costs per year  
The operating budget for CB<sup>3</sup> has not been fully developed. However, the funds for hiring additional research faculty will come from the College of Arts and Sciences, and staff hires are planned to be paid for by grants and start-ups.
  - (3) Applicable building renewal assessment charges  
None

**10. Funding**

- a. Total funds required  
\$5,000,000
- b. Project Funding Source  
\$5,000,000 Trust Funds
- c. Fiscal year expenditures for project duration
 

FY 2010-2011	\$250,000
FY 2011-2012	\$2,000,000
FY 2012-2013	\$2,250,000
FY 2013-2014	\$500,000
<b>Total Expenditures</b>	<b>\$5,000,000</b>

**11. Time Line**

- |  |                   |
|--|-------------------|
| Start Programming                                    | July 15, 2010     |
| Program Statement to UNCA                            | December 21, 2010 |
| BOR approves Program Statement                       | January 28, 2011  |
| Start design   | April 2011        |
| BOR Business Affairs Committee reviews design report | July 2011         |
| Complete design                                      | November 2011     |



Bid project	December 2011
Start construction	March 2012
Complete construction	June 2013
Move-in	August 2013

**12. Higher Education Supplement**

a. CCPE Review

The proposed project will not require CCPE review.

b. Method of contracting

The method of contracting for this project will be Construction Manager at Risk, coordinated with the construction of the East Stadium Improvements project.

TO: The Board of Regents Addendum X-B-2  
Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Program Statement and Budget for the Devaney Sports Center Improvements at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Program Statement and Budget for the Devaney Sports Center Improvements at the University of Nebraska-Lincoln (UNL).

PREVIOUS ACTION: April 16, 2010 – The Board of Regents approved naming the new practice facilities addition to the Devaney Sports Center the “Hendricks Training Complex”.

September 4, 2009 – The Board of Regents approved the Program Statement and Budget for the Devaney Sports Center Practice Facility Addition.

EXPLANATION: The University of Nebraska is partnering with the City of Lincoln to construct a new arena in the Haymarket district located southwest of Memorial Stadium. This new venue will become the home court for the men’s and women’s basketball programs. The West Haymarket Arena is scheduled to be complete in 2013.

In addition to the construction of the West Haymarket Arena, the Hendricks Training Complex is being constructed on the south side of the Devaney Sports Center. This facility will add 47,000 net assignable square feet and provides practice facilities for men’s and women’s basketball, wrestling, and strength training, team lockers, meeting rooms, and offices for the coaches. The addition will be complete in September 2011.

The move of basketball competition events to the West Haymarket Arena and the move of the basketball, wrestling and strength programs to the Hendricks Training Complex will vacate space in the Devaney Sports Center to allow expansion of other programs and improvement of spectator amenities.

These improvements, collectively referred to as The Devaney Sports Center Improvement project, have four major components:

- Renovate the arena to make it a more intimate venue for volleyball, wrestling and gymnastics and provide premium seating
- Renovate the space on the arena floor level vacated by programs moving to the Hendricks Training Complex.
- Address deferred capital renewal and energy issues by replacing mechanical and electrical systems, and renovating restrooms, circulation and concessions areas.
- Create a new south entrance to improve access, circulation and the image of the “front door.”

The project will be completed in a two phases which are coordinated with the completion of the Hendricks Training Complex and the West Haymarket Arena, while allowing continued use of Devaney Center.

The program statement and budget have been reviewed and approved by the Business Affairs Committee.

Parking around the Devaney Center is not specifically addressed in the Program Statement as it is receiving separate consideration which is facilitated by the 2014 completion horizon on this Project. Those discussions must include a number of parties: the University, NICDC, the developer of the Innovation Campus, the Horsemen's Association, and the lessee of the Icebox.

Proposed start of construction	November 2011
Proposed completion of construction	May 2014

PROJECT COST: \$20,000,000

ON-GOING FISCAL IMPACT	Estimated Operating and Maintenance	None
	1% Assessment	\$200,000

SOURCE OF FUNDS: Private Donations \$20,000,000

SPONSORS: Tom Osborne  
Director of Intercollegiate Athletics

Christine A. Jackson  
Vice Chancellor for Business and Finance

RECOMMENDED: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: November 29, 2010

**University of Nebraska-Lincoln (UNL)**  
**Devaney Sports Center Improvements**  
**Program Statement**

Campus: UNL City Campus  
Date: November 1, 2010  
Prepared by: UNL Facilities Planning

Phone No. (402) 472-3131

**1. Introduction**

a. Background and History

University of Nebraska-Lincoln (UNL) student-athletes have a rich tradition of academic achievement, community involvement and career success upon college graduation. Since 1892, more than 5,300 student athletes have lettered and graduated.

UNL's athletics program has grown exponentially across all sports. Women's participation in collegiate athletics grew in the mid-1970's and women's teams have enjoyed the same academic and athletic successes as the men's teams. Since 1994, UNL has added soccer, bowling and rifle to women's sports. UNL now provides 23 varsity sports. The University will be serving nearly 600 student athletes annually as UNL joins the Big Ten Conference.

The Devaney Sports Center, opened in 1976, includes a 13,500 plus seat arena, a 1,000 seat natatorium with 25-yard swimming and diving pools, and a 5,000 seat indoor track. In addition to competition venues, Devaney provides a dedicated practice gym for Wrestling, athletic medicine, locker rooms and coaches' offices for Men's and Women's Basketball, Men's Gymnastics, Swimming and Diving, Wrestling, Tennis and Golf teams, and a Strength Complex. Coaches' offices for track and field are located in a small building south of Devaney.

The University of Nebraska is partnering with the City of Lincoln to construct a new arena in the Haymarket district located southwest of Memorial Stadium. This new venue will become the home court for the Men's and Women's Basketball programs. The West Haymarket Arena is scheduled to be complete in 2013.

In addition to the construction of the West Haymarket Arena, the Hendricks Training Complex is being constructed on the south side of Devaney. This facility will add nearly 47,000 net assignable square feet and provides practice facilities for Men's and Women's Basketball, Wrestling, and Strength Training, team lockers, meeting rooms, and offices for the coaches. The addition will be complete in September 2011.

b. Project Description

The Devaney Sports Center Improvements project has four major components:

- Renovate Devaney’s arena to make it a more intimate venue for volleyball, wrestling and gymnastics and provide premium seating.
- Renovate the spaces vacated by programs moving to the Hendricks Training Complex.
- Address deferred maintenance and capital renewal issues by replacing mechanical and electrical systems, and renovating restrooms, circulation and concessions areas.
- Create new a south entrance as a replacement for the current aging ramp system to improve access, circulation and the image of the “front door.”

The move of basketball competition events to the West Haymarket Arena, and the move of the basketball, wrestling and strength programs to the Hendricks Training Complex will vacate space on the arena floor level to expand other programs and improve spectator amenities.

The proposed project will renovate the existing arena and modify the ceiling to create a more intimate arena for including Women’s Volleyball matches, Men’s and Women’s Gymnastics, and Wrestling competitions. Premium seating such as wider and more comfortable club seats and suites will be added; court-side seats will also be available on the arena floor.

Other improvements include locker rooms for coaches, visiting teams and game officials, restroom renovations and expansion (including the creation of family restrooms). Improvements will also include renovations to concessions, coaches’ offices and a hospitality room.

The project includes the creation of a new south entrance addition. The existing south entrance ramp will be removed, replaced with vertical circulation including stairs, elevators and an escalator enclosed by glass facades. Removing the ramp at the south side of the site will provide space to create a plaza area. A vestibule at the north entrance will be enclosed to provide protection from inclement weather.

The project will address deferred maintenance on the aging structure and upgrade the heavily utilized mechanical and electrical systems. Since the building is 34 years old, all the building systems are due for capital renewal and the project will address the areas with the highest priority.

c. Purpose and Objectives

The Devaney Sports Center Improvements project will provide state-of-the-art facilities that will further the success of the UNL Athletic programs for years to come as Nebraska takes its place in the newly expanded Big Ten Conference. The project will also be to improve the experience for Nebraska fans.

The objectives include:

- Creating a 6,000 to 9,000 seat arena with more intimate court-side seating.
- Creating VIP seating areas.
- Remodeling concession stand areas.
- Installing new video and new scoring systems to the arena.
- Remodeling the arena level for coaches' offices, locker rooms and hospitality areas.
- Creating new visiting team locker rooms.
- Improving the "recruiting path" by creating a new front door to Devaney which will leave a memorable impression.
- Improving the mechanical and electrical systems.

**2. Justification of the Project**

a. Data which supports the funding request

The Devaney Sports Center was a state-of-the-art competition and training facility when it opened in 1976. In 34 years, there have been many changes to the UNL Athletic Department, yet few modifications or changes have been made at Devaney. This project is expected to improve the facility to reflect current ticket demand and improve recruiting competitiveness in the Big Ten Conference.

The Coliseum, the current home of Women's Volleyball games, does not have the capacity to accommodate the growing popularity of the team. The Athletic Department surveyed over 4,000 volleyball fans and found that 75% felt that it is important to increase the number of seats in the volleyball venue. Moving basketball competition to the new West Haymarket Arena provides the opportunity to adapt the Devaney arena to the demands of fans of volleyball, wrestling and gymnastics.

In addition to improving amenities for fans, the Devaney Center has many deferred capital renewal items that must be addressed. Most of the systems are original, and at the age of 34 are at the end of their expected life cycle. The heating ventilation and air conditioning (HVAC) system is original to the building. Many of the doors are also original to the building and require replacement.

The *Physical Conditions Assessment* of Devaney prepared by Leo A. Daly in December 2009 reported the poor condition of the floors, walls and ceilings

throughout the building, but particularly in the corridors. The *Assessment* also noted that several of the air handler units in the arena area require modifications and that the north and south entry ramps are deteriorated and need to be replaced. Restroom facilities also need to be remodeled to comply with current building codes and Americans with Disabilities Act Accessibility Guidelines. The project will address code violations, deferred maintenance and high priority capital renewal issues.

Approximately 40% of the construction budget will be used for improvements that affect the volleyball program and the remaining 60% of the construction budget will fund deferred capital renewal in this 34 year old building.

b. Alternatives considered

**Expand and improve the Coliseum**

The other venue used for athletic events, the Coliseum, is surrounded by other City Campus facilities and cannot be expanded to improve fan amenities or increase the seating capacity. This alternative also fails to address the deficiencies of the Devaney Center which include inadequate toilet facilities, and insufficient concessions and merchandising space.

**Arena Modernization (Option B)**

The second option for the Devaney Center assumed that the new West Haymarket area did not move forward and that the basketball programs would continue to compete at the Devaney Center. This alternative also focused on improving the spectator experience for basketball fans, improving support services and replacing the north and south ramps with new entrances. This option was not pursued because the West Haymarket Arena project has been approved by the voters of Lincoln and is moving forward.

**3. Location and Site Considerations**

a. County

Lancaster

b. Town or campus

University of Nebraska-Lincoln City Campus

c. Proposed site



**Devaney Sports Center Improvements**  
Project Location Map





d. Statewide building inventory

Devaney Sports Center – 51ZZ0042000B

e. Influence of project on existing site conditions

(1) Relationship to neighbors and environment

The Devaney Sports Center is located southeast of the intersection of 14<sup>th</sup> Street and Military Drive. The Devaney Sports Center is bordered by the Nebraska Innovation Campus on the north and the east. City Campus and the Burlington Northern Railroad are located to the south. The facility is separated from the neighborhood to the southwest by the Antelope Creek Parkway.

The project will have a significant impact on how visitors to the Devaney Center perceive the structure since there will be major functional and aesthetic changes to the south entrances. Visitors on the south side will enter at the ground level in a glass enclosed lobby rather than walking up deteriorated and inefficient ramps that lead to the concourse level. A new vestibule will be added at the north entry to provide protection from inclement weather.

The planning and design of the project will be coordinated with the planning of the Nebraska Innovation Campus to ensure that factors such as parking, circulation and flood plain restrictions are considered. The design of the exterior modifications will be consistent with the Design Guidelines for Nebraska Innovation Campus (NIC) as well as the Hendricks Training Complex that is currently under construction.

(2) Utilities

The Devaney Sports Center is served by the City of Lincoln and UNL campus utilities. Some utility improvements were made as a part of the Hendricks Training Complex. A new primary electrical service will be provided. In addition, this project will upgrade electrical transformers and switchgear. New air handling units will be installed to serve the heavily utilized arena floor level, entry additions and the club level.

(3) Parking and circulation

Vehicular and pedestrian circulation around the Devaney Sports Center will be affected during the construction of the project. Efforts will be made to minimize the impact of construction work during events scheduled at the Center and to allow Athletics staff to continue working.

Replacement of the south entry ramp and other changes to the concourse area will improve the circulation in and around the building after a period of disruption during construction.

The project is not expected to increase the demand for parking.

#### 4. Comprehensive Plan Compliance

a. University of Nebraska Strategic Framework

This project complies with the following objective of the University Strategic Planning Framework for 2010-2013:

6. d. *“Maximize and leverage non-state support.”*

6.d.i. *“Promote entrepreneurship and revenue generating opportunities.”*

b. UNL Campus Master Plan

The Devaney Sports Center Improvements project is in compliance with the land use element of the master plan for City Campus. The Devaney Sports Center and area immediately surrounding the facility are classified as “Intercollegiate Athletics,” described as “land and buildings devoted primarily to intercollegiate athletics including playing and practice fields, courts, running tracks, stadiums, arenas, dining and study facilities, training facilities and coaching and administrative offices.”

In addition, the project supports the following master plan goals:

- *“Provide appropriate facilities that support academic, research, outreach, co-curricular activities and administrative computing.”*
- *“Provide facilities that properly support service functions required to meet campus needs.”*
- *“Where appropriate, make space more flexible or adaptable and promote shared core facilities that serve the needs of multi-disciplinary activities.”*

The Devaney Sports Center is located adjacent to the newly created Nebraska Innovation Campus (NIC) Because of its prominent location at the southwest edge of the NIC, the design of the south entrance will have a major impact on the front door image of the NIC and the design will be sensitive to the appearance of the existing building as well as the Design Guidelines for the NIC.

c. Statewide Comprehensive Capital Facilities Plan

The proposed project supports the following goal in the most recent Comprehensive Statewide Plan for Postsecondary Education, revised April 6, 2006:

*“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 project is intended to adapt the Devaney Sports Center to take advantage of the space that will be available following the construction of the new West Haymarket Arena and the Hendricks Training Complex.

**5. Analysis of Existing Facilities**

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

Several existing programs are moving into the new Hendricks Training Complex, providing vacant space for other programs to relocate and expand. The programs that will be moving to the Hendricks Training Complex include Men’s and Women’s Basketball teams and the Wrestling and Strength Training programs. Vacated spaces will be re-occupied by other sports following the renovations proposed in this program.

- b. Square footage of existing areas

The renovated area in the Devaney Sports Center (which excludes the natatorium and track) has a total 108,131 net assignable square feet. The arena level includes 50,597 assignable square feet (not including circulation, restrooms, maintenance or mechanical space), the concourse level includes 16,200 assignable square feet and the upper level (which includes part of the seating bowl) includes 41,334 assignable square feet.

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

The space is classified by function in Table 1:

<b>TABLE 1: EXISTING SPACE IN DEVANEY SPORTS CENTER</b>		
<b>Space Description</b>	<b>Room Use Code</b>	<b>Existng NASF</b>
Office - Professional and Administrative Staff	310	4,921
Office - Service	315	1,349
<b>TOTAL 300 CATEGORY</b>		<b>6,270</b>
Intercollegiate Athletic Sports	520	24,098
Athletics Facilities Spectator Seating	523	50,095
General Locker and Shower Room	525	11,383
Multi-Media Production	530	2,126
Multi-Media Production Service	535	50
<b>CATEGORY 500 TOTAL</b>		<b>87,752</b>
Kitchen	630	152
Lounge	650	2,253
Lounge Service	655	254
Merchandising Facilities	660	2,161
Merchandising Facilities Service	665	5,925
<b>CATEGORY 600 TOTAL</b>		<b>10,745</b>
Central Storage	730	3,364
<b>CATEGORY 700 TOTAL</b>		<b>3,364</b>
<b>TOTAL EXISTING DEVANEY SPACE</b>		<b>108,131</b>

d. Physical deficiencies

The arena is in need of modernization to improve the spectator experience and maximize revenue generation. Minimal premium amenities are provided and need improvement in order to be competitive with other venues in the Big Ten Conference. Hospitality lounges, restroom facilities and concession stands will be expanded and upgraded and concourse finishes updated. Suites and premium seating will be added to enhance the spectator experience. Courtside seating will provide a more intimate experience of the action on the floor.

An assessment of building conditions performed by Leo A. Daly in 2009 noted that the Devaney Sports Center is over thirty years old and the mechanical, electrical and plumbing systems are worn-out and need to be replaced. The finishes on the ceilings, walls and floors have exceeded their life-span and need to be repaired or replaced. Areas that are in particular need of renovation include the corridors and the restrooms.

e. Programmatic deficiencies

Programmatic deficiencies include the following:

- Circulation in the arena area is poor.

- Concessions and toilet facilities are inadequate.
- There is insufficient merchandise retail space.
- There is not enough locker room space for visiting teams or officials.
- Storage space is inadequate to support the operations of some areas.
- Limited premium spectator amenities such as suites or club seating.

f. Replacement cost of existing building

The replacement cost of the Devaney Sports Center is listed in the June 30, 2009 Facilities Management Report as \$98,852,843. Adjusting this amount based on the inflation of construction costs, replacement would be \$101,468,790 in June 2010 dollars. When construction of the Hendricks Center is complete in 2011, it will add \$18,700,000 to the value of the property.

**6. Facility Requirements and the Impact of the Proposed Project**

a. Functions/purpose of the proposed programs

Volleyball

The Volleyball team averages 15 players. The staff includes head coach, two assistant coaches and director of operations. This program currently practices and competes in the Coliseum. Upon completion of the Devaney Improvements Project, the Volleyball team and coaches will move to Devaney for practice and competition.

Wrestling

The Wrestling Team consists of 30 to 35 wrestlers. The staff includes a head coach, two assistant coaches and two club coaches. The team currently practices in Devaney but a new practice gym and locker rooms are being provided in the Hendricks Training Complex.

Women's Gymnastics

The Women's Gymnastics Team consists of 12 to 15 gymnasts with a head coach and two assistant coaches. The team currently practices in Mabel Lee Hall Practice Gym. The locker room, team room and small training rooms are also in Mabel Lee. The coaches' offices are in the Coliseum. Competition will be held in Devaney.

Men's Gymnastics

The Men's Gymnastics Team has an average of 20 gymnasts with a head coach and two assistant coaches. They will continue to have practice and competition space in Devaney.

b. Space requirements

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

See Table 2

(2) Basis for square footage/planning parameters

The square footages indicated for the proposed spaces listed above are based on University of Nebraska Space Guidelines and Land Guidelines, where applicable as well as the programmatic needs of the building’s occupants that could be accommodated within the confines of the existing space.

(3) Square footage difference between existing and proposed areas

See Table 2

<b>TABLE 2: COMPARISON OF EXISTING AND PROPOSED SPACE</b>				
<b>Space Description</b>	<b>Room Use Code</b>	<b>Existing NASF</b>	<b>Proposed NASF</b>	<b>Change</b>
Office - Professional and Admin. Staff	310	4,921	6,524	<b>1,603</b>
Office - Service	315	1,349	2,133	<b>784</b>
Conference Room/Conf Rm Service	350/355	-	900	<b>900</b>
<b>CATEGORY 300 TOTAL</b>		<b>6,270</b>	<b>9,557</b>	<b>3,287</b>
Intercollegiate Athletic Sports	520	24,098	16,214	<b>(7,884)</b>
Athletics Facilities Spectator Seating	523	50,095	43,890	<b>(6,205)</b>
General Locker and Shower Room	525	11,383	15,440	<b>4,057</b>
Multi-Media Production	530	2,126	2,725	<b>599</b>
Multi-Media Production Service	535	50	-	<b>(50)</b>
<b>CATEGORY 500 TOTAL</b>		<b>87,752</b>	<b>78,269</b>	<b>(9,483)</b>
Assembly service (south entry space)	615	-	10,450	<b>10,450</b>
Kitchen	630	152	2,385	<b>2,233</b>
Lounge	650	2,253	2,425	<b>172</b>
Lounge Service	655	254	254	<b>0</b>
Merchandising Facilities	660	2,161	5,750	<b>3,589</b>
Merchandising Facilities Service	665	5,925	4,841	<b>(1,084)</b>
<b>CATEGORY 600 TOTAL</b>		<b>10,745</b>	<b>26,105</b>	<b>15,360</b>
Central Storage	730	3,364	3,171	<b>(193)</b>
<b>CATEGORY 700 TOTAL</b>		<b>3,364</b>	<b>3,171</b>	<b>(193)</b>
<b>TOTAL EXISTING DEVANEY SPACE</b>		<b>108,131</b>	<b>117,102</b>	<b>8,971</b>

c. Impact of the proposed project on existing space

The project will change the existing arena from a venue suitable for basketball games to a more intimate one for women’s volleyball games, or wrestling and

gymnastics competitions. Other changes will be made to renovate spaces vacated when the Hendricks Training Complex is complete and improvements will be made to amenities for spectators. The building size will increase by approximately 10,000 square feet as the result of the construction of the south entrance that will replace the existing south ramp.

## **7. Equipment Requirements**

### **a. List of available equipment for reuse**

Items planned for reuse in the renovated portions of the Devaney Sports Center include some office equipment (i.e., computers, printers, fax machines, copiers, etc.) and equipment used for Volleyball, Gymnastics, Wrestling and concessions. A more detailed list of reusable equipment will be developed during the design phase of the project.

### **b. Additional equipment**

#### **(1) Fixed equipment**

Fixed equipment will include new lockers in the officials' and coaches' locker rooms and new seating in the suites and club seating area. A more detailed list of fixed equipment will be developed during the design phase.

#### **(2) Movable equipment**

Movable equipment will consist of new furniture in the office, meeting, and hospitality space. A more detailed list of movable equipment will be developed during the design phase.

#### **(3) Special or technical equipment**

Special and technical equipment will include video equipment and sound systems for the arena. In addition, computers and peripheral equipment and some televisions will be purchased for office areas, team meeting rooms and other spaces. A more detailed list of special or technical equipment by room will be developed during the design phase.

## **8. Special Design Considerations**

### **a. Construction Type**

The proposed addition will be either Type I or IIA construction, consisting of fire rated building elements (structural frame, bearing walls, floors, and roofs).

The designed modifications will follow a code analysis by the Design Team in conjunction with the authorities having jurisdiction (UNL Code Official, State Fire Marshal, etc.). Construction will comply with applicable Building Codes, Life Safety Codes, ADA requirements and UNL Design Guidelines for Facilities

Construction

b. Heating and cooling

The existing heating and cooling equipment serving heavily utilized areas will be removed and replaced with new equipment to serve the HVAC needs of the building. Where existing piping is in an acceptable condition, it will be reused.

A new air handling unit will be installed to serve the new suites and adjacent spaces. In all other areas, the existing systems will be cleaned, re-commissioned and upgraded to ensure proper operation. Energy recovery units will be incorporated in areas of the building based on the results of a life cycle analysis performed during design.

New energy efficient control systems will be provided throughout the building by UNL Building Systems Maintenance.

A new electrical service will be provided. Existing electrical distribution equipment and cabling will be replaced. A new emergency generator will be provided to serve the facility's life safety and standby emergency loads. Power will be distributed throughout the building.

Lighting will be provided throughout the interior of the facility as necessary to comply with Illumination Engineering Society and UNL Design guidelines.

c. Life Safety/ADA

The seating in the arena will provide sufficient seating for persons using wheelchairs as required by the Americans with Disabilities Act. The quantity and arrangement of seating will be designed with the involvement of the University's ADA-504 Compliance Officer.

The building will comply with all applicable Fire/Life Safety and other building codes.

d. Security

Elevators and exterior doors will be equipped with access control devices. In addition, a closed-circuit security camera system, approved by University Police, will be installed to monitor the perimeter, seating areas and each level of the new facility. Special security features will be included in the design to provide barrier protection, including landscaping and structural components.

e. Historic or architectural significance

The building was constructed in 1976 and does not have special historical or



architectural significance.

f. Artwork (for applicable projects)

Not applicable – Non-state funded project

g. Phasing

This project will be completed in phases due to the need for the Devaney Sports Center to remain available for planned events that will occur during the construction period and to coordinate with the schedule for the construction of the West Haymarket Arena. The first phase will begin October 2011 and will include areas of the building that will not affect the use of the arena floor. The arena improvements are scheduled to begin May 2013 if the completion of the new West Haymarket Arena is on schedule.

h. Future expansion

The Campus Master Plan shows future additions proposed for the east and north sides of Devaney. There are no immediate plans for these additions.

**9. Project Budget and Fiscal Impact**

a. Cost estimates criteria

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

The probable costs for the project were based on comparable construction cost data from previous UNL projects and with unit cost takeoffs of materials by professional consultants. Figures for in-house services, including environmental controls, fire alarm, card access and security systems 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 at an annual rate of 3% inflated to the midpoint of construction, May 2012.

(3) Gross and net square feet (excluding the indoor track and natatorium)

Gross square feet	163,400 gsf
Net square feet	117,102 nsf

(4) Total project cost per gross square foot \$122

(5) Construction cost per gross square foot \$96

b.	Total project cost	\$20,000,000
c.	Construction cost	\$15,775,000
d.	Non-construction cost	\$4,225,000

### **Probable Project Costs**

#### **CONSTRUCTION COSTS**

<b><u>External Services</u></b>	General Construction Contractor	\$13,306,000
	Fixed Equipment (Installed by GC)	\$0
	Sitework/Demolition*	\$0
	Parking, Drives, Roads & Walks*	\$0
	Audio/Visual*	\$0
	Other Contractors	\$274,000
	Utilities Contractor(s) and/or Services	\$0
	Environmental Issues (i.e., asbestos abatement, etc.)	\$0
	Relocation Construction	\$0
	Carpet*	\$0
<b><u>Internal Services</u></b>	Energy Management Control System	\$356,000
	Card Access System	\$45,000
	Fire Alarm System	\$154,000
	Security System	\$171,000
	Other UNL Services	\$0
	Utilities	\$0
	Keying of Doors	\$0
	Landscaping	\$53,000
	Telecommunications	\$53,000
	Construction Contingency	<u>\$1,363,000</u>
	<b>Subtotal - Construction Costs</b>	<b>\$15,775,000</b>

#### **NON-CONSTRUCTION COSTS**

<b><u>Design and Project Management</u></b>	Planning & Program Statement	\$0
	A/E Basic Services	\$937,000
	A/E Additional Services	\$0
	A/E Reimbursable Expenses	\$50,000
	Other A/E Services	\$13,000
	Project Management/Construction Inspection (UNL)	\$510,000
	Other Specialty Consultants	\$42,000
<b><u>Equipment</u></b>	Movable Equipment	\$948,000
	Fixed Equipment (Purchased/Installed by UNL)	\$1,316,000
	Special & Technical Equipment	\$0

<b><u>Other</u></b>	Land Acquisition	\$0
	Artwork	\$0
	Builder's Risk Insurance	\$31,000
	Moving & Relocation Costs	\$16,000
	Interior Signage	\$32,000
	Exterior Signage	\$0
	Printing, Advertising & Mailing	\$80,000
	Other Non-Construction Costs	\$2,000
	Code Review and Inspections	\$54,000
	Parking Replacement	\$0
	Parking Lease During Construction	\$0
	Non-construction Contingency	<u>\$194,000</u>
	<b>Subtotal - Non-construction Costs</b>	<b>\$4,225,000</b>

<b>TOTAL PROBABLE PROJECT COSTS</b>	<b>\$20,000,000</b>
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- e. Fiscal Impact based upon first full year of operation
  - (1) Estimated additional operational and maintenance costs per year  
No increase in operational and maintenance costs is anticipated.
  - (2) Estimated additional programmatic costs per year  
No increase in programmatic costs is anticipated.
  - (3) Applicable building renewal assessment charges  
Not applicable

**10. Funding**

- a. Total funds required  
\$20,000,000
- b. Project Funding Source (amounts and/or percentages of each)
  - \$10,000,000 Revenue Bonds (50%)
  - \$10,000,000 Trust Funds (50%)
- c. Fiscal year expenditures for project duration
  - FY 2011 \$360,000

FY 2012	\$4,685,000
FY 2013	\$8,330,000
FY 2014	<u>\$6,625,000</u>
Total Expenditures	\$20,000,000

**11. Time Line**

Start Programming	July 12, 2010
Approval of Aesthetic Review Committee	August 19, 2010
Review by Project Review Board	September 2, 2010
Program Statement to UNCA	November 29, 2010
BOR approves Program Statement	January 28, 2011
BOR approve Project Architect	March 11, 2011
Start design	March 2011
Board of Regents Intermediate Design Review	June 2011
Complete design	September 2011
Bid project	October 2011
Start construction Phase I	November 2011
Start construction Phase II	May 2013
Complete construction	May 2014
Building commissioning	June – July 2014
Open building	August 2014

**12. Higher Education Supplement**

- a. CCPE Review  
Not applicable
- b. Method of contracting

The recommended method of contracting for this project is Design/Bid/Build. This method was selected because the project will be completed in two phases

with a nine month or more delay between the two phases. It may be necessary to design the project as one project but bid each project separately in order to attain the most competitive price.

TO: The Board of Regents Addendum X-B-3  
Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Change Order to the contract for the Hendricks Training Complex at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Authorize the President to approve a Change Order in an amount not to exceed \$1,402,000 to the construction contract for the Hendricks Training Complex at the University of Nebraska-Lincoln (UNL).

PREVIOUS ACTION: April 16, 2010 - The Board of Regents approved naming the new addition to the Devaney Sports Center the Hendricks Training Complex.

September 4, 2009 – The Board of Regents approved the selection of The Clark Enersen Partners in association with HNTB to provide design services for the Devaney Sports Center Addition at UNL.

September 4, 2009 – The Board of Regents approved the program statement and budget for the Devaney Sports Center Addition at UNL.

EXPLANATION: This item, if approved would authorize the President to approve a change order, in an amount not to exceed \$1,402,000, to the construction contract for the Hendricks Training Complex addition at the Devaney Sports Center.

Favorable bids for the general contractor portion of the budget for the Hendricks Complex resulted in bids being \$1,402,000 lower than estimated. Negotiations are underway with the general contractor to take advantage of this favorable variance to add additional amenities while keeping the project under the Board-approved budget amount.

The Hendricks Training Complex is an important facility for the recruitment and success of student athletics in men’s and women’s basketball and men’s wrestling. Through added donor support and favorable bids, UNL has the opportunity to improve the size and quality of the men’s and women’s basketball locker room areas. Changes proposed include addition of spa pools, audio/video equipment, and more attractive finishes in the players lounges and locker room areas.

Resolution of the change order negotiations will be completed between the time of the January and March Board of Regents meetings. Time is of the essence in getting the Complex complete before fall 2011 practices begin. Accordingly, it is proposed that the President be allowed to approve the change order once negotiations are finalized, with a report coming back to the Board of Regents at its next regularly scheduled meeting.

This course of action was reviewed and comes to the Board with the approval of the Business Affairs Committee.

PROJECT COST: \$18,700,000

SOURCE OF FUNDS: Private Donations

SPONSORS: Tom Osborne  
Director, Intercollegiate Athletics  
  
Christine A. Jackson  
Vice Chancellor for Business & Finance

RECOMMENDED: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: January 5, 2011

TO: The Board of Regents Addendum X-B-4

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Revenue Bonds, Series 2011 (University of Nebraska-Lincoln East Stadium Project)

RECOMMENDED ACTION: Approve the attached Resolution (1) adopting a First Supplemental Resolution to First Series Resolution authorizing the issuance of not to exceed \$28,500,000 principal amount of Revenue Bonds (University of Nebraska–Lincoln East Stadium Project), Series 2011, for the East Stadium Improvement Project, (2) authorizing the sale of such Series 2011 Bonds at a negotiated sale as determined by the Vice President for Business and Finance, approving the Notice of Sale, a Bond Purchase Agreement and the Preliminary Official Statement and authorizing the Vice President for Business and Finance to determine interest rates (not to exceed an average rate of four and one-half percent (4.50%)), principal amounts, principal maturities and redemption provisions of such Series 2011 Bonds and (3) approving the preparation and use of a Final Official Statement.

PREVIOUS ACTION: October 15, 2010 – The Board of Regents approved the Program Statement and Budget for East Stadium Improvements at the University of Nebraska-Lincoln (UNL).

EXPLANATION: The East Stadium Improvements will renovate and expand East Stadium portion of Memorial Stadium, increase stadium seating capacity by approximately 5,000 seats, and provide for more game-day amenities. Among other improvements, the project will create improved concourses, fire and safety improvements, and academic space for research and laboratory activities.

As presented to the Board at its October 15, 2010 meeting, the East Stadium Project (hereinafter East Stadium) is part of a series of planned athletic facilities improvements that includes East Stadium as well as a baseball practice facility, a new practice center adjacent to the Bob Devaney Center, and a Devaney Center improvement project. As presented to the Board, these four projects (hereinafter called the Projects), taken as a whole were to be funded by a combination of private funds (donations) and \$25 million (net) of revenue bond financing. The East Stadium program statement approved by the Board at the October 15 meeting estimated that of the \$25 million total for the Projects, \$15 million would be used to support East Stadium.

Since the October meeting, athletics management, university management, bond counsel, and the University's financial advisor have met to discuss the most appropriate capital plan for the Projects. A number of factors beg reconsideration of the timing and application of the bonds and related proceeds.

First, the Devaney practice facility will not generate revenues to back revenue bond financing. Secondly, the revenue stream generated from



Devaney Center improvements would likely not be of a breadth that could be pledged for a stand-alone revenue bond and gain a bond rating that would be of investment quality. In spite of the recent run up in rates, it is also prudent to take advantage of current interest rates. One borrowing saves money versus separate ratings and underwriting costs that would be incurred on two issuances. Lastly, borrowing at this stage is more conservative as athletics can hold its private funds in reserve for the remaining parts of the Projects. Accordingly, it is proposed to move the financing pertaining to East Stadium to \$25 million and not issue any debt for the remaining projects.

The Series 2011 Bonds at an estimated par value of \$28,500,000 will have an approximate 10-year maturity. Current bond market conditions would provide a projected interest rate of approximately 4.00%. Projected net revenues available for debt service payments (the amount by which projected revenues and fees exceed projected operating expenses) on the Series 2011 Bonds will provide an average debt service "coverage ratio" of 2.0, which management feels is favorable compared to similar revenue bond issues.

The financing plan has been reviewed and approved by the Business Affairs Committee.

PROJECT COST: \$55,000,000

SOURCE OF FUNDS	Par Value of Issue	\$28,500,000
	Deposit to Debt Service Reserve	(2,850,000)
	Cushion for OIP/OID	(200,000)
	Cost of Issuance, Rounding	<u>(450,000)</u>
	Net Proceeds	25,000,000
	Trust Funds (private donations)	<u>30,000,000</u>
	Total Project Cost	<u>\$55,000,000</u>

ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance	\$870,000
	1% Assessment	None

SPONSORS:

Tom Osborne  
Director of Intercollegiate Athletics

Christine A. Jackson  
Vice Chancellor for Business and Finance

Harvey S. Perlman  
Chancellor

David E. Lechner  
Vice President for Business and Finance

RECOMMENDED: James B. Milliken  
President

DATE: December 20, 2010

## RESOLUTION

### I.

**BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA** (the “**Board**”) that the First Supplemental Resolution to First Series Resolution entitled “First Supplemental Resolution to First Series Supplemental Resolution Authorizing the Issuance and Sale of Not to Exceed Twenty-Five Million Dollars (\$28,500,000) Revenue Bonds, Series 2011 (University of Nebraska-Lincoln East Stadium Project) of The Board of Regents of the University of Nebraska” (the “**\_\_\_ Supplemental Resolution**”) in the form attached hereto as **Exhibit “A”** and made a part hereof by reference is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

### II.

**BE IT FURTHER RESOLVED BY THE BOARD** that the not to exceed \$28,500,000 aggregate principal amount of The Board of Regents of the University of Nebraska Revenue Bonds, Series 2011 (University of Nebraska-East Stadium Project) dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board (the “2011 UNL East Stadium Project Bonds”) authorized by the First Supplemental Resolution shall be sold by negotiated sale at an average interest rate not to exceed four and one-half percent (4.50%) to Ameritas Investment Corp. pursuant to a Bond Purchase Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board in the form presented to the Board as **Exhibit “B”** and made a part hereof by this reference, which Bond Purchase Agreement is hereby adopted, ratified, affirmed and approved, together with such changes or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska. The Vice President for Business and Finance, on behalf of the Board, is hereby authorized and directed to approve the principal amount of 2011 UNL East Stadium Project Bonds to be issued and the principal maturities, interest rates and redemption provisions thereof and to take all necessary actions and execute all necessary documents to effect the sale of the 2011 UNL East Stadium Project Bonds.

### III.

**BE IT FURTHER RESOLVED BY THE BOARD** that the Preliminary Official Statement of the Board with respect to the 2011 UNL East Stadium Project Bonds, dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board, in the form presented to the Board as **Exhibit “C”** together with such changes, additions, deletions or modifications as the

Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska, and the final Official Statement to be dated as of the date of sale with respect to the 2011 UNL East Stadium Project Bonds, which final Official Statement shall include the terms of the 2011 UNL East Stadium Project Bonds, are hereby approved and authorized for delivery to the purchaser of the 2011 UNL East Stadium Project Bonds.

#### IV.

**BE IT FURTHER RESOLVED BY THE BOARD** that (a) the Continuing Disclosure Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to General Bond Resolution to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the 2011 UNL East Stadium Project Bonds in the form attached hereto as **Exhibit “D”** and made a part hereof by reference, and (b) the Tax Compliance Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to General Bond Resolution to satisfy the requirements of the Internal Revenue Code of 1986, as amended, and the applicable regulations thereunder with respect to the 2011 UNL East Stadium Project Bonds in the form attached hereto as **Exhibit “E”** and made a part hereof by reference, are each hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications and the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

#### V.

**BE IT FURTHER RESOLVED BY THE BOARD** that the members and officers of the Board and the officials of the University of Nebraska, or any of them, be, and they hereby are, and each of them hereby is, authorized and directed to take any and all action including the execution of all papers, certificates, receipts and documents, they or any of them may deem necessary or desirable to effectuate, in accordance with the terms of the Resolutions pertaining thereto adopted at this meeting, the delivery and payment for the 2011 UNL East Stadium Project Bonds.

#### VI.

**BE IT FURTHER RESOLVED BY THE BOARD** that all actions heretofore taken for or on behalf of, or in the name of the Board, by any of the members or officers thereof or by any officers of the University of Nebraska with respect to the authorization or offering for sale of 2011 UNL East Stadium Project Bonds are hereby validated, ratified and confirmed.

TO: The Board of Regents Addendum X-B-5

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Improvements for University of Nebraska-Lincoln (UNL) Parking

RECOMMENDED ACTION: Approve the Resolution to authorize the expenditure of up to \$456,000 from the Surplus Fund of the UNL Parking Revenue Bonds to improve certain property and equipment.

PREVIOUS ACTION: During the last five years the Board of Regents has approved similar requests as follows:

<u>Prior Approvals</u>	<u>Amount</u>
October, 2009	\$1,116,500
November, 2008	763,000
November, 2007	851,600
November, 2006	695,000
November, 2005	999,070

EXPLANATION: Section 6.2 of the Bond Resolution (May 1, 1984) requires the Board of Regents to keep the "facilities" in good repair, working order and condition, and to make all necessary and proper repairs, etc., so that the parking operations can be conducted in an efficient, sound and economical manner. Section 6.12 of the resolution requires the Board to comply with all statutes of the State of Nebraska. The improvements and modifications detailed on the accompanying pages represent the highest priority needs that have been identified by managers of Parking Operations.

PROJECT COST: \$456,000

SOURCE OF FUNDS: Parking Revenue Bonds Surplus Fund

SPONSOR: Christine A. Jackson  
Vice Chancellor for Business & Finance

APPROVAL: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: January 5, 2010

## RESOLUTION

BE IT RESOLVED by The Board of Regents of the University of Nebraska (the "Board") as follows:

1. The Board hereby finds and determines:
  - (a) Pursuant to its General Bond Resolution dated as of May 1, 1984, authorizing the issuance of Revenue Bonds by the Board (the "Resolution"), the Board has heretofore issued revenue bonds payable from the revenues and fees derived from the ownership and operation of the parking facilities located on the campus of the University of Nebraska-Lincoln under and pursuant to the Second Supplemental Resolution to the Second series Resolution dated as of December 15, 1992 (the "Second Series Resolution") which created a Second Series Surplus Fund in accordance with Section 3.9 of the Resolution;
  - (b) Section 6.2 of the Resolution requires the Board to operate the facilities in an efficient, sound and economical manner and to keep all facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted.
  - (c) The "Second Series Facilities" include all parking facilities and structures located and currently or hereafter existing on the campus of the University of Nebraska-Lincoln, which parking facilities require certain renewals, replacements, additions, betterments and extensions to maintain the Second Series Revenues and Fees. In order to accomplish such renewals, replacements, additions, betterments and extensions, the sum of \$456,000 should be expended from the Second Series Surplus Fund as indicated on the attached schedule.
2. Authorization. The Board hereby authorizes the expenditure of up to \$456,000 from the Second Series Surplus Fund established pursuant to the Resolution for the project herein identified. The Vice Chancellor for Business and Finance at the University of Nebraska-Lincoln is hereby designated as the University representative who may certify to the Trustee the specific payments to be made from the Second Series Surplus Fund.
3. Surplus Fund. There currently are monies or investments in the Surplus Fund including accruals in excess of \$456,000.

**PARKING IMPROVEMENT REQUESTS**

University of Nebraska - Lincoln

January 28, 2011

Project	Location	Funding Required	Justification
Parking Facility maintenance and repair	City Campus	\$165,000	Maintenance and repair of existing multi-level structures
Parking Lot maintenance and repair	City and East Campus	156,000	Maintenance and repair of surface parking lots
Parking Facility planning and design	City Campus	75,000	Develop plans for additional garage parking east of current 17 <sup>th</sup> and R Sts. parking structure
Security Camera enhancement and replacement	City Campus	25,000	Enhance security
Parking Lot planning and design	City Campus	20,000	Develop plans to extend existing surface parking at 14 <sup>th</sup> and R Sts. and near Andersen Hall.
Computer Equipment & Support	City Campus	15,000	Replace aging equipment
Total		<u>\$456,000</u>	

TO: The Board of Regents Addendum X-B-6

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Project Budget for Renovation of Wittson Hall at the University of Nebraska Medical Center.

RECOMMENDED ACTION: Approve project budget for the renovation of Wittson Hall at UNMC.

PREVIOUS ACTION: December 11, 2009 – The Board of Regents approved the project budget for the renovation of mechanical infrastructure located on Level 2 of Wittson Hall.

EXPLANATION: Wittson Hall, completed in 1971, is an eight level structure containing 208,000 gross square feet. The building houses research labs assigned to College of Medicine faculty, research support facilities, class labs, the McGoogan Library of Medicine and faculty and administrative offices.

As previously reported to the Board of Regents in December 2009, the work to be completed in Wittson Hall (funded by LB605) is being done in two phases. The first phase, separately budgeted and approved, is now complete and renovated the building's mechanical infrastructure on level 2. At this time, it is proposed to begin the second phase by replacing HVAC and associated equipment serving Levels 3 and 4 of the building, restoring building egress to compliance with current fire and life-safety codes, and replacing the partial roof over Level 4.

HVAC systems serving class and research labs on Levels 3 and 4 are original to the building, inefficient, and deteriorated beyond reasonable renovation. New HVAC systems will be installed in two new mechanical rooms on the Level 4 roof, increasing the area of Level 5 by about 2,800 gross square feet.

The recommended work will also replace and reorganize air distribution ductwork on Levels 3 and 4. Corresponding ceilings and lighting fixtures will be replaced. Bench laboratory and support space on the south half of Level 3 will be reclassified as dry research type space and conditioned as such to avoid uneconomical additional HVAC construction.

The partial roof over Level 4 has deteriorated beyond reasonable repair, has developed numerous leaks, and will be replaced prior to renovations in lab areas on Level 4. Additionally, stairs and egress pathways throughout the building will be modified to comply with current fire and life-safety codes.

It is proposed to design and bid this second phase of the project as two separate contracts to facilitate work scheduling. The first contract will complete roofing, mechanical room construction and fire egress

upgrades, the second all mechanical and associated ceiling work. Each construction contract will be awarded to the low responsible bidder. Design firms will be selected from the 4-year list. CCPE review of the project will be required.

This project and related budget have been reviewed and approved by the Business Affairs Committee.

Proposed start of construction: April 2011  
Proposed completion of construction: December 2012

PROJECT COST: \$6,104,000

ON-GOING FISCAL IMPACT: Operating and Maintenance No Additional Impact  
1% Assessment \$61,000

SOURCE OF FUNDS: LB 605 Funds

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

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

DATE: January 5, 2011



TO: The Board of Regents Addendum X-B-7  
Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Program Statement and Budget for the Peter Kiewit Institute Remodel at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Program Statement and Budget for the Peter Kiewit Institute Remodel at the University of Nebraska at Omaha (UNO).

PREVIOUS ACTION: None

EXPLANATION: The proposed project will renovate space at the Peter Kiewit Institute to increase classroom and class lab utilization and create flexible, research oriented clusters. The project will help ensure the success of the Institute and meet 2020 growth goals.

The project will be completed in multiple phases and the existing building will be occupied during construction.

The program statement and budget have been reviewed and approved by the Business Affairs Committee.

Construction of the project will begin after commitments for all funding are in place and authorization to proceed is received from the President.

Proposed start of construction	December 2011
Proposed completion of construction	December 2012

PROJECT COST: \$7,647,338

ESTIMATED OPERATING AND MAINTENANCE:	Annual Operating Costs	No additional costs
	1% Assessment	\$76,473

SOURCE OF FUNDS: Private donations \$7,647,338

SPONSORS: Mike McGinnis  
Executive Director, Peter Kiewit Institute

Rebecca H. Koller  
Assistant Vice President for Business & Finance  
Director of Facilities Planning & Management

RECOMMENDED: James B. Milliken  
President

DATE: January 5, 2011

## **Peter Kiewit Institute Remodel**

Campus: University of Nebraska at Omaha

Date: December 2010

Prepared by: DLR Group

Phone: 402-393-4100

### **1. INTRODUCTION**

#### **1.a. Background and history**

The University of Nebraska's Peter Kiewit Institute was founded in 1996 and houses the University of Nebraska at Omaha College of Information Science and Technology and some of the units of the University of Nebraska-Lincoln College of Engineering.

In 2007, the University, in collaboration with the PKI Board of Policy Advisors, engaged The Washington Advisory Group to evaluate the role and structure of the Institute and to make specific recommendations for its future. The review team described PKI as "the poster child" for the commitment of the local business community and the University of Nebraska to partner in providing leadership in sustaining the economic vitality of Nebraska and recommended five strategic actions:

- Identify a limited number of areas of technical and educational focus and building niches in which the Institute can be a national leader;
- Increase the number of graduates from PKI-based programs in information technology and, if justified, in construction disciplines;
- Expand the financial base, to attract star faculty who can enhance research productivity, competitiveness and academic quality;
- Develop deeper strategic and lasting partnerships, particularly with organizations and corporations that are important economic drivers to the region; and
- Strengthen collaboration across disciplines and among the colleges and the campuses, and developing stronger linkages between the Institute and other academic units throughout the university.

In June 2008, the NU Board of Regents approved a revised charter mandating that PKI establish a reputation as an international center of excellence in information science, technology and engineering, serve the Omaha metropolitan area and State of Nebraska with workforce development and build a research center of excellence that will enhance the University's national reputation.

With the hiring of a new director in June 2009, a new comprehensive and cohesive 10 year strategy for PKI was put forth for advancing research, better utilizing and managing research space, and acquiring resources and hiring people who could successfully grow and sustain the research effort.

A long-term commitment of resources, time and effort to advance the Institute's research program will enable PKI to pursue and achieve the national prominence always envisioned and expected. This renovation represents an important next step in meeting the challenges presented by The Washington Advisory Group study and the revised charter.

**1.b. Project description**

The Peter Kiewit Institute Remodel project will repurpose and remodel 54,000 net square feet to:

- Enhance utilization of existing classrooms and teaching laboratories.
- Create flexible, research oriented clusters, with increased security for primary investigators.
- Consolidate support space for the Holland Computing Center.
- Create a large multi-purpose assembly and informal student interaction space.
- Relocate environmental chemistry and biology, computer and electronic engineering teaching laboratories as well as IT support spaces.
- Create three centrally located, state-of-the-art conference rooms; one on each floor of the building.

**1.c. Purpose and objectives**

The renovation of PKI is the initial step in achieving the two primary goals of the Institute:

- 1) By 2020, grow PKI academic programs to meet estimated demand for PKI graduates by at least 50 percent by:
  - Increasing classroom utilization.
  - Re-profiling classroom sizes and types for present and future academic programs.
  - Upgrading classrooms.
  - Creating more reconfigurable, innovative learning environments.
  - Increasing the utilization of class teaching laboratories.
  - Increasing the number of and quality of conferencing, presentation and collaboration spaces.
  - Providing a progressive, attractive, welcoming, and engaging environment for recruitment and retention of outstanding students and faculty.
- 2) By 2020, grow PKI research program five fold, from \$4.5 M to over \$20 M in annual research by:
  - Capturing underutilized space within the existing building for repurposing to support funded research initiatives
  - Creating an environment that encourages research collaboration by providing space to promote synergistic interaction between disciplines
  - Providing an environment that links academics to research and problem solving to meet industry and government needs
  - Providing high tech conferencing , presentation and collaboration spaces
  - Providing a progressive, attractive, welcoming and engaging environment for recruitment and retention of researchers/investigators, faculty and students.

**2. JUSTIFICATION OF THE PROJECT**

**2.a. Data which supports the funding request**

During its first decade, PKI focused on establishing accredited academic programs in information sciences and engineering and attracting faculty and top students to PKI. Over time, some faculty began to engage in modest levels of research. Classrooms were converted into research space for faculty who were awarded grants.

This practice created problems:

- Research space is haphazardly scattered throughout the building;
- Locating research spaces within college domains resulted in little or no collaboration between the two colleges based at PKI; and
- Research and classroom spaces are poorly managed and underutilized.

In summary, existing space configuration and quality will not allow PKI to take the first steps to meet the revised charter and 2020 goals noted above.

### 3. LOCATION AND SITE CONSIDERATIONS

**3.a. County**

Douglas County

**3.b. Town or campus**

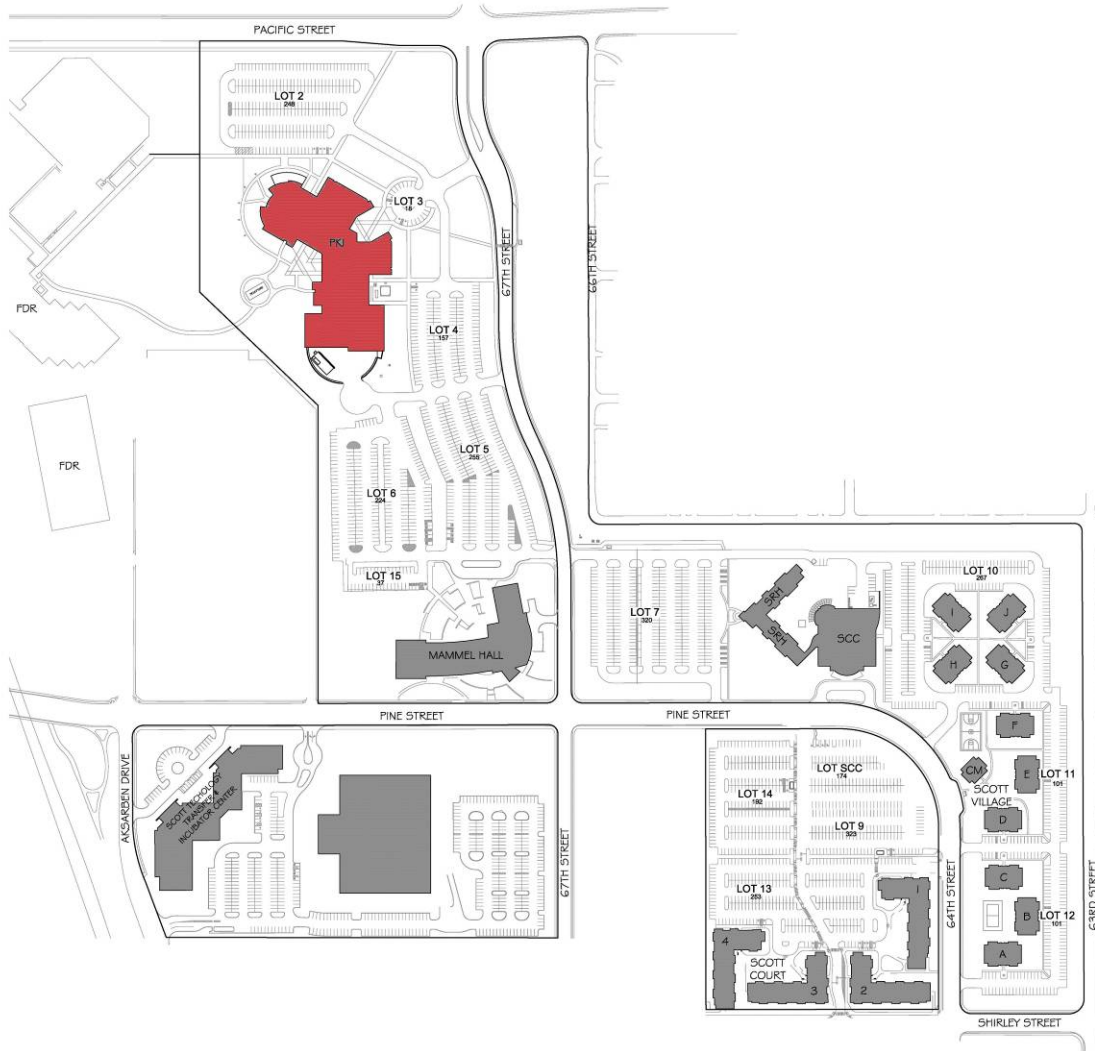
Omaha, Nebraska  
University of Nebraska at Omaha  
Pacific Street Location

**3.c. Proposed site**

The proposed site is on the Pacific Street Location of the University of Nebraska at Omaha.



The renovation will occur within the Peter Kiewit Institute building.



**3.d. Statewide building inventory**

**3.e. Influence of project on existing site conditions**

**3.e.1. Relationship to neighbors and environment**

As the project involves interior renovation, construction will not impact neighbors. However, an increase in students, faculty, staff and community engagement at PKI will add to 67<sup>th</sup> and Pine Streets traffic.

**3.e.2. Utilities**

The project will not impact existing utilities.

### **3.e.3. Parking and circulation**

The existing faculty lot (lot 4) contains 157 stalls, which will provide parking for new staff associated with increased research activity. Lot 2 contains 248 stalls used by PKI students. The lot is full during peak times, and will continue to be full as peak times increase in duration through increased classroom utilization. Lots 5 and 6 (479 stalls total) are shared between PKI and Mammel Hall and are at capacity during peak times. Lot 14, with 192 stalls, operates at less than 40% capacity at all times and is located less than two blocks away from PKI with regularly scheduled shuttle service to the front door. 115 stalls in Lot 14 (60% of 192) will provide the bulk of capacity for growth in student enrollment, and represent a 24% increase in capacity compared with existing conditions.

In addition, the project supports the UNO Facilities Development Plan's strong pedestrian linkage between PKI and Mammel Hall, Scott Conference Center and Residence Hall, Scott Village, and Scott Court housing.

## **4. COMPREHENSIVE PLAN COMPLIANCE**

### **4.a. Consistency with the University Strategic Framework**

The proposed project supports the following goals and objectives in the University of Nebraska Strategic Planning Framework for 2010-2013:

- 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."*
- 4.c. *"Encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration."*
- 4.d. *"Improve the quantity and quality of research space through public and private support."*
- 6. *"The University of Nebraska will be cost effective and accountable to the citizens of the state."*
- 6.d. *"Maximize and leverage non-state support."*
- 6.d.i. *"Promote entrepreneurship and revenue-generating opportunities."*
- 6.d.ii *"Collaborate with the University of Nebraska Foundation to secure private support for university priorities."*

### **4.b. Consistency with the agency comprehensive capital facilities plan**

The proposed project is included in the third quarter 2010 Six-Year Capital Plan.

### **4.c. Consistency with CCPE Statewide Plan**

The proposed project supports the following goal in the most recent Comprehensive Statewide Plan for Postsecondary Education, revised April 6, 2006:

*"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."*

## **5. ANALYSIS OF EXISTING FACILITIES**

### **5.a. Function/purpose of existing programs as they relate to the proposed project**

The College of Engineering offers six academic programs: Architectural, Civil, Computer, Construction and Electronics Engineering, as well as Construction Management. These programs help support Nebraska as a national leader in the field of engineering.

The College of Information Science and Technology offers five academic programs: Bioinformatics, Computer Science, Information Assurance, Information Technology and Information Systems and Quantitative Analysis. The IS&T programs offer flexibility to specialize in a practice area of the student's choice in preparation for future entrepreneurship.

In addition to these programs, the college houses the Center for Collaboration, the School for Interdisciplinary Informatics, the Nebraska University Center for Information Assurance (NUCIA), and the Center of Management of Information Technology (CMIT).

**5.b Square footage of existing areas**

Gross area of the existing Peter Kiewit Institute is approximately 192,000 square feet. Areas and utilization of the existing building by departments are as follows:

Department or Group	Existing SF
PKI Administration	2,229
Durham School for AEC	11,705
Civil Engineering	18,076
Computer & Electronics Eng.	11,149
College of Eng. Shared Spaces	3,653
Computer Science	3,184
School for Interdisciplinary Informatics	2,615
Information Systems and Quality Assurance	2,329
College of IS&T Shared Spaces	6,188
Shared Research Labs	14,965
University Shared Spaces	39,822
<b>Net Area Total</b>	<b>115,915</b>
Nonassignable Space	52,058
Structure and Walls	24,407
<b>Total Gross Square Feet</b>	<b>192,380</b>

**5.c. Utilization of existing space by function**

Areas and utilization of the existing building by function are as follows:

Code	Use	Existing SF
100	Classroom Facilities	14,213
200	Laboratory Facilities	58,669
300	Office Facilities	36,103
600	General Use	2,438
700	Support Facilities	4,492
	<b>Net Area Total</b>	<b>115,915</b>
W-Y	Nonassignable Space	52,058
ZZZ	Structure and Walls	24,407
	<b>Total Gross Square Feet</b>	<b>192,380</b>

**5.d. Physical deficiencies**

1. Data & Video Cable are outdated and need to be replaced.
2. IDF racks need expansion capabilities.

**5.e. Programmatic deficiencies**

1. Changes in course offerings and programs created underutilized spaces requiring relocation, repurposing and renovation of major areas of the building.
2. In addition, the building lacks:
  - a) dedicated research space
  - b) security to insure the confidentiality of data
  - c) adequate breakout areas for informal and formal collaboration
  - d) lounge space for students and faculty
  - e) informal food service beyond vending machines
  - f) space for both wellness/exercise activities and shower/changing
  - g) space to display faculty and student awards and to tell the story and mission of the Institute
  - h) additional webcast/video conferencing facilities
  - i) a family or gender neutral toilet facility

**5.f. Replacement cost of existing building**

According to the Facilities Management Information Report dated June 30, 2009, the insured replacement cost of the existing Peter Kiewit Institute is \$37,526,626. This figure does not include movable equipment, boilers, chillers, electrical power generator equipment, land values, utilities beyond the five foot line, and the cost of moving.

**6. FACILITY REQUIREMENTS AND THE IMPACT OF THE PROPOSED PROJECT**

**6.a. Functions/purpose of the proposed program**

**6.a.1. Activity identification and analysis**

PKI will continue to serve the College of Engineering and Information Sciences and Technology as well as the Holland Computing Center and Peter Kiewit Institute Technology Development Corporation, a non-profit entity established to serve PKI, businesses, and government organizations with technology transfer and services for students and faculty.

**6.a.2. Projected occupancy/use levels**

**College of Engineering Personnel Projections:**

College of Engineering Personnel Classification	Existing Headcount		Projected Headcount	
	Full Time	Part-Time	Full Time	Part-Time
Academic/Administration	28	2	30	2
Management/Professional	7	0	10	0
Office/Service	6	1	7	1
Student Employees	1	33	1	34
<b>Totals</b>	<b>42</b>	<b>36</b>	<b>48</b>	<b>37</b>



**College of Information Sciences & Technology Personnel Projections:**

College of IS&T Personnel Classification	Existing Headcount		Projected Headcount	
	Full Time	Part-Time	Full Time	Part-Time
Academic/Administration	40.5	8	52	10
Management/Professional	3	0	3	0
Office/Service	0	0	0	1
Student Employees	0	0	0	1
<b>Totals</b>	<b>43.5</b>	<b>8</b>	<b>55</b>	<b>12</b>

Undergraduate Enrollment by College	2011	Projected			
		2012	2013	2014	2015
Engineering	873	916	962	1,010	1,061
Information Sciences & Technology	622	653	685	720	756
<b>Totals</b>	<b>1,495</b>	<b>1,569</b>	<b>1,647</b>	<b>1,730</b>	<b>1,817</b>
Total enrollment including MS and PhD students:	<b>1,933</b>	<b>2,030</b>	<b>2,131</b>	<b>2,238</b>	<b>2,350</b>

Undergraduate Graduates by College	2011	Projected			
		2012	2013	2014	2015
Engineering	151	159	167	175	184
Information Sciences & Technology	105	110	116	122	128
<b>Totals</b>	<b>256</b>	<b>269</b>	<b>283</b>	<b>297</b>	<b>312</b>

**6.b. Space requirements**

**6.b.1b Square footage by Department:**

Department or Group	Proposed SF
PKI Administration	2,229
Durham School for AEC	11,705
Civil Engineering	18,926
Computer & Electronics Eng.	6,949
College of Eng. Shared Spaces	3,368
Computer Science	3,184
School for Interdisciplinary Informatics	2,615
Information Systems and Quality Assurance	2,329
College of IS&T Shared Spaces	5,309
Shared Research Labs	24,464
University Shared Spaces	34,816
<b>Net Area Total</b>	<b>115,894</b>

**6.b.1a Square footage by Use:**

Code	Use	Proposed SF
100	Classroom Facilities	12,142
200	Laboratory Facilities	62,283
300	Office Facilities	34,343
600	General Use	2,777
700	Support Facilities	4,349
	<b>Net Area Total</b>	<b>115,894</b>

**6.b.2 Basis for square footage/planning parameters**

Square footage assignments are based upon University space guidelines and DLR Group experience with similar facilities in combination with user group expectations and knowledge of other facilities. Square footage and planning parameters are consistent with or exceed other peer group institutions.

**6.c. Impact of the proposed project on existing space**

**6.c.1 Reutilization**

The first and second floor space will be maintained and reutilized with minor modifications.

**6.c.2 Demolition & Renovation**

Demolition will occur primarily on the third floor to provide space for research, student computer labs, and support for the Holland Computing Center. Additional demolition will occur on the first floor to provide a new classroom and relocate environmental chemistry and biology teaching and research laboratories. In addition, areas of the second floor will be demolished to allow relocation of computer and electronics engineering teaching laboratories.

**7. EQUIPMENT REQUIREMENTS**

**7.a. List of available equipment for reuse (if applicable)**

All existing equipment is available for reuse in relocated or renovated spaces, with the exception of classroom tablet arm chairs. Fixed equipment in existing teaching laboratories will be relocated into new locations. Equipment and furniture in existing research spaces will be relocated as required.

**7.b. Additional equipment**

**7.b.1. Fixed equipment**

Fixed equipment will include cabinetry and benches for the new Hydrology/Hydraulics teaching laboratory, and upgraded audio/visual and teleconferencing equipment for three presentation and conference spaces. New fixed equipment required by research activities will be funded by specific research grants.

**7.b.2. Movable equipment**

Movable equipment will include new tables and chairs for classrooms currently furnished with tablet arm chairs, office systems furniture for graduate assistant workstations and research assistant workstations, systems furniture for research investigator offices, and tables and chairs for the new conference and presentation spaces.

**7.b.3. Special or technical equipment**

Special equipment will include demonstration equipment required for the new Hydrology/Hydraulics teaching laboratory, two new exhaust hoods for the relocated environmental engineering teach lab, and provisions for recalibration of relocated measurement equipment and instruments.

**8. SPECIAL DESIGN CONSIDERATIONS**

The following outline preliminarily identifies the anticipated building systems used in establishing the quality level of facility and associated preliminary construction cost.

**8.a. Construction type**

The existing building is a three-story noncombustible structure, fully protected with automatic sprinkler protection and a fire alarm system, construction type II-B.

**8.b. Heating and Cooling Systems**

The building is served by a series of variable volume air handling units located on each floor. While existing ductwork will be modified to serve rooms remodeled under the scope of this project, no significant changes will be made to the primary system components. The capacity of the existing system is sufficient to meet the needs of remodeled spaces.

**8.c. Life Safety/ADA**

The Life Safety requirements for this project are included in NFPA 101.

**8.d. Historic or architectural significance**

None

**8.e. Artwork**

There is no requirement for art to be included in the budget because there are no state tax dollars funding this project.

**8.f. Phasing**

Current planning anticipates construction in three phases to accommodate classroom modifications and relocation of teaching labs prior to construction of research areas.

New research space will be constructed similar to tenant improvements in commercial office space, so the initial configuration of approximately 14,000 net square feet will have minimal fit-up. Construction of finished spaces will be accomplished with funding from research grants.

**8.g Future expansion**

As enrollments and research activities grow, the Peter Kiewit Institute plans an expansion of the existing building to the southwest. Expansion studies suggest that a three-story expansion of approximately 110,000 SF would be possible on this site.

**9. PROJECT BUDGET AND FISCAL IMPACT**

**9.a. Cost estimates criteria**

**9.a.1 Identify recognized standards, comparisons and sources used to develop the estimated cost.**

Similar project cost data, experience with similar projects, input from general, mechanical and electrical contractors and Means Cost Data were all used in developing the proposed project budget.

**9.a.2 Identify the year and month on which the estimates are made and the inflation factors used**

Program Statement estimates were done in October 2010. Construction costs assume a spring 2011 construction start, midpoint of construction in fall 2011 and an early 2012 completion date.

**9.a.3. Gross and net square feet**

Gross area of the building will remain unchanged. Net area will be approximately 129,700 SF, yielding a net to gross ratio of 67.5%. Total renovated area will be approximately 54,000 SF.

**9.a.4 Total project cost per gross square foot**

Total project cost is estimated to be \$141.63/SF for renovated construction area.

**9.a.5 Construction cost per gross square foot**

Construction cost is estimated to be \$117.52/SF for renovated construction area.

**9.b. Total project cost**

The Preliminary Project Budget was prepared using cost information from past projects of similar size and scope, Means Building Construction Cost Data, and review with University of Nebraska Omaha facilities management staff. Assumed mid-point of construction is July 2012.

<b><u>Construction</u></b>	
General Const.	\$3,311,450
Mechanical Const.	\$1,380,200
Electrical Const.	\$1,077,380
Construction Contingency	\$576,800
<b>Subtotal Construction</b>	<b>\$6,345,830</b>
<b><u>Nonconstruction</u></b>	
Moveable Equipment	\$251,680
Special & Technical Equipment	\$150,020
A/E	\$570,000
A/E Additional Services	\$19,400
A/E Reimbursable Expenses	\$33,300
In-house labor (PM)	\$97,000
Other Consultants	\$25,000
Signage	\$15,000
Models/Renderings	\$2,500
Moving/Relocation	\$15,000
Builder's Risk Insurance	\$3,808
Plan Review	\$1,500
Project Evaluation Board	\$1,000
Printing, Advertising, Mailing	\$30,000
Non-construction Contingency	\$84,300
<b>Subtotal Non-construction</b>	<b>\$1,301,508</b>
<b>Total Project Cost</b>	<b>\$7,647,338</b>

**9.c. Fiscal impact based upon first full year of operation**

**9.c.1. Estimated additional operational and maintenance costs per year**

No additional operation and maintenance costs are anticipated after completion of this project.

**9.c.2. Estimated additional programmatic costs per year**

No additional programmatic costs are anticipated after completion of this project.

**9.c.3. Applicable building renewal assessment charges**

As the renovation exceeds 15% of replacement cost, an assessment of \$76,473 will occur yearly.

**10. FUNDING**

**10.a. Total funds required**

Total Project Cost: \$7,647,338

**10.b. Project funding sources (amounts and/or percentage of each)**

**10.b.1. Private donations**

The project will be 100% funded by private sources.

**10.c. Fiscal year expenditures for project duration**

July 2010 – June 2011	\$240,000
July 2011 – June 2012	\$3,400,000
July 2012 – June 2013	<u>\$4,007,338</u>
Total	\$7,647,338

**11. TIME LINE**

BOR Approval Program statement	January 28, 2011
Funding	On-going
Consultant and CM selections	February 2011
Architect approved by BOR	March 11, 2011
Design development documents	April 2011
Intermediate Design Report	June 2011
Final Design Complete	October 2011
Receive Bids for Construction	November 2011
Award of Contract and Start of Construction	December 2011
Completion of Construction	December 2012

**12. HIGHER EDUCATION SUPPLEMENT**

**12.a. CCPE Review:** Not required

**12.b. Method of contracting**

**12.b.1 Identify Method**

The proposed project will be contracted through a construction manager at risk (CMR) method.

**12.b.2. Rationale for method selection**

Project Phasing and complexity of remodeling an existing facility while in use; together with unique funding sources suggest that the CMR method will be the most effective approach for this project.

TO: The Board of Regents Addendum X-B-8

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Housing Rates for the 2011-12 Academic Year at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Room Rates for Scott Village, Scott Court, Maverick Village and University Village for the 2011-12 Academic Year at the University of Nebraska at Omaha.

PREVIOUS ACTION: April 16, 2010 – The Board of Regents approved the room rates for Scott Village and Maverick Village for the 2010-11 Academic Year.

EXPLANATION: Scott Village Housing Rates  
Scott Village rate increases ranging from 3.3% to 4.4% are proposed for 2011-12.

	<u>Twelve-Month</u>		Percentage
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Monthly Payment Plan	\$5,580	\$5,820	4.3%
Semi-Annual Payment Plan	5,460	5,700	4.4%
Annual Payment Plan	5,400	5,580	3.3%

Scott Court Housing Rates

Scott Court will open in August 2011. The rates are proposed for 2011-12.

	<u>Nine-Month</u>		Percentage
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Semi-Annual Payment Plan	**	\$4,950	N/A

	<u>Twelve-Month</u>		Percentage
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Monthly Payment Plan	N/A	\$6,180	N/A
Semi-Annual Payment Plan	N/A	5,940	N/A
Annual Payment Plan	N/A	5,880	N/A

Maverick Village Housing Rates

Maverick Village rate increases of 5.0% are proposed for 2011-12.

	<u>Twelve-Month</u>		Percentage
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Monthly Payment Plan	\$6,180	\$6,492	5.0%
Semi-Annual Payment Plan	5,976	6,276	5.0%
Annual Payment Plan	5,844	6,136	5.0%

University Village Housing Rates

University Village rate increases of 5.0% are proposed for 2011-12.

	<u>Nine-Month</u>		<u>Percentage</u>
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Semi-Annual Payment Plan	\$4,572	\$4,800	5.0%

	<u>Twelve-Month</u>		<u>Percentage</u>
	<u>2010-11</u>	<u>2011-12</u>	<u>Increase</u>
Monthly Payment Plan	\$5,820	\$6,108	5.0%
Semi-Annual Payment Plan	5,628	5,910	5.0%
Annual Payment Plan	5,496	5,772	5.0%

Scott Hall Boarding and Housing Rates – For Information

Housing and boarding rates for the 2011-12 year for Scott Hall have not been finalized by the Suzanne and Walter Scott Foundation. The tentative proposal by the Scott Foundation is to increase rates by 5.0% to \$8,350 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: January 5, 2011

TO: The Board of Regents Addendum X-B-9

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Residence Hall Room and Board Rates for the Academic Year 2011-12 at the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the Residence Hall Room and Board Rates for the 2011-12 Academic Year at the University of Nebraska at Kearney (UNK)

<u>Double Room+ Meals/Week</u>	<u>2010-2011</u>	<u>2011-2012</u>
21 meal plan	\$ 7,206	\$ 7,558
15 meal plan	7,138	7,487
10-meal plan	N/A	7,318

PREVIOUS ACTION: April 16, 2010 – The Board of Regents approved the following Room and Board rates for double occupancy for the 2010-11 Academic Years.

EXPLANATION: The rates shown above represent a 5% increase for students selecting the 21 meal plan residing in a double occupancy basic room. The increase is based on a study of current and projected revenues and expenditures for the operation of residence halls and meal plans including student input which was conducted in late 2010.

A new feature for 2011-2012 is the addition of a third 10-meal plan which will be offered in response to requests from students and Student Affairs personnel.

The increase reflects costs of employee salaries, wages, and benefits, raw food costs, materials and supplies, and computing enhancements. These rates will also support the debt service related to continuing facilities renovation projects and planned enhancements contained in UNK's Housing Master Plan.

The above-noted rates are the basic room and board charges for traditional residence halls, to which all other housing rates are then related – break housing, suites, etc. The percentage increase in rates for these other special contracts may be higher than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract.

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: January 5, 2011



TO: The Board of Regents Addendum X-B-10

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Nebraska College of Technical Agriculture (NCTA) Residence Hall Room and Board Rates for the 2011-12 Academic Year

RECOMMENDED ACTION: Approve NCTA 2011-12 academic year room rates for the traditional residence halls at the 2010-11 rates, approve new rates for the two new residence halls, increase board rates 10%, and add a five meal per week plan.

PREVIOUS ACTION: April 16, 2010 – The Board of Regents approved the current room and board rates at \$4,084 for 2010-11. The “Special Enhancement Assessment” of \$25 per month commencing with the 2001-02 academic year continues.

EXPLANATION: The acquisition of Aggie West and current construction of the new Aggie Central Residence Hall necessitate the creation of new rates to cover the various NCTA housing options. Rates have been established for each residence hall option and amenities based on similar units at other Nebraska two-year colleges offering agriculture programs.

The proposed options and rates are as follows:

Traditional Residence Halls (no change from 2010-2011):

- \$1,050 per semester for double room
- \$1,575 per semester for single room

Aggie West Residence Hall:

- \$1,205 per semester for double room with communal shower
- \$1,390 per semester for double room with private shower
- \$1,808 per semester for single room with communal shower
- \$2,085 per semester for single room with private shower

Aggie Central Residence Hall:

- \$1,400 per semester for four person apartment style suite
- \$2,200 per semester for two person apartment style suite

It is proposed to increase the meal plan rate by 10%, adjusting the per meal rate from \$5.00 to \$5.50 and adding the five meal per week plan option only for off campus students. The City of Curtis has limited meal choices and a large number of second-year students living off campus have requested this option. The meal plans rate increase is due to the rise in price of food, equipment, and supplies and is only the second increase in five years for the standard meal plans.

The proposed options and rates are as follows:

- 5 per week/\$440
- 14 per week/\$1,232
- 18 per week/\$1,584 (includes 4 weekend meals)
- 23 per week/\$2,024 (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: Ronnie D. Green  
Vice President for Agriculture and Natural Resources  
IANR Harlan Vice Chancellor

DATE: January 5, 2011

**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: January 28, 2011

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: January 5, 2011

## **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. *Analyze areas of future workforce demand, including job and self-employment opportunities in non-growth rural communities and economically disadvantaged urban areas, and strengthen or develop curricula and programs appropriate to the 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: January 28, 2011

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: January 5, 2011

## 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 2011-12	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2011	Business
FY 2012-13	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2012	Business
FY 2013-14	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2013	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 2011-12	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2011	Business
FY 2012-13	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2012	Business
FY 2013-14	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2013	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 2010-11	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. 2011	Academic
FY 2011-12	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2012	Academic
FY 2012-13	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2013	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 2011	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Oct. 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
Fall 2013	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Nov. 2013	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.*

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
FY 2010-11	<ol style="list-style-type: none"> <li>1) All salary increases should be awarded, to the extent possible, on the basis of merit.</li> <li>2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers.</li> <li>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.</li> </ol>	April 2011	Business
FY 2011-12	<ol style="list-style-type: none"> <li>1) All salary increases should be awarded, to the extent possible, on the basis of merit.</li> <li>2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers.</li> <li>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.</li> </ol>	April 2012	Business
FY 2012-13	<ol style="list-style-type: none"> <li>1) All salary increases should be awarded, to the extent possible, on the basis of merit.</li> <li>2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers.</li> <li>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.</li> </ol>	April 2013	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.*

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
Fall 2010	<ol style="list-style-type: none"> <li>1) Increase faculty diversity, employing measures permitted by state and federal law.</li> <li>2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.</li> </ol>	Sept. 2011	Academic
Fall 2011	<ol style="list-style-type: none"> <li>1) Increase faculty diversity, employing measures permitted by state and federal law.</li> <li>2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.</li> </ol>	Sept. 2012	Academic
Fall 2012	<ol style="list-style-type: none"> <li>1) Increase faculty diversity, employing measures permitted by state and federal law.</li> <li>2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.</li> </ol>	Sept. 2013	Academic

**8. Nebraska Top 25% (3-b-i)**

*Increase enrollment of Nebraska students ranked in top 25% of their high school class.*

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
Fall 2011	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0%.	Oct. 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
Fall 2013	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class at 50.0% or greater.	Nov. 2013	Academic

**9. Merit-based Scholarships (3-b-ii)**

*Increase support for merit-based scholarships.*

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
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
FY 2012-13	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2013	Academic

**10. Nonresident Student Enrollment (3-c-i)**

*Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.*

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
Fall 2011	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Oct. 2011	Academic
Fall 2012	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2012	Academic
Fall 2013	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2013	Academic



## 11. Workforce Development (3-h-i and 3-h-iii)

*Analyze areas of future workforce demand, including job and self-employment opportunities in non-growth rural communities and economically disadvantaged urban areas, and strengthen or develop curricula and programs appropriate to the university in alignment with those areas. (3-h-i) Develop distance education and other educational programs that permit Nebraskans to prepare for jobs and opportunities to meet future workforce demands. (3-h-iii)*

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2010	Index and analyze faculty research that may contribute to new workforce opportunities.	March 2011	Outreach
Fall 2011	Review new internal and external research on workforce needs and update categories of employment for purposes of aligning university programs to changing needs.	March 2012	Outreach
Fall 2012	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2013	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 2009-10	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	March 2011	Academic
FY 2010-11	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	March 2012	Academic
FY 2011-12	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	March 2013	Academic

### 13. Entrepreneurship (5-d)

*Support entrepreneurship education, training and outreach.*

Proposed metrics, not yet adopted. Referred to the Outreach Committee on 4/16/10.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Spring 2011	1) Increase training hours invested by program participants by 5% of 83,940. 2) Increase number of clients assisted by 5% of 10,904. 3) Increase number of SBIR/STTR applications by 10% of 70. 4) Increase number of SBIR/STTR awards by 5% of 18. 5) Increase investment in NU assisted companies by 5% of \$56,056,229. 6) Increase NU assisted business start-ups and transitions by 5% of 460.	April 2011	Outreach
Spring 2012	Evaluate and modify annual targets as appropriate.	April 2012	Outreach
Spring 2013	Evaluate and modify annual targets as appropriate.	April 2013	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"> <li>1) Short-Term Cash/Investments: Exceed average of similar fund types</li> <li>2) Endowments: Exceed average of similar fund types</li> <li>3) Debt: Maintain Aa2 rating; exceed 1.15 coverage</li> <li>4) Capital: Report on LB 605 Projects, Capital Queue</li> <li>5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations</li> <li>6) Human Resources: Meet midpoint of peers in faculty and staff salaries</li> <li>7) Information Technology: report on implementation of SIS and SAP</li> </ol>	<ol style="list-style-type: none"> <li>1) June 2010</li> <li>2) Dec. 2010</li> <li>3) Dec. 2010</li> <li>4) 605, Dec. 2010; Queue, (March/June/Sept./Dec. 2010)</li> <li>5) TBD</li> <li>6) April 2010</li> <li>7) SIS, March/Sept. 2010; SAP, Sept. 2010</li> </ol>	Business
2011 Calendar Year	<ol style="list-style-type: none"> <li>1) Short-Term Cash/Investments: Exceed average of similar fund types</li> <li>2) Endowments: Exceed average of similar fund types</li> <li>3) Debt: Maintain Aa2 rating; exceed 1.15 coverage</li> <li>4) Capital: Report on LB 605 Projects, Capital Queue</li> <li>5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations</li> <li>6) Human Resources: Meet midpoint of peers in faculty and staff salaries</li> <li>7) Information Technology: report on implementation of SIS and SAP</li> </ol>	<ol style="list-style-type: none"> <li>1) 2<sup>nd</sup> Quarter 2011</li> <li>2) 4<sup>th</sup> Quarter 2011</li> <li>3) 4<sup>th</sup> Quarter 2011</li> <li>4) 605, 4<sup>th</sup> Quarter 2011; Queue, Quarterly</li> <li>5) TBD</li> <li>6) 2<sup>nd</sup> Quarter 2011</li> <li>7) SIS, 1<sup>st</sup> and 3<sup>rd</sup> Quarter 2011; SAP, 3<sup>rd</sup> Quarter 2011</li> </ol>	Business
2012 Calendar Year	<ol style="list-style-type: none"> <li>1) Short-Term Cash/Investments: Exceed average of similar fund types</li> <li>2) Endowments: Exceed average of similar fund types</li> <li>3) Debt: Maintain Aa2 rating; exceed 1.15 coverage</li> <li>4) Capital: Report on LB 605 Projects, Capital Queue</li> <li>5) Expenditures: Drive strategic investment through Programs of Excellence, reallocations</li> <li>6) Human Resources: Meet midpoint of peers in faculty and staff salaries</li> <li>7) Information Technology: report on implementation of SIS and SAP</li> </ol>	<ol style="list-style-type: none"> <li>1) 2<sup>nd</sup> Quarter 2012</li> <li>2) 4<sup>th</sup> Quarter 2012</li> <li>3) 4<sup>th</sup> Quarter 2012</li> <li>4) 605, 4<sup>th</sup> Quarter 2012; Queue, Quarterly</li> <li>5) TBD</li> <li>6) 2<sup>nd</sup> Quarter 2012</li> <li>7) SIS, 1<sup>st</sup> and 3<sup>rd</sup> Quarter 2012; SAP, 3<sup>rd</sup> Quarter 2012</li> </ol>	Business

## 16. Student Learning Assessment (6-g)

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

<b>Reporting Period</b>	<b>Accountability Measure</b>	<b>Report Date</b>	<b>Reporting Committee</b>
Fall 2010	<ol style="list-style-type: none"><li>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.</li><li>2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.</li></ol>	April 2011	Academic
Fall 2011	<ol style="list-style-type: none"><li>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.</li><li>2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.</li></ol>	April 2012	Academic
Fall 2012	<ol style="list-style-type: none"><li>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.</li><li>2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.</li></ol>	April 2013	Academic

TO: The Board of Regents  
Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: University of Nebraska 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: January 5, 2011

# Strategic Framework Accountability Measure Reporting and Updating Calendar

Revised January 5, 2011

<u>Board Meeting Date</u>	<u>Academic Affairs Committee</u>	<u>Business Affairs Committee</u>	<u>Outreach and Economic Development Ad Hoc Committee</u>
January 28, 2011	Graduation Rates [1-b-iii]	LB 605 [6-a-ii] Administrative/Business Efficiencies [6-c-ii] <i>(Report on Endowments, Debt, LB 605, Capital Queue)</i> (Carried over from December 2010)	None
February 18, 2011	UNO campus visit with discussion of campus strategic plan and performance indicators.		
March 11, 2011	Research [4-a-i]	Administrative/Business Efficiencies [6-c-ii] <i>(Report on SIS, Capital Queue)</i>	Workforce Development [3-h-iii]
April 29, 2011	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 27, 2011	UNK campus visit with discussion of campus strategic plan and performance indicators.		
June 17, 2011	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
September 9, 2011	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 28, 2011	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i]	None	None
December 9, 2011	None	LB 605 [6-a-ii] Administrative/Business Efficiencies [6-c-ii] <i>(Report on Endowments, Debt, LB 605, Capital Queue)</i>	None

TO: The Board of Regents  
Academic Affairs

MEETING DATE: January 28, 2011

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: January 5, 2011

# University of Nebraska Strategic Dashboard Indicators (January 28, 2011)

State Funding Change (Indicator 1.a.i) FY2010-11			Tuition Change (Indicator 1.a.ii) FY2010-11			Enrollment Change (Indicator 1.b.i) Fall 2010		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	Funding + cost mgmt = <6% tuition increase	-1.3%*		Funding + cost mgmt = <6% tuition increase	6.0%*		1.5%	2.7%
Retention (Indicator 1.b.i) Fall 2010			Need-Based Aid (Indicator 1.a.iii) FY2009-10			Need-Based Aid (Indicator 1.a.iii) FY2009-10		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	80% Retention Rate			Report on Collegebound Nebraska	Program implemented and expanded		Increase private funds by \$6 million	Increased \$5.98 million
Women Faculty (Indicator 2.a.iii) Fall 2009			Minority Faculty (Indicator 2.a.iii) Fall 2009			Top 25% Enrollment (Indicator 3.b.i) Fall 2010		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>	
	Increase over 2008	2009=33.79% 2008=33.38%		Increase over 2008	2009=15.38% 2008=15.19%		Increase to 50%	47.9%
Nonresident Recruitment (Indicator 3.c.i) Fall 2010			Merit-Based Aid (Indicator 3.b.ii) FY2009-10			*State funding reflects change to original appropriation made during the special legislative session.		
<u>Target</u>	<u>Performance</u>		<u>Target</u>	<u>Performance</u>				
	Increase 1.5% over 2009	+5.6%		Increase private funds by \$6 million	Increased \$12.09 million			
Six-Year Graduation Rate (Indicator 1.b.iii) AY2007-08				Faculty Salaries (Indicator 2.a.i) FY2009-10				
<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	2010= -4.6% 2009= -6.5%		
	UNO	2008= +2.9% 2007= +0.1%			UNO	2010= -1.0% 2009= -4.8%		
	UNK	2008= +8.4% 2007= +6.6%			UNK	2010= -3.2% 2009= -3.7%		
UNMC	Not Applicable	Not Applicable			UNMC	2010= -7.4% 2009= -8.7%		

**LEGEND:**



Target Met or Exceeded












Progress Toward Target



Target Not Met



# University of Nebraska Strategic Dashboard Indicators (January 28, 2011)

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>			
	<b>Four-Year Graduation Guarantee (1.b.iii)</b> 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.			
	<b>Faculty Salaries (2.a.i)</b> 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.			
	<b>Workforce Demand (2.c.iii)</b> 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.			
	<b>Entrepreneurship (3.d)</b> Spring 2009	<ol style="list-style-type: none"> <li>1) Increase training hours by 5%.</li> <li>2) Increase number of clients by 5%.</li> <li>3) Increase SBIR/STTR applications by 10%.</li> <li>4) Increase SBIR/STTR awards by 5%.</li> <li>5) Increase investment in NU-assisted companies by 5%.</li> <li>6) Increase NU-assisted startups and transitions by 5%.</li> </ol>		<ol style="list-style-type: none"> <li>1) Training hours grew by 6%.</li> <li>2) Clients increased by 2%.</li> <li>3) SBIR/STTR applications increased 27%.</li> <li>4) SBIR/STTR awards increased 64%.</li> <li>5) Investment in NU-assisted companies increased 57%.</li> <li>6) NU-assisted start-ups and transitions increased 19%.</li> </ol>			
	<b>Student Learning Assessment (6.f.i)</b> Fall 2010	<ol style="list-style-type: none"> <li>1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations.</li> <li>2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.</li> </ol>		<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>Campuses are taking a variety of approaches to participation in pilot programs designed to measure learning outcomes, including exploring processes for assessing general studies requirements and participation in the administration of the College Assessment of Academic Proficiency (CAAP).</p>			

**LEGEND:**



Target Met or Exceeded









Progress Toward Target



Target Not Met

# University of Nebraska Strategic Dashboard Indicators (January 28, 2011)

	<u>Indicator</u>	<u>Target</u>	<u>Performance</u>
	<b>Administrative Best Practices (6.a.ii)</b>		
	<b>September 2010</b>	Information Technology: report on implementation of SIS and SAP	Completed CedarCrestone implementation contract successfully August 31, 2010.
	<b>June 2010</b>	Short-Term Cash/Investments: Exceed average of similar fund types	The performance of the State's Operating Investment Pool (4.5%) slightly underperformed when compared to the benchmark value of 4.7%.
	<b>December 2009</b>	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.
	<b>December 2009</b>	Debt: Maintain Aa2 rating; exceed 1.15 coverage	Maintained Aa2 rating, and exceeded 1.15 coverage.
	<b>December 2009</b>	Capital: Report on LB 605 Projects, Capital Queue	Projects are within budget and proceeding as quickly as possible given space and review constraints.
	<b>June 2010</b>	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: January 28, 2011

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: January 5, 2011

Alignment of the University's Strategic Goals with Board of Regents Agenda Items  
January 28, 2011

- 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.**
  - Strategic Framework annual report on graduation rates
  - Approve campus residence hall and other room and board rates
  - Report of programs with tuition variances
  
- 2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.**
  - Approve Bachelor of Science and Master of Arts degrees in Athletic Training at UNO
  - Create a new professional program, the Doctor of Nursing Practice, at UNMC
  - Annual tenure density report
  - Report of expedited approval of the UNL Graduate Certificate Programs in Autism Spectrum Disorders and Severe Disabilities, Mixed Methods Research, and Early Childhood Special Education
  
- 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.**
  - Ad Hoc Outreach and Economic Development committee presentation on Rural Initiative planning and the Governor's economic development proposals
  - Create a new professional program, the Doctor of Nursing Practice, at UNMC
  
- 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 sole source purchase of a Mass Spectrometer System for the Biochemistry/Redox Biology Center at UNL
  - Approve Program Statement and Budget for the East Stadium Addition Research Fit-out at UNL
  - Approve project budget for the renovation of Wittson Hall at UNMC
  - Approve Program Statement and Budget for the Peter Kiewit Institute remodel at UNO
  
- 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.**
  - Ad Hoc Outreach and Economic Development committee presentation on Rural Initiative planning and the Governor's economic development proposals

**6. The University of Nebraska will be cost effective and accountable to the citizens of the state.**

- Business Affairs committee presentation from State Auditor Mike Foley
- Approve the acceptance of audited financial statements of the University and related entities
- Strategic Framework annual report on debt and endowments, and LB 605 capstone report
- Approve various capital construction related projects, including:
  - Program Statement and Budget for Devaney Sports Center improvements at UNL
  - Authorize the president to approve a change order to the construction contract for the Hendricks Training Complex at UNL
  - Resolution authorizing the issuance of revenue bonds for the East Stadium Improvement Project at UNL
  - Resolution authorizing expenditure of surplus funds from parking revenue bonds at UNL for property improvements and equipment purchases
- Report of bids and contracts

**D. REPORTS**

1. Annual Tenure Density report for fall 2010 Addendum X-D-1
2. Programs with Tuition Variances for fall 2010 Addendum X-D-2
3. Bids and Contracts Addendum X-D-3
4. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Autism Spectrum Disorders and Severe Disabilities Addendum X-D-4
5. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Mixed Methods Research Addendum X-D-5
6. Expedited Approval of the University of Nebraska-Lincoln Graduate Certificate Program in Early Childhood Special Education Addendum X-D-6
7. UNL Residence Hall Room & Board Rates Addendum X-D-7
8. LB 605 Capstone report Addendum X-D-8

Additional Item

9. Financing for the Education Center and Student Housing Projects at the University of Nebraska College of Technical Agriculture (NCTA) Addendum X-D-9

TO: The Board of Regents Addendum X-D-1  
Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Tenure Density Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: January 22, 2010 – The Board of Regents accepted the Fall 2009 University of Nebraska Tenure Density Report.

EXPLANATION: The report includes headcounts and net changes across years for Faculty and Administrators with tenure status or in tenure-track positions on all campuses. The purpose of the report is to show the number and percentage of individuals that are tenured at each campus.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSOR: Linda Ray Pratt  
Executive Vice President and Provost

RECOMMENDED: James B. Milliken  
President

DATE: January 11, 2011

**UNIVERSITY OF NEBRASKA**  
**TENURE DENSITY**  
**Fall 2010 Compared to Selected Previous Years**

	2000	2005	2009	2010	Net Change		
					Numbers and Percentage Points		
					1-yr	5-yr	10-yr
<b>University Wide</b>							
Tenured	1,606	1,630	1,698	1,713	15	83	107
Tenure-Track	403	416	444	435	(9)	19	32
Health Professions	311	357	461	474	13	117	163
Total	2,320	2,403	2,603	2,622	19	219	302
% Tenured	69.2%	67.8%	65.2%	65.3%	0.1%	-2.5%	-3.9%
<b>UNL</b>							
Tenured	865	889	918	921	3	32	56
Tenure-Track	228	224	264	270	6	46	42
Total	1,093	1,113	1,182	1,191	9	78	98
% Tenured	79.1%	79.9%	77.7%	77.3%	-0.3%	-2.5%	-1.8%
<b>UNL (city only)</b>							
Tenured	608	656	681	692	11	36	84
Tenure-Track	184	176	202	201	(1)	25	17
Total	792	832	884	893	9	61	101
% Tenured	76.8%	78.8%	77.1%	77.5%	0.4%	-1.4%	0.7%
<b>IANR</b>							
Tenured	257	233	236	229	(7)	(4)	(28)
Tenure-Track	44	48	62	69	7	21	25
Total	301	281	298	298	0	17	(3)
% Tenured	85.4%	82.9%	79.2%	76.8%	-2.4%	-6.1%	-8.5%
<b>UNMC</b>							
Tenured	242	249	267	273	6	24	31
Tenure-Track							
Health Professions	311	357	461	474	13	117	163
Total	553	606	728	747	19	141	194
% Tenured	43.8%	41.1%	36.7%	36.5%	-0.2%	-4.5%	-7.2%
<b>UNO</b>							
Tenured	302	302	335	338	3	36	36
Tenure-Track	106	122	108	99	(9)	(23)	(7)
Total	408	424	443	437	(6)	13	29
% Tenured	74.0%	71.2%	75.6%	77.3%	1.7%	6.1%	3.3%
<b>UNK</b>							
Tenured	197	190	178	181	3	(9)	(16)
Tenure-Track	69	70	72	66	(6)	(4)	(3)
Total	266	260	250	247	(3)	(13)	(19)
% Tenured	74.1%	73.1%	71.2%	73.3%	2.1%	0.2%	-0.8%



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

Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Programs with Tuition Variances

RECOMMENDED ACTION: Report

PREVIOUS ACTION: September 11, 2010–The Board approved the report on programs with differential tuition rates.

EXPLANATION: Following the approval of Regents Policy RP-5.7.4.10, Differential Tuition Rates, the President was granted authority to approve recommendations by which the campuses may vary the rate of tuition from that established by the Board. The purpose of such variable rates was to achieve University goals and objectives. Following each semester and summer session, the Board of Regents is provided a report of the variances granted on the Board-approved tuition rates and the impact of those actions, including any impact on access.

Attached are the programs approved by the President with students enrolled in the fall 2010 semester.

RECOMMENDED: Linda Ray Pratt  
Executive Vice President and Provost

DATE: January 7, 2011

**Regents Policy 5.7.4 Programs with Tuition Variances  
Fall 2010**

Campus: University of Nebraska at Omaha  
Program: Dual Enrollment  
Approved: November 2006  
Variance: Undergraduate tuition at UNO is \$170.50 per student credit hour or \$511.50 for a 3-credit hour course. Students in this program are charged \$225 per course regardless of the credit hours earned. For a 1-credit hour course, the variance is \$54.50; for a 3-credit hour course, the variance is \$286.50; for a 4-credit hour course, the variance is \$457.00; for a 5 credit-hour course, the variance is \$627.50.

Description: The Dual Enrollment Program allows academically talented students to earn college credit while still in high school. College-bound students can get a jump on their degree and maximize their time in advanced high school classes. Dual enrollment can provide enhanced curriculum opportunities that help students remain engaged in their junior and senior years of high school and help prepare for college level work. Students pay a fee of \$225 per course regardless of credit earned.

**Note: While the Dual Enrollment program at UNO is not a tuition variance approved by the President, data on the program is provided here for completeness.**

The Dual Enrollment program is a fee-based program that is completely self-supporting. Fees are broken down as follows:

1. \$87 AP exam (UNO pays cost of student's exam)
2. \$84 UNO Department supports collaboration with high school counterpart
3. \$29 Program support
4. \$20 AP support to participating districts
5. \$5 UNO Library collaborates with high school librarians

**UNO Dual Enrollment Program**

Semester	Number of Enrollments
Fall 2010	1,644
Spring 2009	1,747
Fall 2009	1,422
Spring 2009	1,938
Fall 2008	1,439
Spring 2008	1,702
Fall 2007	1,301

**Regents Policy 5.7.4 Programs with Tuition Variances  
Fall 2010**

Campus: University of Nebraska at Omaha  
 Program: Metropolitan Advantage Program  
 Approved: 2007  
 Variance: Undergraduate and graduate tuition is charged at 150% of resident tuition for eligible students.

Description: MAP offers residents of Harrison, Mills and Pottawattamie counties and/or graduates of schools within those counties who meet UNO's admission requirements the opportunity to attend UNO undergraduate and graduate programs at a tuition rate of 150% of resident cost.

2010-11 Tuition Rates	Undergraduate	Graduate
Resident	\$ 180.75	\$ 225.25
Nonresident	\$ 532.75	\$ 592.75
MAP	\$ 271.12	\$ 337.87

Student Credit Hours and Tuition Generated by MAP Students Fall, 2009						
	Undergraduate		Graduate		Total	
	SCH	Tuition	SCH	Tuition	SCH	Tuition
College of Arts & Sciences	2,755	\$746,964	48	\$16,218	2,803	\$763,182
College of Business Administration	580	\$157,255	84	\$28,382	664	\$185,637
College of Public Affairs & Community Service	391	\$106,012	112	\$37,843	503	\$143,855
College of Fine Arts & Media	577	\$156,442	29	\$9,799	606	\$166,241
College of Education	576	\$156,171	159	\$53,723	735	\$209,894
College of Information Science & Technology	122	\$33,078	6	\$2,027	128	\$35,105
University Division	6	\$1,627	0	\$0	6	\$1,627
Vice Chancellor's Office	9	\$2,440	0	\$0	9	\$2,440
<b>Total MAP Fall 2010</b>	<b>5,016</b>	<b>\$1,359,989</b>	<b>438</b>	<b>\$147,992</b>	<b>5,454</b>	<b>\$1,507,981</b>
Change Fall 2009 to Fall 2010	10.2%	15.3%	-5.7%	0.3%	8.9%	13.8%
<b>Total MAP Fall 2009</b>	<b>4,502</b>	<b>\$1,151,899</b>	<b>463</b>	<b>\$147,582</b>	<b>4,967</b>	<b>\$1,299,481</b>
Change Fall 2008 to Fall 2009	5.8%	10.4%	22.0%	33.4%	7.3%	12.6%
<b>Total MAP Fall 2008</b>	<b>4,242</b>	<b>\$1,043,532</b>	<b>361</b>	<b>\$110,600</b>	<b>4,603</b>	<b>\$1,154,132</b>
Change Fall 2007 to Fall 2008					195.4%	53.3%
<b>Total MAP Equivalent Fall 2007</b>					<b>1,558</b>	<b>\$753,000</b>

**Regents Policy 5.7.4 Programs with Tuition Variances  
Fall 2010**

Campus: University of Nebraska-Lincoln  
 Program: Advanced Scholars Program  
 Approved: July 2005

Variance: Undergraduate tuition at UNL is \$198.25 per student credit hour for Nebraska residents and \$588.25 per student credit hour for non residents. Nebraska students in this program are charged \$100 per student credit hour for a variance of \$98.25 per credit hour and non residents are charged \$198.25 per student credit hour for a variance of \$390

**Description:**

The UNL Advanced Scholars program is a partnership linking UNL with Nebraska secondary schools. Through this concurrent enrollment partnership, high schools can offer qualified high school seniors and high-ability or gifted students the opportunity to enroll in UNL online courses for college credit. A hallmark of the UNL Advanced Scholars program is that teaching of the academic online courses resides with the university faculty. The course syllabi, textbooks, kinds of assignments, and grading practices are the same as those used by the faculty for their on-campus courses. Students who register and successfully complete UNL Advanced Scholars online courses earn UNL credit, verified by an official UNL transcript.

A headcount of 113 students generated 119 course enrollments for the 2010 Fall semester.

**UNL Advanced Scholars Program**

	Resident Enrollments		Nonresident Enrollments		Student Credit Hours		Total Tuition	
	Number	% Change*	Number	% Change*	Number	% Change*	Number	% Change*
Fall 2010	118	7.3%	1	-75.0%	371	0.8%	\$37,394.75	0.4%
Spring 2010	93	-4.1%	4	33.3%	303	1.7%	\$25,192.00	19.6%
Fall 2009	110	11.1%	2	-50.0%	368	14.3%	\$37,235.00	12.0%
Spring 2009	97	18.3%	3	300.0%	297	10.0%	\$31,327.25	21.4%
Fall 2008	99	22.2%	4	400.0%	322	18.0%	\$33,236.75	19.0%
Spring 2008	82		0		270		\$25,800.00	
Fall 2007	77		0		264		\$26,925.00	

\*Change over prior year (fall to fall and spring to spring).

**Regents Policy 5.7.4 Programs with Tuition Variances  
Fall 2010**

Campuses: All  
 Program: Online Worldwide  
 Approved: June 2009  
 Variance: Variable, depending on campus

The University of Nebraska is establishing an integrated university-wide distance education program to serve the educational needs of Nebraskans and provide access to students who may otherwise not be able to enroll in University of Nebraska programs. The financial model assumes that campuses will recover campus expenses, and that consolidating some functions will reduce campus cost, thus enhancing net revenue at the campus level and providing new resources for investment of existing programs or development of new programs. Through its branding and marketing of "Online Worldwide," the University of Nebraska will enhance its presence throughout the world and help generate new enrollments that will support the Online Worldwide initiative and produce new campus revenue.

At the June 2009 meeting, the Board of Regents repealed Regents Policy 5.7.6 which required tuition for Nebraska residents to be the same for online courses as for on-campus resident courses. This change in policy allows the University to set both in-state and out-of-state tuition rates for distance education courses through its regularly established procedures of either Board approval or Presidential approval for variances. To maximize the potential for successful development and offering of distance education courses, online tuition rates are to be based on program costs, entrepreneurial opportunities, and market factors.

Campus	Student Credit Hours			Total Distance Education Tuition		
	Fall 2009	Fall 2010	Percent Change	Fall 2009	Fall 2010	Percent Change
UNK	7,280	8,747	20.2%	\$1,662,476	\$2,184,073	31.4%
UNL	12,261	13,949	13.8%	\$3,498,071	\$4,349,958	24.4%
UNO	11,485	13,633	18.7%	\$2,536,684	\$3,249,371	28.1%
UNMC (SAHP)	3,054	4,783	56.6%	\$370,230	\$621,105	67.8%
Total All Campuses	34,080	41,112	20.6%	\$8,067,461	\$10,404,507	29.0%

This report is based on student credit hours registered as of fall census date and does not take into account waivers, uncollectibles, refunds, etc. The report includes gross tuition charges for additional Online Worldwide tuition variance per credit hour assessment for resident and nonresident enrollments. UNL student credit hours and tuition variance data does not include contract programs.

TO: The Board of Regents Addendum X-D-3

Business Affairs

MEETING DATE: January 28, 2011

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 December 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.

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

DATE: January 5, 2011

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction Contract	UNMC	College of Public Health-Audiovisual Equipment	Private Funds	\$15,000,000	\$525,943	AVI Systems Inc	Low responsive bidder
Construction Contract	UNMC	Installation of Chilled Water Coils for DOC Energy Project	State Funds	315,646	297,500	Prairie Mechanical Corporation	Low responsive bidder
Personal Property	UNMC	Mobile Medical Van	Grant Funds	298,987	298,987	Farber Specialty Vehicles, Inc	Sole source. Sent bids to these vendors: Farber Specialty Vehicle, Mobile Specialty Vehicle, Medical Coaches. Farber was the only vendor responding.
Personal Property	UNMC	High Performance Mass Spectrometer	Grant Funds	385,210	385,210	AB Sciex, LLC	Sole source. Compatible with existing equipment
Personal Property	UNMC	Ultrasound Equipment	UNMCP-Olson Center	269,028	269,028	GE Medical Systems	Sole source. Compatible with existing equipment.
Personal Property	UNL	Information Services-KACE K1200 TAA HW based systems management appliance	Cash Funds	166,135	166,135	Dell	Sole Source: one-of-a-kind equipment needed for remote management of desktop & laptop computers.
Personal Property	UNL	Psychology Department-Brain Recording Equipment	State Funds	289,786	289,786	Electrical Geodesics, Inc.	Sole Source: one-of-a-kind equipment needed for research. The equipment is identical to existing lab equipment.

\*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 Addendum X-D-4  
Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Expedited Approval of the University of Nebraska-Lincoln (UNL) Graduate Certificate Program in Autism Spectrum Disorders and Severe Disabilities.

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 courses. 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 in Autism Spectrum Disorders and Severe Disabilities. The certificate program will provide an additional credential for students in special education, speech-language pathology, psychology or other majors and professionals who currently work with youth with Autism Spectrum Disorders (ASDs) and Severe Disabilities. These courses will provide them with program planning, teaching methods, and assessment, allowing a comprehensive understanding of how to work with students with unique needs.. The certificate program will be administered through the Department of Special Education in the College of Education and Human Sciences.

President Milliken has approved this graduate certificate. The proposed certificate had earlier received the approval of the Council of Academic Officers.

PROGRAM COSTS: None. Existing curriculum and two new courses in autism (Graduate Bulletin 2009-10) will support the certificate program.

SPONSOR: Linda R. Pratt  
Executive Vice President and Provost

APPROVED: James B. Milliken  
President

DATE: January 11, 2011



TO: The Board of Regents Addendum X-D-5  
Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Expedited Approval of the University of Nebraska-Lincoln (UNL)  
Graduate Certificate Program in Mixed Methods Research.

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 courses. 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 Mixed Methods in Research Certificate. The program is designed to assist individuals in need of enhancing their research skills either because their current job has demands for these skills or because they wish to add this particular credential to their professional vita for future job requirements. The demands by federal and state governments, accreditation agencies, and health related professions to provide more information requiring mixed methods research make the addition of this certificate program of strong interest to a large group of individuals. The current on-line statistics and research programs are in high demand and sometimes show enrollment at 50-100% over their capacity. The certificate program will be administered through the Department of Educational Psychology in the College of Education and Human Sciences.

President Milliken has approved this graduate certificate. The proposed certificate had earlier received the approval of the Council of Academic Officers.

PROGRAM COSTS: Currently Educational Psychology tenure/tenure leading faculty are teaching courses required for the certificate. These courses are enrolled beyond capacity and additional faculty may be needed to meet current and future demands for this certificate so that the tenure/tenure leading faculty may pursue research and service responsibilities required by the department. It is projected in the budget that additional revenue

generated from tuition and distance education fee revenue will cover the anticipated additional costs for teaching the courses.

SPONSOR: Linda R. Pratt  
Executive Vice President and Provost

APPROVED: James B. Milliken  
President

DATE: January 11, 2011

TO: The Board of Regents Addendum X-D-6

Academic Affairs

MEETING DATE: January 28, 2011

SUBJECT: Expedited Approval of the University of Nebraska-Lincoln (UNL) Graduate Certificate Program in Early Childhood Special 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 courses. 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 in Early Childhood Special Education. The certificate program contains courses required for a Masters degree in Special Education focusing in early childhood. It also provides courses that could be part of the State of Nebraska requirements for a teaching endorsement in early childhood special education. In addition it will allow professionals that already hold Master degrees in Education/Special Education to pursue select courses without obliging them to a full degree program. This certificate program will allow current students as well as professionals to enhance their work in early childhood, opening doors for advancement or new positions as well as providing for the needs of young child with disabilities. The certificate program will be administered through the Department of Special Education in the College of Education and Human Sciences.

President Milliken has approved this graduate certificate. The proposed certificate had earlier received the approval of the Council of Academic Officers.

PROGRAM COSTS: None. Existing curriculum will satisfy certificate requirements.

SPONSOR: Linda R. Pratt  
Executive Vice President and Provost

APPROVED: James B. Milliken  
President

DATE: January 11, 2011

TO: The Board of Regents Addendum X-D-7

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Residence Hall Room and Board Rates for Academic Year 2011-2012 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 2010-11 double room rate with the seven-day meal plan for new residents was the 2<sup>nd</sup> lowest rate among institutions in the UNL peer group, significantly below the average of charges at the other ten schools.

Approximately 23% 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.

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 2011-12 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

APPROVED: Harvey Perlman, Chancellor  
University of Nebraska-Lincoln

DATE: January 5, 2011

TO: The Board of Regents Addendum X-D-8

Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: LB605 "Capstone" Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: October 23, 2009 – The Board approved bond financing for LB 605 Phase II Renovation Projects.

July 28, 2006 – The Board approved bond financing for LB 605 Renovation Projects.

EXPLANATION: Legislative Bill 605 (LB605) was passed by the Ninety-Ninth Nebraska Legislature and signed by the Governor in April, 2006. The bill provided for \$171 million of deferred maintenance, repair, renovation and/or replacement of certain named projects across all campuses of the system. Those projects (with budget in millions) include the following:

- Bruner Hall of Science (\$15), UNK
- College of Dentistry (\$9), UNMC
- Central Utilities replacement (\$19), UNK
- Utility Infrastructure (\$9), UNO
- Jorgensen Hall and Nanoscience (\$41), UNL
- Poynter, Bennett, Wittson (\$23), UNMC
- Eppley Cancer (\$5), UNMC
- Keim Hall (\$14), UNL
- Sheldon Memorial Art Gallery (\$4), UNL
- Criss Library Renovation (\$11), UNO
- Animal Science Complex (\$21), UNL

The financing mechanism under LB605 provided for bonds to be issued by the University with repayment funding being provided over the life of the bonds by capital appropriations from the State that were matched by tuition funds from the University. This partnership approach to deferred maintenance and capital funding was originally captured in LB1100 in 1997 and continued under LB605.

The LB605 program has been a success from every vantage point. Projects have been completed within budget and, excepting swing-space considerations and other constraints imposed by outside parties, within time-frames set forth in original planning. The University has built first-class facilities at attractive prices and because of fortuitous timing, bonding at low rates. The facilities were high priority projects that positively impacted the University's tripartite mission of education, research and engagement projects. Projects also created savings, especially the utility projects that will decrease energy demands. The funding mechanism was of benefit to both the State and the University:

providing a strategic, disciplined approach to addressing deferred maintenance and the funding of capital needs.

The Strategic Framework requires periodic reports to the Board as to the status of the LB605 projects. As the majority of the projects, save Eppley Cancer, have either been completed or are in active construction, this report will function as the final report under that requirement. The Board will continue to be able to monitor construction through the bi-annual capital projects report.

PROJECT COST:	N/A
SOURCE OF FUNDS:	N/A
SPONSOR:	Rebecca Koller Assistant Vice President and Director of Facilities Management and Planning
APPROVED:	David E. Lechner Vice President for Business and Finance
DATE:	January 15, 2011

TO: The Board of Regents  
Business Affairs

MEETING DATE: January 28, 2011

SUBJECT: Financing for the Education Center and Student Housing Projects at the University of Nebraska College of Technical Agriculture (NCTA)

RECOMMENDED ACTION: Report.

PREVIOUS ACTIONS: October 15, 2010 – Approved a Resolution relating to the Education Center and Student Housing Projects (collectively, the NCTA Projects) at the Nebraska College of Technical Agriculture which among other things approved the issuance of not to exceed \$12,500,000 principal amount of Lease Rental Revenue Bonds, Series 2010 (NCTA Projects) by The University Nebraska Facilities Corporation pursuant to a Trust Indenture, and authorized the sale of such Series 2010 Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Vice President for Business and Finance to determine interest rates (not to exceed a true interest cost of 4.25%), principal amounts, principal maturities and redemption provisions of such Series 2010 Bonds.

August 17, 2010 – The Board of Regents approved financing for the Education Center Project at the Nebraska College of Technical Agriculture.

March 5, 2010 – The Board of Regents accepted a Report on Intermediate Design for the Education Center Project.

September 4, 2009 - The Board of Regents approved the selection of The Clark Enersen Partners to provide design services for the Education Center.

March 7, 2008 – The Board of Regents approved the Program Statement and Budget for the Education Center Project.

EXPLANATION: In October, 2010, the Board approved a Resolution relating to NCTA which, as shown in the previous action section, included a “not to exceed” true interest cost of 4.25%. The bonds were sold on January 19, 2011 and the final true interest cost was 4.33%. The financing is the combination of two pieces of debt: a part relating to the Education Center backed by appropriations and a housing part, backed by net revenues from Curtis housing operations. At the 4.33% rate, both parts of the financing meet internal projections and required coverage.

Section 6.3.1.6 of *The Policies of the Board of Regents* provides that in cases of emergency, a proposed contract may be approved by the Chairperson of the Board of Regents after consultation with the members of the Board’s Executive Committee. That action must then be reported to the Board at its next regularly scheduled meeting after the approval.



The need to approve an increased ceiling on the true interest cost meets the definition of an emergency under those policies.

After the sale of the bonds, but prior to the signing of the bond purchase agreement (the document that is signed that commits the University to the borrowing), University management obtained the approval of the Chair (based upon consultation with the members of executive committee) to proceed with the transaction with an amended ceiling, a not to exceed a true interest cost of 4.33%.

PROJECT COST:	Proposed size of Issue	\$12,500,000
	Less: Deposit to Debt Service Reserve	(1,250,000)
	Cushion for Interest Rate Changes and OID/OIP	(300,000)
	Costs of Issuance, Rounding	<u>(188,000)</u>
	Bond proceeds, net	10,762,000
	Donations	1,000,000
	NCTA cash funds	504,000
	LB 309 funds	<u>79,000</u>
	Total Project Cost	<u>\$12,345,000</u>
	Estimated Project Costs:	
	Education Center	\$10,345,000
	Residence Hall	<u>2,000,000</u>
	Total Estimated Project Cost	<u>\$12,345,000</u>

SOURCE OF FUNDS: State Capital Appropriation, Private Donations, NCTA Cash Funds

APPROVED: Bob Phares  
Chairman, Board of Regents

DATE: January 19, 2011