UNIVERSITY OF Nebraska

BOARD OF REGENTS

MEETING AGENDA

SEPTEMBER 16, 2016

Varner Hall, 3835 Holdrege Street

Lincoln, Nebraska 68583-0745

UNIVERSITY OF NEBRASKA
BOARD OF REGENTS MEETING ITINERARY

FRIDAY, SEPTEMBER 16, 2016

9:00 a.m.	ACADEMIC AFFAIRS COMMITTEE PRESENTATIONS

        Topic: Addressing Nebraska's Nursing Shortage *[30 minutes]*
        Presenter: Juliann Sebastian, Dean College of Nursing, University
                    of Nebraska Medical Center

        Topic: National Strategic Research Institute Reflections and Projections
                    [30 minutes]
        Presenter: Lt. Gen. Robert Hinson, USAF, Retired
                    Executive Director, National Strategic Research Institute

10:00 a.m.   BREAK AND GROUP PHOTO IN FRONT OF VARNER HALL

10:15 a.m.   BOARD OF REGENTS MEETING
- Kudos Awards Presented

FACILITIES CORPORATION MEETING WILL BE HELD AT THE CONCLUSION OF THE BOARD MEETING

FACULTY SENATE PRESIDENTS
  Professor Noah Rogoff, University of Nebraska at Kearney, Department of Music and Performing Arts

  Dr. David Woodman, University of Nebraska-Lincoln, School of Biological Sciences

  Dr. Nizar Wehbi, University of Nebraska Medical Center, College of Public Health, Department of Health Services Research and Administration

  Professor Robert Woody, University of Nebraska at Omaha, Department of Psychology-Forensic/Law Psychology

ACADEMIC AFFAIRS COMMITTEE PRESENTATIONS
Topic: Addressing Nebraska's Nursing Shortage
  Juliann G. Sebastian is the Dean and Professor of the University of Nebraska Medical Center, College of Nursing. She earned her bachelor's and master's of Science in Nursing from the University of Kentucky and her doctorate in Business Administration from the University of Kentucky. She is also a Fellow in the American Academy of Nursing. Dr. Sebastian's areas of expertise are organization of care delivery systems, and in particular care for underserved populations, academic nursing practice and nurse-managed centers, and Doctor of Nursing Practice program curricula. Dr. Sebastian currently serves as Chair for the American Association of Colleges of Nursing Board of Directors (2016-18) and as Chair of the Board of the Global Alliance for Leadership in Nursing Education and Science (2015-17).

Topic: National Strategic Research Institute Reflections and Projections
  Robert Hinson, who retired from the U.S. Air Force at the rank of Lieutenant General after serving for 33 years, is the founding executive director of the National Strategic Research Institute. Hinson is a command pilot with more than 3,000 flying hours who has previously served as deputy commander at USSTRATCOM and, most recently, vice president of government programs and corporate lead executive at Northrop Grumman Corp. Hinson has a bachelor's degree in education from the University of Tennessee and a master's in humanities and education from Arkansas State University; he also has completed the Program for Senior Officials in National Security at Harvard University's John F. Kennedy School of Government.

NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Friday, September 16, 2016, at 10:15 a.m. in the board room of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

An agenda of subjects to be considered at said meeting, kept on a continually current basis, is available for inspection in the office of the Corporation Secretary of the Board of Regents, Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, or at http://nebraska.edu/board/agendas-and-minutes.html

A copy of this notice will be delivered to the Lincoln Journal Star, the Omaha World-Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, the Lincoln office of the Associated Press, members of the Board of Regents, and the President's Council of the University of Nebraska.

Dated: September 8, 2016

Carmen K. Maurer
Corporation Secretary
Board of Regents
University of Nebraska

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, September 16, 2016
10:15 a.m.

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON
      JULY 22, 2016

IV. KUDOS
      Bradley Green, University of Nebraska at Kearney
      Cindy Plate, University of Nebraska Medical Center
      Mel Clancy, University of Nebraska at Omaha

V. RESOLUTIONS

VI. HEARINGS

VII. 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.

VIII. UNIVERSITY CONSENT AGENDA
      A. ACADEMIC AFFAIRS
            1. President's Personnel Recommendation and Board of Regents Personnel
                Recommendations and Report Addendum VIII-A-1
            2. Approval to Award Degrees and Certificates for the 2016-2017 academic year
                and 2017 summer sessions at the University of at Kearney Addendum VIII-A-2
            3. Approval to Award Degrees and Certificates for the 2016-2017 academic year
                and 2017 summer sessions at the University of Nebraska-Lincoln
                Addendum VIII-A-3
            4. Approval to Award Degrees and Certificates for the 2016-2017 academic year
                and 2017 summer sessions at the University of Nebraska Medical Center
                Addendum VIII-A-4
            5. Approval to Award Degrees and Certificates for the 2016-2017 academic year
                and 2017 summer sessions at the University of Nebraska at Omaha
                Addendum VIII-A-5
            6. Request Approval of Outside Employment from Dr. Betty Love, University of
                Nebraska at Omaha Addendum VIII-A-6

B.   BUSINESS AFFAIRS
      University of Nebraska
      1.   Approve the appointments of Regents Bob Phares and Jim Pillen and Chancellor Ronnie Green to the Othmer-Topp Endowments Committee Addendum VIII-B-1
      2.   Approve (1) the appointment of Ronald Yoder as a member of the "Class B" Directors of the Nebraska Innovation Campus Development Corporation (NICDC) effective July 1, 2016, for a term of office to coincide with his appointment as Interim Vice President, Agriculture and Natural Resources and Interim Vice Chancellor, Institute of Agriculture and Natural Resources; (2) approve the reappointment of Matt Williams and Tonn Ostergard as members of "Class B" of the NICDC Board of Directors for three-year terms effective July 1, 2016; and (3) appoint Stephen Goddard as a member of the "Class C" Directors of the NICDC Board, effective August 30, 2016, for a term of office to coincide with his appointment as Interim Vice Chancellor for Research and Economic Development, serving in place of Prem Paul, who resigned his position, effective August 29, 2016. Addendum VIII-B-2
      University of Nebraska at Kearney
      3.   Approve the naming of the University of Nebraska at Kearney the "Dick Collins Sports Equipment Room in the Health and Sport Center" Addendum VIII-B-3
      University of Nebraska Medical Center
      4.   Approve the naming of the "Yonkers Conference Room," located in Room 3106 of the Otolaryngology Department Addendum VIII-B-4
      University of Nebraska-Lincoln
      5.   Approve the renaming of the Whittier Research Center the "Prem Paul Research Center at Whittier School" at the University of Nebraska-Lincoln Addendum VIII-B-5

IX.   UNIVERSITY ADMINISTRATIVE AGENDA
      A.   ACADEMIC AFFAIRS
      1.   Approve the amendment to *Board of Regents Policy* RP-5.2.1. Admission Standards, Section 3. "Performance Requirements" Addendum IX-A-1
      2.   Approve the amendment to *Board of Regents Policy* RP-5.8.3. Tuition Scholarships for Non-Residents, Section 1. "Undergraduate" Addendum IX-A-2
      3.   Approve the amendment to *Board of Regents Policy* RP-5.8.4. Rules for Granting of Nonresident Tuition Scholarships to Children of Alumni of the University and SAT scores Section 3. "Waiver of Undergraduate Nonresident Tuition for Children of Alumni" Addendum IX-A-3
      4.   Approval is requested to establish the Eastern Nebraska Research and Extension Center (ENREC) at the current ARDC site near Mead, NE and to eliminate the formal center designations for the Northeast Research and Extension Center, Southeast Research and Extension Center, and the Agricultural Research and Development Center at UNL Addendum IX-A-4
      5.   Approval is requested to dissolve the Center for At Risk Children's Services in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at UNL Addendum IX-A-5
      6.   Approval is requested to dissolve the National Center for Information Technology in Education in the Department of Computer Science and Engineering in the College of Arts and Sciences at UNL Addendum IX-A-6
      7.   Approval is requested to create the Master of Health Professions Teaching and Technology (MHPTT) in the College of Allied Health Professions at UNMC Approval is requested to create the Health Professions Teaching and Technology Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC Addendum IX-A-7

8. Approval is requested to create the Health Professions Teaching and Technology (HPTT) Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC Addendum IX-A-8

9. Approval is requested to create the Master of Science in Computer Science Education (MS-CSE) in the Department of Computer Science in the College of Information Science and Technology at UNO Addendum IX-A-9

10. Approval is requested to create the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at UNO Addendum IX-A-10

11. Approval is requested to create a Tribal Management and Emergency Services Undergraduate Certificate in the School of Public Administration in the College of Public Affairs and Community Service at UNO Addendum IX-A-11

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve the purchase of the SAP HANA database Addendum IX-B-1

2. Approve budget for tenant finish and furnishings for the office space for the Buffett Early Childhood Institute Addendum IX-B-2

University of Nebraska Medical Center

3. Approve the purchase of real property located at 708 S. 42nd Street, Omaha, Nebraska Addendum IX-B-3

4. Approve the budget increase for the University of Nebraska Medical Center College of Nursing-Lincoln Division building project Addendum IX-B-4

University of Nebraska-Lincoln

5. Approve the attached Resolution relating to the University of Nebraska-Lincoln student health center and the University of Nebraska Medical Center College of Nursing-Lincoln Division (UHC/CON Project) which (1) approves the issuance of not to exceed $26,700,000 principal amount of UHC/CON Project Bonds, Series 2016 by The University Nebraska Facilities Corporation pursuant to a Bond Resolution, and (2) authorizes the execution and delivery of a Financing Agreement, a Continuing Disclosure undertaking, a Tax Compliance Agreement, an Inducement Letter and a Preliminary Official Statement in connection with the sale of such Bonds, (3) authorizes the sale of such Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Senior Vice President | CFO to determine interest rates (not to exceed a true interest cost of 3%), principal amounts, principal maturities and redemption provisions of such Bonds, (4) approves the preparation and use of a final Official Statement. Addendum IX-B-5

6. Approve the attached Resolution to authorize expenditure of up to $4,852,000 for capital improvements for the Campus Recreation, Nebraska Unions and University Housing facilities from the Replacement Fund of the Student Fees and Facilities Revenue Bonds at the University of Nebraska-Lincoln Addendum IX-B-6

7. Approve the Resolution to authorize the expenditure of up to $1,200,000 from the Replacement Fund of the UNL Parking Revenue Bonds to construct additional parking on East Campus and $549,000 from the Replacement Fund of the UNL Parking Revenue Bonds to improve certain property and equipment Addendum IX-B-7

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University of Nebraska at Omaha

8.   Approve the expenditure of $1.5 million in donor funds for construction and finishing of the UNO Academic Space in the University of Nebraska at Omaha Mixed-Use Housing Facility Addendum IX-B-8

C.   FOR INFORMATION ONLY

1.   University of Nebraska Strategic Planning Framework Addendum IX-C-1

2.   University of Nebraska Strategic Framework Accountability Measures
      Addendum IX-C-2

3.   Calendar of establishing and reporting accountability measures
      Addendum IX-C-3

4.   University of Nebraska Strategic Dashboard Indicators Addendum IX-C-4

5.   Board of Regents agenda items related to the University of Nebraska Strategic
      Framework Addendum IX-C-5

D.   REPORTS

1.   Personnel Reports for the period April 1 through June 30, 2016
      Addendum IX-D-1

2.   Leaves of Absences approved during the period July 1, 2015 through June 30,
      2016 Addendum IX-D-2

3.   Review of Multi-Departmental Academic Centers for Research, Teaching, and/or
      Service Addendum IX-D-3

4.   Renaming the Information Assurance program (including the graduate degrees,
      undergraduate degrees, certificates, and course designations) to the Cybersecurity
      program in the School of Interdisciplinary Informatics in the College of
      Information Science and Technology at UNO Addendum IX-D-4

5.   Renaming the School of Health, Physical Education and Recreation (HPER) to
      the School of Health and Kinesiology (HK) in the College of Education at UNO
      Addendum IX-D-5

6.   Renaming the Department of Art and Art History to the Department of Art and
      Design in the College of Fine Arts and Humanities at UNK Addendum IX-D-6

7.   Renaming the Department of Music and Performing Arts to the Department of
      Music, Theatre, and Dance in the College of Fine Arts and Humanities at UNK
      Addendum IX-D-7

8.   Intermediate Design Report on UNMC Global Center for Advanced
      Interprofessional Learning Addendum IX-D-8

9.   Status Report of Six-Year Capital Plan Addendum IX-D-9

10.   Quarterly Status of Capital Construction Reports Addendum IX-D-10

11.   Bids and Contracts Report Addendum IX-D-11

12.   Semi-Annual Report of Licenses Addendum IX-D-12

13.   Quarterly Report of Gifts, Grants, Contracts and Bequests Addendum IX-D-13

14.   Report of Fund B University Program and Facilities Fees for University of
      Nebraska-Lincoln Addendum IX-D-14

15.   Report of Acquisition of Land for the University of Nebraska at Omaha
      Addendum IX-D-15

16.   Naming the University of Nebraska at Kearney Press Box in Cope Stadium the
      "Don Briggs Press Box" Addendum IX-D-16

17.   Naming of rooms and spaces in the College of Law's McCollum Hall in honor of
      the generous gifts bequeathed to the College of Law Addendum IX-D-17

The President's Personnel Recommendations
Meeting Date: September 16, 2016

<u>University Administration</u>
Adjustment
  Mark S. Askren, Vice President for Information Technology (Special), Vice Chancellor UNL
  Information Technology and Chief Information Officer (Special), effective 07/26/2016, $252,254, FY,
  1.00 FTE. Add title of Vice President for Information Technology with no change in salary.

<u>University of Nebraska-Lincoln</u>
Adjustment
  Stephen M. Goddard, Interim Vice Chancellor for Research and Economic Development (Special),
  Professor (Continuous) Computer Science & Engineering, Olsson Professor of Computer Science and
  Engineering (Special) Computer Science and Engineering; effective 08/29/2016, $330,000, FY, 1.00
  FTE (includes an administrative stipend of $29,091 and the College Professorship stipend of $10,000).
  Add title of Interim Vice Chancellor for Research and Economic Development with an indefinite end
  date until a new Vice Chancellor for Research and Economic Development is named. Remove title of
  Associate Vice Chancellor for Research.

The Board of Regents Personnel Recommendation and Report

<u>University Administration</u>
  Hank M. Bounds, President (Special), University of Nebraska, effective 07/01/2016, state salary
  $510,400; 1.00 FTE; increase from $480,000.   Privately funded supplemental salary $20,000.

<u>Report on Chancellor's Salaries</u>
  The President has established the following salaries of the Chancellors, effective 07/01/2016:
  UNMC Chancellor Jeffrey Gold, total salary $838,661; increase from $814, 234
  UNO Chancellor John Christensen, total salary $296,039; increase from $290,234
  UNK Chancellor Doug Kristensen, total salary $257,364; increase from $250,404

TO: The Board of Regents

                                       Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Approval to Award Degrees and Certificates for the 2016-2017
                                       academic year and 2017 summer sessions.

RECOMMENDED ACTION: It is recommended that the Board of Regents approve the
                                       conferral of appropriate degrees and certificates on students of
                                       the University of Nebraska at Kearney, as approved and
                                       recommended by the faculty, at Commencement ceremonies to
                                       be held on December 16, 2016, May 5, 2017 and July 28, 2017,
                                       subject to the satisfactory completion of all requirements.

PREVIOUS ACTION: October 9, 2015 – The Board granted approval for the 2015-
                                       2016 academic year award dates.

EXPLANATION: This action authorizes granting degrees and certificates for the
                                       2016-2017 academic year and 2017 summer sessions to those
                                       students who have completed the necessary requirements.

SPONSOR: Charles J. Bicak
                                       Senior Vice Chancellor for Academic and Student Affairs

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

DATE: July 22, 2016

TO: The Board of Regents

         Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Approval to Award Degrees and Certificates for the 2016-2017 academic year and 2017 summer sessions.

RECOMMENDED ACTION: It is recommended that the Board of Regents approve the conferral of appropriate degrees and certificates on students of the University of Nebraska-Lincoln, as approved and recommended by the faculty, at Commencement ceremonies to be held on December 17, 2016, May 6, 2017, and August 12, 2017. Doctoral and Masters degrees will be awarded at commencement ceremonies to be held on December 16, 2016, May 5, 2017 and August 11, 2017.

PREVIOUS ACTION: October 9, 2015 - The Board granted approval for the 2015-2016 academic year and summer session award dates.

EXPLANATION: This action authorizes granting degrees and certificates for the 2016-2017 academic year and 2017 summer sessions to those students who have completed the necessary requirements.

SPONSOR: Marjorie J. Kostelnik
         Interim Senior Vice Chancellor for Academic Affairs

RECOMMENDED: _____
         Ronnie D. Green, Chancellor
         University of Nebraska-Lincoln

DATE: August 18, 2016

TO: The Board of Regents

                                Academic Affairs

MEETING DATE: September 16, 2016

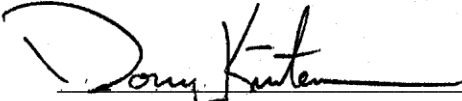SUBJECT: Approval to Award Degrees and Certificates for the 2016-17 academic
                                year and 2017 summer sessions.

RECOMMENDED ACTION: It is recommended that the Board of Regents approve conferral of
                                appropriate degrees and certificates on students of the University of
                                Nebraska Medical Center as approved and recommended by the
                                faculties, at Commencement ceremonies to be held on:

                                UNMC Winter Commencement
                                December 16, 2016 (Friday)   Winter Graduation
                                                                    (**Ceremony only in Omaha**)

                                UNMC Spring Commencement
                                May 4, 2017 (Thursday)   Kearney and Norfolk
                                May 5, 2017 (Friday)   Lincoln
                                May 6, 2017 (Saturday)   Omaha and Scottsbluff
                                                                    (Separate ceremonies)

                                August 18, 2017 (Friday)   Summer Graduation
                                                                    (No ceremonies)

PREVIOUS ACTION: The Board granted approval for the 2015-16 academic year award dates
                                on October 9, 2015.

EXPLANATION: The Medical Center awards degrees and certificates at or near the
                                completion of each academic term. Students graduating from UNMC
                                academic programs located at sites other than the Omaha campus will
                                receive their degrees in separate ceremonies in Kearney, Norfolk,
                                Lincoln and Scottsbluff.

SPONSOR: H. Dele Davies, MD
                                Vice Chancellor for Academic Affairs

RECOMMENDED: _____
                                Jeffrey P. Gold, M.D., Chancellor
                                University of Nebraska Medical Center

DATE: June 16, 2016

TO: The Board of Regents

                             Academic Affairs

MEETING DATE: September 16, 2016
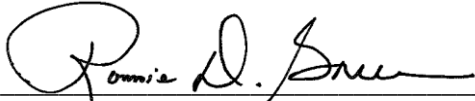
SUBJECT: Approval to Award Degrees and Certificates for the
                             2016-2017 academic year and 2017 summer sessions.

RECOMMENDED ACTION: It is recommended that the Board of Regents approve the
                             conferral of appropriate degrees and certificates on
                             students of the University of Nebraska at Omaha, as
                             approved and recommended by the faculty, at
                             Commencement ceremonies to be held on December 16,
                             2016, May 5, 2017, and conferral of degrees on August
                             12, 2017.

PREVIOUS ACTION: October 9, 2015 - The Board granted approval for the
                             2015-2016 academic year award dates.

EXPLANATION: This action authorizes granting degrees and certificates
                             for the 2016-2017 academic year and 2017 summer
                             sessions to those students who have completed the
                             necessary requirements.

SPONSOR: B. J. Reed
                             Senior Vice Chancellor for Academic and Student
                             Affairs

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

DATE: July 19, 2016

TO: The Board of Regents

                               Academic Affairs

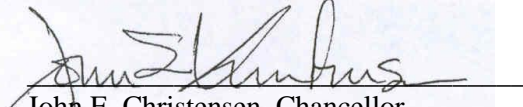MEETING DATE: September 16, 2016

SUBJECT: Request for Approval of Outside Employment

RECOMMENDED ACTION: Approval of the following request to participate in activities outside the University in accordance with University policy as follows:

Betty Love, Associate Professor, Math Department, would like to be retained by a non-profit organization called Bricklayer.org. Dr. Love would like to offer coding workshops to K-12 students as well offer workshops that develop the capacity of others to teach coding.

EXPLANATION: The request by Dr. Love for approval of outside activity is in accordance with Section 3.4.5 (a) of the *Bylaws of the Board of Regents of the University of Nebraska* specifying that University employees must have the approval of the Board of Regents to be retained to provide professional services outside the University to an individual person, client, company, firm or governmental agency over a time period lasting more than two years.

Betty Love is requesting permission of the Board of Regents to provide professional services for more than two years. Dr. Love's focus is the creation of conditions allowing educators to incorporate coding directly into their curriculum. A primary objective is to serve the Omaha area and state of Nebraska. This activity will not interfere with the normal university duties of Professor Love.

SPONSOR: B.J. Reed
                               Senior Vice Chancellor for Academic and Student Affairs

RECOMMENDED: _____
                               John Christensen, Chancellor
                               University of Nebraska at Omaha

DATE: September 16, 2016

TO: The Board of Regents

                             Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Othmer-Topp Endowments Committee Appointment

RECOMMENDED ACTION: Approve the appointments of Regents Bob Phares and Jim Pillen and
                             Chancellor Ronnie Green to the Othmer-Topp Endowments Committee.

PREVIOUS ACTION: March 15, 2013 - The Board of Regents approved the appointments of
                             Bob Phares, Kent Schroeder, and Harvey Perlman to the Othmer-Topp
                             Endowments Committee.

                             January 22, 2010 – The Board approved the appointments of Bob Phares,
                             Kent Schroeder, and Harvey Perlman to the Othmer-Topp Endowments
                             Committee.

                             October 23, 1998 – The Board approved an Agency Agreement with the
                             University of Nebraska Foundation providing for the management of the
                             University's Othmer-Topp Endowments.

EXPLANATION: Section 7 of the Agency Agreement between the Board of Regents and
                             the University of Nebraska Foundation providing for management of the
                             University's Othmer-Topp Endowments provides for an Othmer-Topp
                             Endowments Committee which has the duties to (1) review the
                             investment guidelines of the Foundation in its management of the
                             Othmer-Topp Endowments, (2) provide consultation to the Foundation
                             regarding the selection of portfolio managers, (3) establish the
                             University's spending policy for the Othmer-Topp Endowments, subject
                             to approval by the Board of Regents, and (4) review and evaluate
                             performance of the Foundation in the management and investment of the
                             Othmer-Topp Endowments.

                             The Othmer-Topp Endowments Committee consists of the Senior Vice
                             President for Business and Finance (who is the Committee chair), the
                             State Investment Officer, and three members appointed by the Board of
                             Regents upon the recommendation of the President.

                             It is recommended that Regents Phares and Pillen and Chancellor Green
                             be appointed by the Board of Regents as members of the Othmer-Topp
                             Endowments Committee.

RECOMMENDED: _____
                             Hank M. Bounds, President
                             University of Nebraska

DATE: August 18, 2016

TO: The Board of Regents

        Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: The appointment of Ronald Yoder, Matt Williams, Tonn Ostergard and Stephen Goddard to the Nebraska Innovation Campus Development Corporation Board of Directors.

RECOMMENDED ACTION: Approve (1) the appointment of Ronald Yoder as a member of the "Class B" Directors of the Nebraska Innovation Campus Development Corporation (NICDC) effective July 1, 2016, for a term of office to coincide with his appointment as Interim Vice President, Agriculture and Natural Resources and Interim Vice Chancellor, Institute of Agriculture and Natural Resources; (2) approve the reappointment of Matt Williams and Tonn Ostergard as members of "Class B" of the NICDC Board of Directors for three-year terms effective July 1, 2016; and (3) appoint Stephen Goddard as a member of the "Class C" Directors of the NICDC Board, effective August 30, 2016, for a term of office to coincide with his appointment as Interim Vice Chancellor for Research and Economic Development, serving in place of Prem Paul, who resigned his position, effective August 29, 2016.

PREVIOUS ACTION: June 12, 2015 – The Board of Regents approved the appointment of Larry Miller to the Nebraska Innovation Campus Development Corporation Board of Directors effective June 19, 2015, and the appointment of Hank Bounds to the NICDC Board of Directors for a three-year term and reappointment of Tom Henning and Dana Bradford for three-year terms effective July 1, 2015.

        November 20, 2014 – The Board of Regents approved the current appointment and staggered terms of the Board of Directors of the Nebraska Innovation Campus Development Corporation.

        May 30, 2014 – The Board of Regents approved the appointment of James Linder, Interim President, to the Nebraska Innovation Campus Development Corporation Board of Directors, effective May 1, 2014.

        April 16, 2010 – The Board of Regents approved the Articles of Incorporation and Bylaws of the Nebraska Innovation Campus Development Corporation. The Board of Regents also approved the original appointments of the Board of Directors of the NICDC.

EXPLANATION: The management of the affairs of the NICDC shall be vested in a Board of Directors, whose operations in governing the Corporation shall be as set forth by statute and in the Corporation's Bylaws. No Director shall have any right, title, or interest in or any property held in the name of, or for the benefit of the Nebraska Innovation Campus Development Corporation.

The governance recommendations in the Business Plan for Innovation Campus included a non-profit 501(c)3 entity to be created under the umbrella of the University Technology Development Corporation (UTDC). "This entity would have responsibility to assist the Board of Regents . . . in the acquisition, financing, improvement and operation of the campus, research park and other related properties including the design, development, construction, marketing and leasing . . ."

The appointment of the NICDC Board of Directors is to be made by the Board of Regents of the University of Nebraska upon the recommendation of the UNL Chancellor and the President.

<u>Non-University Directors</u>
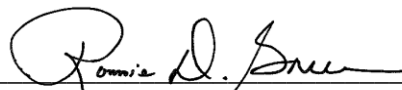
Tom Henning (Class A-2018)
Dana Bradford (Class A-2018)
Matt Williams (Class B-2019)
Tonn Ostergard (Class B-2019)
JoAnn Martin (Class C-2017)
Larry Miller (Class C-2017)

<u>University Directors</u>
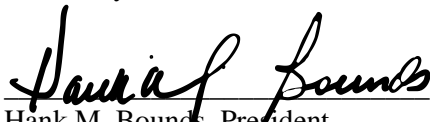
Hank Bounds (Class A-2018)
Ronald Yoder (Class B-2019)
Stephen Goddard (Class C-2017)
Ronnie Green (Class C-2017)

- Directors in Class A shall have their term expire on June 30, 2018 (and every three years thereafter);

- Directors in Class B shall have their term expire on June 30, 2019 (and every three years thereafter); and

- Directors in Class C shall have their term expire on June 30, 2017 (and every three years thereafter).

RECOMMENDED: _____
Ronnie Green, Chancellor
University of Nebraska-Lincoln

_____
Hank M. Bounds, President
University of Nebraska

DATE: August 30, 2016

TO:	The Board of Regents
	Business Affairs
MEETING DATE:	September 16, 2016
SUBJECT:	Naming the University of Nebraska at Kearney Sports Equipment Room in the Health and Sports Center
RECOMMENDED ACTION:	Approve the naming of the University of Nebraska at Kearney Dick Collins Sports Equipment Room in the Health and Sport Center
PREVIOUS ACTION:	None
EXPLANATION:	Dick Collins served meritoriously for 38 years (1976-2013) as the Lopers head equipment manager for all men's and women's sports. He was charged with outfitting all Loper varsity sport programs, which numbered 10 when he began full-time employment at (then) Kearney State College. With the advent of women's sports, the number grew to 17. In 1990, he helped design the current equipment room housed on the ground floor of the Health and Sports Center. Dick was a member of the Athletic Equipment Manager's Association since its inception in 1976 and worked with more than 10,000 UNK student-athletes and hundreds of Loper coaches.
	Because of his distinguished service, President Bounds and Chancellor Kristensen have approved the naming of the equipment room for Mr. Collins. Pursuant to Regents Policy 6.2.7, facility namings for persons retired from the University less than five years must be approved by the Board.
	By naming the Dick Collins Sports Equipment Room, the Board of Regents expresses on behalf of the University of Nebraska at Kearney its deepest gratitude and appreciation to Mr. Collins for his exemplary service to the University of Nebraska.
PROJECT COST:	None
ON-GOING FISCAL IMPACT:	None
SOURCE OF FUNDS:	None
SPONSOR:	Jon Watts Vice Chancellor for Business and Finance
RECOMMENDED:	_____ Douglas A. Kristensen, Chancellor University of Nebraska at Kearney
	_____ Hank M. Bounds, President University of Nebraska
DATE:	August 18, 2016

TO: The Board of Regents

                            Business Affairs

MEETING DATE   September 16, 2016

SUBJECT: Naming of the Otolaryngology Department Conference Room 3106.

RECOMMENDED ACTION: Approve the naming of the "Yonkers Conference Room," located in
                            Room 3106 of the Otolaryngology Department

PREVIOUS ACTION: None
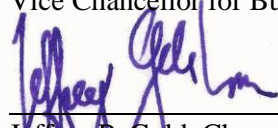
EXPLANATION: President Bounds and Chancellor Gold have approved the naming of
                            Room 3106 of the Otolaryngology Department Conference Room after
                            Dr. Anthony Yonkers. Dr. Yonkers retired this year, after dedicating 40
                            years of service to his department. His contribution and the impact he
                            made upon the department cannot be overstated. Pursuant to Regents
                            Policy 6.2.7, facility namings for persons retired from the University less
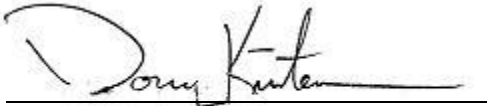   than five years must be approved by the Board.

                            The University and the Board of Regents express their sincere and
                            abundant gratitude to Dr. Anthony Yonkers, Professor Emeritus and past
                            Department Chair, for his lengthy and dedicated service.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSOR: Deborah L. Thomas
                            Vice Chancellor for Business and Finance

RECOMMENDED:
                            Jeffrey P. Gold, Chancellor
                            University of Nebraska Medical Center

                            Hank M. Bounds, President
                            University of Nebraska

DATE: August 18, 2016

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Renaming the Whittier Research Center the "Prem Paul Research Center at Whittier School" at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the renaming of the Whittier Research Center the "Prem Paul Research Center at Whittier School" at the University of Nebraska-Lincoln.
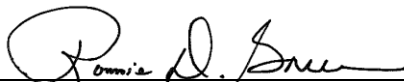
PREVIOUS ACTION: June 11, 2010 – The Board of Regents approved the naming of the Whittier Research Center at the University of Nebraska-Lincoln

EXPLANATION: President Bounds and Chancellor Green have approved the renaming of the Whittier Research Center the "Prem Paul Research Center at Whittier School" simultaneously honoring the legacy of the building from its life as Whittier Junior High School and the immense contributions of Dr. Prem Paul as UNL Vice Chancellor of Research and Economic Development 2001-2016. Pursuant to Regents Policy 6.2.7, facility namings for persons retired from the University less than five years must be approved by the Board.

                       By naming the Whittier Research Center in honor of Dr. Prem Paul, the Board of Regents expresses on behalf of the University of Nebraska-Lincoln its deepest gratitude and appreciation to the Paul family for their support of the University of Nebraska.

SPONSOR: Christine A. Jackson
                       Vice Chancellor for Business and Finance
                       University of Nebraska-Lincoln

RECOMMENDED: _____
                       Ronnie D. Green, Chancellor
                       University of Nebraska-Lincoln

                       _____
                       Hank M. Bounds, President
                       University of Nebraska

DATE: August 30, 2016

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Amend *Board of Regents Policy* RP-5.2.1. related to Admission
Standards Performance Requirements and SAT scores

RECOMMENDED ACTION: Approve the amendment to *Board of Regents Policy* RP-5.2.1.
Admission Standards, Section 3. "Performance Requirements"

PREVIOUS ACTION: January 16, 1993 – The Board of Regents approved the admission
standards, presently embodied in R.P 5.2.1.

EXPLANATION: While the ACT admission test is most commonly used at the University
of Nebraska, the SAT test score also is accepted at the University to
evaluate a student's qualifications for admission.

The College Board, which owns the SAT test, recently redesigned the
test in an effort to support certain higher education strategic admission
decisions that affect recruiting efforts and contribute to a better-prepared,
more diverse student body. The College Board suggests the test changes
will result in detailed information on student performance and, in the
long run, prove easier for students to demonstrate their skills and talents
to colleges and universities.

The new SAT changed how test sections are weighted, and as such, also
changed the total score. When compared to an ACT score, the SAT
score set out in RP 5.2.1 for tests administered after March 2016 is no
longer appropriate or meaningful for our admissions purposes. As an
interim step in the transition between the SAT test administered before
March 2016 and the redesigned SAT administered after March 2016, The
College Board has provided concordance or agreement tools to facilitate
the determination of a useful score. This proposed amendment will
authorize the Executive Vice President and Provost to implement those
tools.

Therefore, the following *Board of Regents Policy* RP-5.2.1. section 3 is
proposed to be amended as follows:

RP-5.2 Admissions

RP-5.2.1 Admission Standards

3.   Performance Requirements

In addition to meeting the above core course requirements, students
seeking admission to the University on any campus shall:

a.   Be ranked in the 50th percentile or higher of their graduating class in an accredited high school; or

b.   Have received an ACT composite score of 20 (enhanced) or greater; or its SAT equivalent as determined by the Executive Vice President and Provost.

c.   Have received an SAT total score of 850 or greater.

Reference: BRUN, Minutes, 58, p. 19 12-15 (January 16, 1993).

This has been reviewed and recommended for approval by the Academic Affairs Committee.

SPONSORS:

Charles J. Bicak,
        University of Nebraska at Kearney, Senior Vice Chancellor for Academic and Student Affairs

Marjorie J. Kostelnik,
        University of Nebraska-Lincoln, Interim Senior Vice Chancellor for Academic Affairs

Burton J. Reed,
        University of Nebraska at Omaha, Senior Vice Chancellor for Academic and Student Affairs

Herbert O. Davies,
        University of Nebraska Medical Center, Vice Chancellor for Academic Affairs

RECOMMENDED:

Susan M. Fritz
Executive Vice President and Provost

DATE: August 22, 2016

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Amend *Board of Regents Policy* RP-5.8.3. related to Tuition Scholarships for Non-Residents and SAT scores

RECOMMENDED ACTION: Approve the amendment to *Board of Regents Policy* RP-5.8.3. Tuition Scholarships for Non-Residents, Section 1. "Undergraduate"

PREVIOUS ACTION: April 30, 1994 – The Board approved the revised policy on Residency Determination for Tuition Purposes. The Board also approved a Policy on Tuition Scholarships for Non-Residents, separate from the Residency Determination policy.

EXPLANATION: While the ACT admission test is most commonly used at the University of Nebraska, the SAT test score also is accepted at the University to evaluate a student's qualifications for admission.

The College Board, which owns the SAT test, recently redesigned the test in an effort to support certain higher education strategic admission decisions that affect recruiting efforts and contribute to a better-prepared, more diverse student body. The College Board suggests the test changes will result in detailed information on student performance and, in the long run, prove easier for students to demonstrate their skills and talents to colleges and universities.

The new SAT changed how test sections are weighted, and as such, also changed the total score. When compared to an ACT score, the SAT score set out in RP 5.8.3 for tests administered after March 2016 is no longer appropriate or meaningful for our admissions purposes. As an interim step in the transition between the SAT test administered before March 2016 and the redesigned SAT administered after March 2016, The College Board has provided concordance or agreement tools to facilitate the determination of a useful score. This proposed amendment will authorize the Executive Vice President and Provost to implement those tools.

Therefore, the following *Board of Regents Policy* RP-5.8.3 section 1(a) is proposed to be amended as follows:

RP-5.8.3 Tuition Scholarships for Non-Residents

1. Undergraduate

    a. Entering freshmen who ranked in the upper 25 percent of their high school class, or who scored 23 or more on the ACT, or the SAT equivalent as determined by the Executive Vice President and Provost; 970 or more on the SAT;

Reference: BRUN, Minutes, 59, p. 56 (April 30, 1994).

This has been reviewed and recommended for approval by the Academic Affairs Committee.

SPONSORS:

Charles J. Bicak,
University of Nebraska at Kearney, Senior Vice Chancellor for Academic and Student Affairs

Marjorie J. Kostelnik,
University of Nebraska-Lincoln, Interim Senior Vice Chancellor for Academic Affairs

Burton J. Reed,
University of Nebraska at Omaha, Senior Vice Chancellor for Academic and Student Affairs

Herbert O. Davies,
University of Nebraska Medical Center, Vice Chancellor for Academic Affairs

RECOMMENDED:

Susan M. Fritz
Executive Vice President and Provost

DATE:

August 22, 2016

TO: The Board of Regents

                               Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Amend *Board of Regents Policy* RP-5.8.4. related to Rules for Granting
                               of Nonresident Tuition Scholarships to Children of Alumni of the
                               University and SAT scores

RECOMMENDED ACTION: Approve the amendment to *Board of Regents Policy* RP-5.8.4. Rules for
                               Granting of Nonresident Tuition Scholarships to Children of Alumni of
                               the University and SAT scores Section 3. "Waiver of Undergraduate
                               Nonresident Tuition for Children of Alumni"

PREVIOUS ACTION: June 10, 2005 – The Board approved amendments to *Board of Regents
                               Policy* 5.8.4, Rules for Granting of Nonresident Tuition Scholarships to
                               Children of Alumni of the University.

EXPLANATION: While the ACT admission test is most commonly used at the University
                               of Nebraska, the SAT test score also is accepted at the University to
                               evaluate a student's qualifications for admission.

                               The College Board, which owns the SAT test, recently redesigned the
                               test in an effort to support certain higher education strategic admission
                               decisions that affect recruiting efforts and contribute to a better-prepared,
                               more diverse student body. The College Board suggests the test changes
                               will result in detailed information on student performance and, in the
                               long run, prove easier for students to demonstrate their skills and talents
                               to colleges and universities.

                               The new SAT changed how test sections are weighted, and as such, also
                               changed the total score. When compared to an ACT score, the SAT
                               score set out in RP 5.8.4 for tests administered after March 2016 is no
                               longer appropriate or meaningful for our admissions purposes. As an
                               interim step in the transition between the SAT test administered before
                               March 2016 and the redesigned SAT administered after March 2016, The
                               College Board has provided concordance or agreement tools to facilitate
                               the determination of a useful score. This proposed amendment will
                               authorize the Executive Vice President and Provost to implement those
                               tools.

                               Therefore, the following *Board of Regents Policy* RP-5.8.4 section 3(a)
                               and (b) are proposed to be amended as follows:

                               **RP-5.8.4 Rules for Granting of Nonresident Tuition Scholarships to
                               Children of Alumni of the University**

                               3.   Waiver of Undergraduate Nonresident Tuition for Children of
                                       Alumni

The nonresident portion of tuition may be fully or partially waived for any new undergraduate nonresident student of the University who is a child of an alumnus and who meets the eligibility standards established for each campus. Each campus chancellor is authorized to develop a Legacy Scholarship Program, subject to the following minimum standards.

(a) A student entering the University from high school must (i) rank in the upper one-third of his or her graduating class in high school, or (ii) have earned an ACT composite score of 24 or higher, or (iii) have earned an SAT equivalent total score ~~of 1100 or higher~~ as determined by the Executive Vice President and Provost.

(b) A student first entering the University as a transfer student must (i) rank in the upper one-third of his or her graduating class in high school, or (ii) have earned an ACT composite score of 24 or higher, or (iii) have earned an SAT equivalent total score ~~of 1100~~ ~~or higher~~ as determined by the Executive Vice President and Provost, and the student must have achieved a cumulative gradate point average of 3.0 or better in all undergraduate coursework at all institutions of postsecondary education he or she has previously attended.

Reference: BRUN, Minutes, 64, p. 126 (June 10, 2005).

This has been reviewed and recommended for approval by the Academic Affairs Committee.

SPONSORS: Charles J. Bicak,
                         University of Nebraska at Kearney, Senior Vice Chancellor for Academic and Student Affairs

                   Marjorie J. Kostelnik,
                         University of Nebraska-Lincoln, Interim Senior Vice Chancellor for Academic Affairs

                   Burton J. Reed,
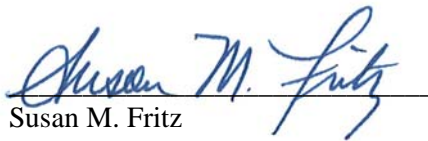   University of Nebraska at Omaha, Senior Vice Chancellor for Academic and Student Affairs

                   Herbert O. Davies,
                         University of Nebraska Medical Center, Vice Chancellor for Academic Affairs

RECOMMENDED: _____
                   Susan M. Fritz
                   Executive Vice President and Provost

DATE: August 22, 2016

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Establishment of the Eastern Nebraska Research and Extension Center (ENREC) to be formed by bringing under one administrative structure a new Metro Extension District and the current *Agricultural Research and Development Center (ARDC), Southeast Research and Extension Center,* and the *Northeast Research and Extension Center* at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to establish the *Eastern Nebraska Research and Extension Center (ENREC)* at the current ARDC site near Mead, NE and to eliminate the formal center designations for the *Northeast Research and Extension Center, Southeast Research and Extension Center,* and the *Agricultural Research and Development Center* at UNL

PREVIOUS ACTION: March 3, 2006 – President Milliken approved the Multi-Departmental Academic Centers for Research, Teaching, and/or Service consistent with Section 2.11 of the *Bylaws of the Board of Regents* relating to "Other University Activities" as amended January 20, 2006. The UNL Research and Extension Facilities (including the Northeast Research and Extension Center, the Panhandle Research and Extension Center, the Southeast Research and Extension Center, and the West Central Research and Extension Center) were included in this report to the Board of Regents.

October 29, 2004 – The Board approved the name "August N. Christenson Research and Education Building" for the existing Research and Education Building at the UNL/IANR Agricultural Research and Development Center near Mead, Nebraska.

December 4, 1993 – The Board approved the revised Design Development Report for the ARDC Headquarters and Outreach Building.

May 10, 1985 – The Board approved a name change from the University Field Laboratory at Mead to the University of Nebraska Agricultural Research and Development Center.

The Southeast Research and Extension Center and the Northeast Research and Extension Center were established prior to modern records of Board approvals.

EXPLANATION: In 2014, a task force composed of IANR administrators, external stakeholders, and faculty and staff members was asked to review the use and allocation of our statewide research and extension assets. A key finding was the recommendation to reconfigure IANR's eastern Nebraska resources to include a more meaningful commitment to the metro areas of Nebraska.

ENREC's mission will be to engage in cutting-edge, translational science, leveraging local, regional and global partners, to create innovative solutions and strategic entrepreneurial and educational opportunities within integrated agricultural, natural resource, and community systems. Because of its over 50 year history of impactful research, the ARDC name will be retained as a site-name within the new ENREC.

From the agricultural research platform in Mead, Nebraska, the ENREC presents an opportunity for IANR to accelerate the creation and delivery of scientific knowledge of agriculture and natural resource systems in eastern Nebraska. The ARDC landscape, which includes 9,488 acres of crops, pasture and livestock operations, would support a full range of research, teaching and extension activities to address critical and emerging issues for Nebraska.

The constituencies served include the current stakeholders in the Northeast and Southeast Research and Extension Centers, as well as broadening the base of stakeholders in the urban population (1.2m Nebraskans reside within 60 miles of the proposed Eastern Nebraska Research and Extension Center). Thus, virtually every resident of eastern Nebraska will have interest in some aspect of our research and extension efforts.

The Center will concentrate on the following strategic programs important to the rural and metro areas within eastern Nebraska:

1) Integrated crop and livestock production systems focused on productivity, profitability, diversification and sustainability;
2) Mitigating uncontrolled exogenous events (weather, markets, disasters, environmental challenges);
3) Themes important to people/communities, including: ag/food literacy, local foods, diversified agriculture, turf development/management, nutrition and water and ecosystem services; and
4) Sustainable crop and livestock systems.

(NOTE: Approval of this item does not constitute approval of the expansion to the August N. Christenson Research and Education Building; the approval of the proposed expansion will follow the prescribed approval process in the coming years.)

This proposal has been reviewed by the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST:	Restructuring using existing resources – revenue neutral
SOURCE OF FUNDS:	State funds in IANR

SPONSORS:

Ronald E. Yoder
Interim Vice President, Agriculture and Natural Resources, University of Nebraska
Interim Vice Chancellor, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln

Ronnie Green, Chancellor
University of Nebraska-Lincoln

RECOMMENDED:

Susan M. Fritz
Executive Vice President and Provost

DATE:

August 22, 2016

DESCRIPTIVE INFORMATION:

Institution(s) proposing the center:
- University of Nebraska-Lincoln (UNL) Institute of Agriculture and Natural Resources (IANR)

The name of the programs involved:
- Eastern Nebraska Research and Extension Center
    - Northeast Extension District
    - Southeast Extension District
    - Metropolitan Extension District

Other programs offered in this field by this institution:
- Panhandle Research and Extension Center, Panhandle Extension District
- West Central Research and Extension Center, West Central Extension District

Administrative unit for the center:
- UNL Institute of Agriculture and Natural Resources

Physical location, if applicable:
- Eastern Nebraska Research and Extension Center would be located at the current Agricultural Research Development Center near Mead, NE

Date of Governing Board Approval:

Proposed Implementation Date: Upon CCPE approval

1. Purpose and Goals of the Center:

In 2014, Vice Chancellor Ronnie Green commissioned a task force led by Associate Vice Chancellor Ron Yoder and composed of external stakeholders, and faculty and staff members of the Institute of Agriculture and Natural Resources to review the use and allocation of our statewide research and extension assets. A key finding was that the Panhandle and West Central Research and Extension Centers were well-optimized in terms of their mission relative to the unique characteristics of their geographic regions, while Eastern Nebraska, with the Northeast and Southeast Research and Extension Centers presented tremendous opportunity for greater optimization. The task force recommended a reconfiguration of our eastern Nebraska resources to include a more meaningful commitment to the metro areas of Nebraska.

The IANR Agricultural Research and Development Center (ARDC) continues to build on a long history of impactful research programs ranging across crop, livestock and natural resource sciences, with a unique emphasis on the creation, translation and application of new scientific knowledge. From this strong platform, ARDC presents a significant opportunity for IANR to accelerate the creation and delivery of scientific knowledge of agriculture and natural resource systems in eastern Nebraska. The ARDC landscape, which includes 9,488 acres of crops, pasture and livestock operations, could support a full range of research, teaching and extension activities to address critical and emerging issues for Nebraska. A predominant priority within the development of the new Eastern Nebraska Research and Extension Center is to envision a redefined mission, purpose and operations of the current ARDC into that of a fully optimized, mission integrated, high impact innovation resource for Nebraska.

Three core principles are expected to drive the work of the Eastern Nebraska Research and Extension Center. Leadership should consider these principles in the process of prioritizing programs and projects and when managing fiscal, human and capital resources. In addition, leadership should strive to maximize efficiency and responsible use of taxpayer resources to benefit the people of Nebraska.

A. Establish an Eastern Nebraska Research and Center focused on innovative strategies, solutions and entrepreneurship that create opportunities for synergistic partnerships.
   1. Embedded in this Center will be a fully integrated research and extension entity where all land and resources are focused on the integrated mission and themes.
   2. Become a local, national and international model for nimbly addressing new and emerging opportunities and issues that will impact Nebraska and beyond.
   3. Leverage resources to fullest extent to meet the mission of IANR and create opportunities for faculty, learners and external stakeholders.
B. Create a Center where people (faculty, students, learners, stakeholders, decision-makers, etc) can experience and learn from cutting-edge science and practice.
   1. Establish and implement a basic, cutting-edge and translational research agenda to inform the teaching mission of the center.
      a. Engage faculty, stakeholders and industry partners.
      b. Leverage existing programmatic excellence at the Center (e.g., leverage phenotyping platforms, BQMS, novel animal populations, etc.) to build a unique translational science pipeline that creates a seamless approach to supporting and developing new ideas
      c. Support small plot, scale up and large-scale translational work
   2. Create an integrated research and teaching platform that creates significant learning and practice opportunities.
      a. Examples of learning platforms:
         a) Establish a 'model farm' management system that informs economic assessments.
         b) Develop demonstration projects that show the efficacy of science-based practices.
      b. Engage a variety of learners:
         a) Create learning opportunities (STEM, Ag literacy, etc) for the public (rural and urban audiences, youth/4-H)
         b) Develop experiences that strengthen the knowledge and practice of undergraduate/graduate students.
            i. For example, a capstone practicum model for longer-term undergrad/grad learning using an integrated subject matter team approach.
         c) Engage lifelong learners to advance their knowledge, skills and careers.
            i. For example, create elite management schools (credit or noncredit) to engage private sector partners.
C. Develop a model in which strategic opportunities and resources are optimized for mission-centric activities and accomplishments.
   1. Establish a nimble, opportunistic management model that focuses on opportunity and resource optimization and demonstrates modern management principles.
      a. Develop a Research and Extension Director (RED) structure that provides necessary leadership for employees, programs and capital resources.

        b. Convene a Managing Board (including departmental representatives) to recommend program direction and resource allocation to the RED.
           a) Establish a strategic revenue investment program led by the Managing Board that benefits all stakeholders.
        c. Develop platforms in which faculty members can succeed at a high level.
           a) For example, strategic allocation of land and other resources to meet the needs of effective interdisciplinary teams.
2. Operations will be managed holistically for profitability/sustainability.
        a. Sustain focus on teaching and discovery.
        b. Accommodate research that may impact profitability.
        c. Address variability in revenue/financial management with scale and integrated commodity marketing and risk management operations.

Mission

The Eastern Nebraska Research and Extension Center will engage in cutting-edge, translational science, leveraging local, regional and global partners, to create innovative solutions and strategic entrepreneurial and educational opportunities within integrated agricultural, natural resource, and community systems.

Strategic Issues (proposed)

To optimize the use of this important resource, we will develop a programmatic focus on a few, high priority issues that promise significant impact for Nebraska and beyond. Four potential strategic issues were identified as examples of possible priorities. In the establishment of this Center, an early process step should be the clarification and prioritization of strategic issues.

A. <u>Integrated crop and livestock production systems</u> focused on productivity, profitability, diversification and sustainability.
1. Focus on a systems approach, underpinned by existing and emerging basic platforms (Consortium for Integrated Translational Biology, Computational Sciences Initiative, Carbon Science and Modeling Group, Field/Landscape Phenotyping Team, Stress Biology Group, Plant and Animal Genomics Initiatives, etc).
2. Include economic assessment, profitability, risk management, and policy issues.
3. This work should be done to scale to more closely assess system-level questions and solutions.
4. Opportunity for unique site for development/assessment of technology platforms.
5. This systems work should inform on-farm research and demonstration initiatives.
6. Need a strong focus on invasive species/weed resistance.
7. This is an important opportunity to engage on wildlife interactions, conservation of natural resources and potentially agritourism.
<u>Note</u>: Follow themes through on management practices to demonstrate their efficacy and create an opportunity for large-scale systems analysis.

B. <u>Mitigating uncontrolled exogenous events</u> (weather, markets, disasters, environmental challenges).
1. Provide science-based information tested in a large-scale system to encourage agriculture producers and natural resource managers to develop responsive and resilient choices and practices.
2. Resilient cropping systems should reduce or minimize the impact of exogenous events.
3. The impact of these events on watershed management, mixed land use strategies and especially impacts on urban centers should be studied and

modeled.
4. Strategies to reduce or mitigate soil and water contamination should be developed.
5. Extend this work to all Nebraska's ecozones and beyond.
C. Themes important to people/communities.
1. Address issues important to people, especially at the urban/rural interface.
2. Ag/food literacy – permeate throughout, engage urban audiences.
3. Local foods, diversified agriculture – beyond Farmers Market scale (research, extension, demonstration).
4. Turf development/management.
5. Water and ecosystem services.
6. Opportunities for undergrad/grad students?
D. Sustainable crop and livestock systems (training, education and applications).
1. Manage the entire operation for profitability/sustainability.
2. Industry interface for cropping, etc. (important revenue stream).

2. The Program's Place in the Role and Mission of the Institution:

The Institute of Agriculture and Natural Resources is committed to solving problems and creating opportunities for all Nebraskans, especially in the areas of food, fuel, water, communities, landscapes and people. Our research and extension center system is designed to conduct this work in the context of the diverse ecosystems of Nebraska. The proposed Eastern Nebraska Research and Extension Center complements the Panhandle and West Central Research and Extension Centers by focusing on key agriculture and natural resources issues relevant to eastern Nebraska.

3. Organizational Structure and Administration:

Structurally, the proposed Eastern Nebraska Research and Extension Center is similar to the other Centers in that a Research and Extension Director would be the chief administrative officer. This Center also includes all current research operations and employees at the Agricultural Research Development Center. Technical support for farming operations and facilities support includes 23 employees. In addition, 28 departmentally-funded managers and technicians support livestock and cropping operations.

Unlike the other Research and Extension Centers, this unit will include three Extension Districts:
1. Northeast Extension District – includes 30 county Extension programs and Haskell Ag Lab (Concord) currently included in the Northeast Research and Extension Center. This District employs four Research and Extension Specialists, 39 Extension Educators/Assistants supporting the county-based Extension program and 12 staff providing technical and clerical support.
2. Southeast Extension District – includes 19 county Extension programs in the current Southeast Research and Extension Center. This District employs 34 Extension Educators/Assistants supporting the county-based Extension program and one district-level clerical support employee.
3. Metropolitan Extension District – created by moving six counties (Cass, Dodge, Douglas, Lancaster, Sarpy, Washington) representing the most urban areas of Nebraska, out of the Southeast Research and Extension Center. This District employs 29 Extension Educators/Assistants supporting the county-based Extension program.

Research & Extension Director

Associate REDs

Operations Managers

Northeast Region/HAL

Southeast Region/SCAL

Metro Region

Farm

Livestock

Facilities
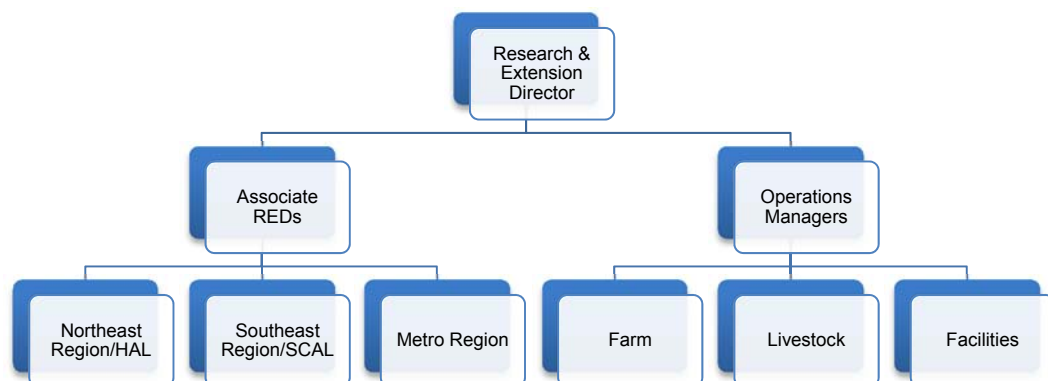
Figure 1. Organizational chart for the Eastern Nebraska Research and Extension Center.

In this transition, the Northeast and Southeast Research and Extension Centers will be replaced with Northeast, Southeast and Metro Extension Districts. Because of the long history and widely held recognition of impact from ARDC in the IANR system and around the state, the ARDC name will be retained as a site-name (but without a separate, formal administrative/employment structure) within the new ENREC.

4. Adequacy of Resources:

Overall Strategy
The new Eastern Nebraska Research and Extension Center will be funded entirely from current budget commitments to the Agricultural Research and Development Center and the Northeast and Southeast Research and Extension Centers. No additional budget resources are required to establish and operate this Center.

Administrative Positions
The number of administrators required to operate under this structure is the same as our current model (see table below).

Location	Position Title	Salary
Current Northeast & Southeast Research & Extension Center Administrative Salaries:		
Northeast Research & Extension Center	Res & Ext Director (RED)*	$163,444
Northeast Research & Extension Center	Associate RED	$70,005
Southeast Research & Extension Center	RED	$162,151
Southeast Research & Extension Center	Associate RED	$137,207
	Total	$532,807

Proposed Eastern Nebraska Research and Extension Center Administrative Salaries:

Eastern Nebraska Res & Ext Center	RED	$160,000
Northeast Extension District	Associate RED	$120,000
Southeast Extension District	Associate RED	$120,000
Metropolitan Extension District	Associate RED	$120,000
	Total	$520,000

*Research and Extension Director is the title for the lead administrative role at each Research and Extension Center

Other Space and Facilities

Leasing of space at Northeast Community College in Norfolk for use by the Northeast Research and Extension Center will be discontinued, resulting in an annual savings of $39,304. The Associate Research and Extension Director for the Northeast District will be housed at the Haskell Agriculture Lab. This savings will cover the requirement of the Metro District for one office in Omaha at an estimated cost of $10-15K/year. We have approached UNO for office space in the Community Engagement Center.

The Christenson Research and Extension Building at ARDC serves as the main building for the Center. In the years leading up to the ENREC planning, space constraints within the building have become challenging in order accommodate the needs of current ARDC and Southeast District personnel. An expansion and renovation of the building has been drafted which will address current needs, including laboratory accommodations for initial programmatic initiatives within the ENREC plan, as well as flexibility for some additional personnel in the coming years. The estimated cost of this expansion/renovation is approximately $3-4M and will be covered from available foundation and operating accounts at ARDC.

5. Constituencies Served:

Constituencies served include the current stakeholders in the Northeast and Southeast Research and Extension Centers, as well as broadening our base of stakeholders in the urban population (1.2m Nebraskans reside within 60 miles of the Eastern Nebraska Research and Extension Center).

Although our research is primarily focused on agriculture and natural resources (the largest economic sector in Nebraska), our extension programing engages people interested in the following:

- Beef systems
- Crops and water
- Community environment
- Community vitality
- Food, nutrition and health
- 4-H youth development
- The learning child

Thus, virtually every resident of eastern Nebraska will have interest in some aspect of our research and extension efforts.

We are also making significant commitments to engage underserved and diverse audiences. Our in-school, after-school and summer programs engage underserved and diverse youth in Omaha, Lincoln, Schuyler, Madison, South City, West Point as well as Santee, Winnebago and Omaha people.

6. **Economic Impact:**

The economic impact of our research and extension centers addresses all sectors of agriculture production in Nebraska. In addition, our extension programs impact communities, businesses, families and youth. Clearly, this Center will create significant impact for all of eastern Nebraska.

An economic impact study conducted by the Battelle Institute in 2007 demonstrated that IANR returned $15 in economic impact for every state tax dollar invested. With our intended focus on high value, high impact research and extension programs at the Eastern Nebraska Research and Extension Center, we expect a similar return on investment. To accomplish this, we will need to clearly focus on key issues for eastern Nebraska. An external advisory committee will be established to help ensure that focus.

7. **Outcomes, Significance and Specific Measures of Success:**

We measure our success by the value that our research enterprise generates relative to important issues and opportunities for Nebraska agriculture and natural resources sectors. We are committed to effectively translating research results into extension programs, products and services that effectively engage learners. We expect that program participants will adopt behaviors or practices that benefit themselves, their families, their businesses and their communities (please see http://extension.unl.edu/impact/ for specific examples).

IANR Departments conduct significant and impactful research at ARDC. In the new context of the Eastern Nebraska Research and Extension Center, stakeholders will have important opportunities to better understand the impacts of this research on their farming and livestock operations.

8. **Centrality in Role and Mission of the Institution:**

As the land-grant university in Nebraska, the University of Nebraska-Lincoln is expected to generate relevant research-based information and communicate valuable information to Nebraskans in the areas of food, fuel, water, landscapes and people. Our research and extension centers create a very important opportunity to conduct research and extension programming in the context of Nebraska's ecozones as well as in the unique geography of the people of Nebraska. Few states have a system of research and extension that operates as effectively as ours and that creates the value that we provide to Nebraskans. Thus, IANR's research and extension concept is vital in helping UNL achieve its land-grant mission.

9. **Collaborations with other Organizations:**

The faculties and staff at our research and extension centers develop important collaborations with a variety of commodity groups, state and federal agencies, communities, community organizations and others. These collaborations enhance our effectiveness in program delivery but also enhance our accountability to Nebraskans.

10. **Communication and Stakeholder Input:**

The plan for the ENREC has emerged from an IANR task force that included Faculty, Staff and Stakeholder/Clientele representatives. Beginning in the summer of 2015 and as the plan has developed, the Deans of NE Extension and ARD have met with personnel at ARDC to provide updates, and along with the Transitional Research and Extension Director for this initiative, Don Adams, have engaged UNL Faculty and Staff with programs and interest in ARDC, NEREC, the SE District and SCAL to provide updates and receive input/feedback. The Deans and Transitional RED have continued focused efforts to inform and engage stakeholders in eastern NE and across the state including through on-campus breakfasts and meetings out in

the state with commodity groups and the SCAL advisory board. The Deans and Transitional RED are routinely engaged in planning and communication on the initiative with an advisory board that includes each of the administrative leaders of the 15 departmental units of IANR/CEHS.

For additional information, please contact:

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TABLE 1: PROJECTED EXPENSES* - NEW ORGANIZATIONAL UNIT
Eastern Nebraska Research & Extension Center

Personnel	2017 Year 1 FTE	Cost	2018 Year 2 FTE	Cost	2019 Year 3 FTE	Cost	2020 Year 4 FTE	Cost	2021 Year 5 FTE	Cost	Total Cost
Administrative Staff[1]	4.00	$520,000	4.00	$535,600	4.00	$551,668	4.00	$568,218	4.00	$585,265	$2,760,751
Clinical staff											
Other staff											
Postdoctoral fellow											
Subtotal	4.00	$520,000	4.00	$535,600	4.00	$551,668	4.00	$568,218	4.00	$585,265	$2,760,751
Operating											
General Operating											
Equipment											$0
New or renovated space		$15,000		$15,000		$15,000		$15,000		$15,000	$75,000
Library/Information Resources											$0
Other											$0
Subtotal											
Total Expenses		$520,000		$535,600		$551,668		$568,218		$585,265	**$2,835,751**

* Planning for expansion of the August N. Christenson Research and Education Building is underway. Anticipated expenses will be approximately $3-4 million; funding is available from the NU Foundation and ARDC accounts.

[1]Administrative staff includes a Research and Extension Director for the Eastern Nebraska Research and Extension Center plus three Associate Research and Extension Directors to lead the three Extension Districts (Northeast, Southeast, Metropolitan).

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT
Eastern Nebraska Research and Extension Center

	2017 Year 1	2018 Year 2	2019 Year 3	2020 Year 4	2021 Year 5	**Total**
Existing Funds						
IANR Salary Budget[1]	$520,000	$535,600	$551,668	$568,218	$585,265	$2,760,751
Savings from discontinued lease	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Required New Public Funds						
1. State Funds	$0	$0	$0	$0	$0	$0
2. Local Funds	$0	$0	$0	$0	$0	$0
Tuition and Fees	$0	$0	$0	$0	$0	$0
Other Funding	$0	$0	$0	$0	$0	$0
Total	$535,000	$550,600	$566,668	$583,218	$600,265	$2,835,751

[1]No additional/new funds will be required.

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Dissolution of the Center for At Risk Children's Services in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to dissolve the Center for At Risk Children's Services in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at UNL

PREVIOUS ACTION: July 13, 2002 – The Board approved the establishment of the Center for At Risk Children's Services at UNL.

EXPLANATION: The Department of Special Education and Communication Disorders requests that the Center for At Risk Children's Services be dissolved. The center was established through grant funding and has had no activity for at least the past five years. The department has no plans for future work through this center.

This proposal has been reviewed by the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM SAVINGS: None. The center was grant-funded.

SPONSORS: Marjorie Kostelnik
Interim Senior Vice Chancellor for Academic Affairs
University of Nebraska-Lincoln

Ronnie Green, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: August 22, 2016

TO: The Board of Regents

                                           Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Dissolution of the National Center for Information Technology in
                                           Education (NCITE) in the Department of Computer Science and
                                           Engineering in the College of Arts and Sciences at the University of
                                           Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to dissolve the National Center for Information
                                           Technology in Education in the Department of Computer Science and
                                           Engineering in the College of Arts and Sciences at UNL

PREVIOUS ACTION: July 28, 2001 – The Board approved the establishment of the National
                                           Center for Information Technology in Education at UNL.
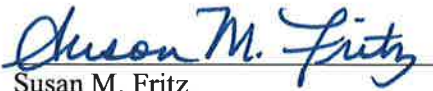
EXPLANATION: Since 2011, the National Center for Information Technology in
                                           Education (NCITE) was established through grant funds and has been
                                           largely inactive. There are no plans to reactivate it. Given the lack of
                                           activity, the Department of Computer Science and Engineering
                                           recommends that NCITE be eliminated.

                                           This proposal has been reviewed by the Council of Academic Officers.
                                           This proposal also has been reviewed and recommended for approval by
                                           the Academic Affairs Committee.

PROGRAM SAVINGS: None. The center was grant-funded.

SPONSORS: Marjorie Kostelnik
                                           Interim Senior Vice Chancellor for Academic Affairs
                                           University of Nebraska-Lincoln

                                           Ronnie Green, Chancellor
                                           University of Nebraska-Lincoln

RECOMMENDED: Susan M. Fritz
                                           Executive Vice President and Provost

DATE: August 22, 2016

TO: The Board of Regents

                            Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of the Master of Health Professions Teaching and Technology (MHPTT) in the College of Allied Health Professions at the University of Nebraska Medical Center

RECOMMENDED ACTION: Approval is requested to create the Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC

PREVIOUS ACTION: January 29, 2016 – The Board approved the Master of Medical Nutrition degree in the college of Allied Health Professions at UNMC.

                            April 10, 2015 – The Board approved the Interdisciplinary Experiential Center for Enduring Learning (iEXCEL) at UNMC.

EXPLANATION: The purpose of the Master of Health Professions Teaching and Technology (MHPTT) program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in cognitive psychology and learning, and use of emerging technologies such as simulation and virtual reality. The program is designed to foster improvement in instructional methods and ability to develop innovative teaching methods for both academic and healthcare settings. Courses utilize academic activities that explore learning theory, best practices in teaching, the design and application of educational research and the investigation of the uses of instructional technology in health professions education.

                            The major pool of applicants for the MHPTT program will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike similar programs offered beyond NU, the MHPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework also will capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

                            This proposal has been approved by the Executive Graduate Council and the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: $49,104 Year 1; $445,074 over five years

SOURCE OF FUNDS: Distance Education tuition

SPONSORS: H. Dele Davies
                             Vice Chancellor for Academic Affairs and Dean for Graduate Studies

                             Jeffrey P. Gold, Chancellor
                             University of Nebraska Medical Center

RECOMMENDED: *Susan M. Fritz*
                             Susan M. Fritz
                             Executive Vice President and Provost

DATE: August 22, 2016

Proposal to Create a Master of Health Professions Teaching and Technology
University of Nebraska Medical Center
College of Allied Health Professions

I.   Descriptive Information

Name of the institution proposing the program: The University of Nebraska Medical Center (UNMC)

The name of the program (major) proposed: Master of Health Professions Teaching and Technology (MHPTT)

Degree/credential to be awarded graduates of the program: Master of Health Professions Teaching and Technology

Other approved programs offered in this field by the institution: No similar degrees exist in association with any University of Nebraska campus.

Administrative unit for the program: College of Allied Health Professions (CAHP)

Proposed delivery site(s) and type(s) of delivery: The curriculum for this program will be delivered entirely online. The course will be administered using the Blackboard Learning Management System already utilized by University of Nebraska Campuses.

Date approved by governing board: Pending.

Proposed date (term/year) the program will be initiated: Upon approval.

Description, including credit hours and other requirements (program of study) and purpose of the proposed program: The purpose of the Master of Health Professions Teaching and Technology program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in cognitive psychology, learning theory/pedagogy, instructional design, educational research, evaluation and assessment, leadership, adult and distance learning, and use of emerging technologies such as simulation and virtual reality. The program is designed to foster improvement in instructional methods and ability to develop innovative teaching methods for both academic and healthcare settings. Courses utilize academic activities that explore learning theory, best practices in teaching, the design and application of educational research and the investigation of the uses of instructional technology in health professions education. The curriculum is made up of a set of 5 core courses (15 credit hours) and electives with a portfolio-based capstone project. A student earning a degree will complete 30 credit hours (all core courses with 15 hours of electives/capstone). Students may earn a post-baccalaureate certificate with completion of four of the five core courses. A complete description of the certificate program can be found in the certificate proposal. Students completing the post-baccalaureate certificate will also have the option of continuing on to complete the masters degree.

The goal of the program centers on the student's proper selection, vetting and incorporation of novel educational technologies into existing and newly-developed coursework. The educational pedagogy, adult learning theories and research are foundational for assessment of new methods of course content delivery. In addition, educational research articulates how to carry out research projects related to the use of emerging educational technologies. Outcomes from these arenas will become key artifacts in the capstone portfolio students complete throughout the program while working with their faculty mentor.

The program is structured around eight core student learning outcomes with objectives identified for each.

1. Instructional Methods
   - Develop educational programs and materials with appropriate scope, sequence and focus for learners through the application of evidence-based strategies and methodologies
2. Innovation in Teaching
   - Design effective learning environments using a variety of interactive educational and multimedia strategies which engage the learner in interdisciplinary and collaborative activities
3. Learning Theory
   - Apply content knowledge, pedagogical, and professional knowledge necessary to carry out teaching responsibilities and for successful performance in the health professions field
4. Best Practices in Teaching
   - Demonstrate reflective practice through the integration of evidence-based knowledge, skills and attitudes towards establishing effective learning environments
5. Research
   - Develop research skills and engage in scholarship activities in an effort to advance understanding and the practice of education in the health professions
   - Analyze empirical data to support the theories of effective teaching, adult learning and interdisciplinary collaboration
6. Instructional Technology
   - Demonstrate effective integration of current and emerging technology into health professions education to foster active learning and employ innovative teaching strategies for today's learner
7. Leadership in Health Professions Education
   - Apply knowledge of the administrative aspects of leading educational programs for health professions
   - Demonstrate leadership in health professions education through innovation, mentorship and reflective practice
8. Learner Assessment
   - Assess the effectiveness and efficiency of instructional strategies and student learning achievements through the evaluation of program and /or curricula outcomes
   - Create engaging learning solutions to improve health professions education

The courses offered in the program were developed to support the student learning outcomes and course objectives were mapped to the program learning outcomes.

The program curriculum: See Appendix A for syllabi.

Core Curriculum:
HPTT 601 Foundations of Health Professions Education
HPTT 602 Instructional Design for Health Professions Education
HPTT 603 Integrating Technology into Health Professions Curriculum
HPTT 604 Multi-media and Emerging Technologies for Learning in the Health Professions
HPTT 605 Evaluation and Assessment of Teaching and Learning in Health Professions Education

Electives: (Students to complete 4 of the following)
HPTT 620 Distance Education in Health Professions Education
HPTT 621 Fundamentals of Adult Learning in Health Professions Education
HPTT 622 Cognitive Psychology Applied to Health Professions Education
HPPT 623 Leadership and Administration in Health Professions Education
HPTT 624 Simulated and Virtual Learning in Health Professions Education

Capstone:
HPTT 630 Research Analysis and Design for Health Professions Education
HPTT 631 Digital Portfolio Capstone: Part 1 – 1 credit hour
HPTT 632 Digital Portfolio Capstone: Part 2 – 2 credit hours

Additional elective courses will be added to meet student demand for expanded information or more detail on topics and may include other courses already offered on the UNMC campus. Graduate courses at the 600 level are standard for professional programs; they are equivalent to 800 level courses in the Graduate College.

Justification for required credit hours: The number of credit hours for attainment of the degree is based on the goal of allowing a full-time student (with summer courses) to complete the degree within two academic years. In addition, a survey of similar programs offered at other institutions was performed during the initial stages of the program's development. The majority of equivalent outside degree and certificate programs have nearly identical credit hour requirements.

Post-Baccalaureate Certificate: Students have an option to obtain a post-baccalaureate certificate following completion of four of the five courses within the core curriculum (12 credit hours). A complete description of the certificate program can be found in the certificate proposal.

II.   Centrality to Role and Mission

One of the major missions of UNMC is to improve the health of Nebraska through premier educational programs with the vision of preparing the best-educated health professionals and scientists. One key initiative within UNMC's strategic plan is to implement innovative educational models that embrace new and evolving technologies to advance educational programs to be the most learning-centered university. The development of effective and innovative educators that use evidence-based, learner-centered methods to teach the next generation of the health care professionals is critical to fulfilling this mission. The MHPTT program represents the first health professions centered, educationally-based course of study within the University of Nebraska system that gives healthcare professionals the requisite knowledge and skills needed to develop and deliver educational content in a manner that reflects best practices and effectively integrates new and developing teaching technologies. This training is particularly poignant as UNMC stands up iEXCEL (Interdisciplinary Experiential Center for Enduring Learning) and its technology rich curriculum. (See Appendix B.)

In addition, the program was developed and will be delivered by an interprofessional team of health care professionals representing multiple healthcare disciplines, educators, and experts in information/educational technology. The program is intended to also be made up of students from multiple health care disciplines including medicine, nursing, allied health professions, public health, dentistry, and pharmacy. The intent is to provide all participants, regardless of professional affiliation, a broad background and varied perspectives on the skills and training of each profession through

longitudinal interaction that will ultimately lead to expanded interprofessional educational programs in the future.

The program leadership supports the program faculty in course development. Regular monthly meetings of all faculty members are designed to keep momentum on projects and course building, provide development activities, and camaraderie and professional collaboration. Further, the MHPTT program is one of high visibility to UNMC leadership which provides additional incentive for faculty members to be actively involved. There is an established campus community of educators with a great deal of interprofessional "cross pollination" between colleges, committees, projects and initiatives on campus which sustain the sense of community. The program Advisory Committee was driven by the interprofessional e-Learning steering committee. These have close ties with several strategic initiatives/programs such as iEXCEL, the Interprofessional Academy of Educators, Faculty Development, Teacher Boot Camp, and Performance Improvement in Teaching Series (PITS), all of which have similar missions, outcomes, and participating faculty as the MHPTT program. The budget structure provides for a pathway for funds to circulate back to the College Dean of which the faculty appointment resides. This monetary compensation can serve to sustain support and commitment from faculty in the delivery of program content.

III.   Evidence of Need and Demand

Need for the program in the institution, the community, the region, the state, or the nation.

The Education of Health Professionals for the 21st Century Commission conducted a comprehensive review of over 3,000 medical, nursing, and public health schools and published their findings in a 2010 report (Lancet. 2010; 376:1923-58). The findings and recommendations echo those of numerous other professional societies. Briefly, allowing for the paradigm shift that occurred in medical education following the Flexner report in 1910, since then there have not been major, systematic changes in the method of training healthcare professionals. This is in spite of the fact that the face of medicine has changed dramatically since the turn of the 20th century. Reforms in the education of healthcare providers have lagged markedly behind changes in other areas of post-secondary education. In order to keep pace with the changing environment, instructional reform is critical. This includes institution of competency-based education, promotion of inter- and transprofessional education/collaboration, leveraging of innovations in technology and information exchange (i.e. simulation, virtual reality, distance learning, and electronic collaboration), strengthening of course syllabi and other instructional infrastructure, and adoption of learner-centered teaching and assessment methods.

While there is essentially uniform agreement on the need for a post-Flexnerian revolution in health career training, one of the main gaps in undertaking the wide-reaching changes needed is the lack of knowledge and experience of most health professions educators. Much of the education of future care providers comes from those currently involved in the *practice* of healthcare delivery. Although these expert clinicians often possess great depth and breadth of knowledge in their clinical disciplines, many have little to no formal training or experience in pedagogical theory and the use of evidence-based teaching practices. As a result, many health professions educators tend to teach in the manner in which they were taught. Further, the speed of innovation in informational and educational technology can make effectively incorporating advances into curricula a daunting task for health professions educators. This is particularly so when coupled with the difference between the technological experience of current and future generations of learners as compared with those teaching. Finally, numerous accrediting bodies are beginning to focus on the learning and teaching environment, including in their respective standards not only the content of educational programs ("what is taught") but the methods by which instruction occurs ("how things are taught"). Therefore, it has become incumbent on health professions educators to become

knowledgable about best practices and effectively implementing them, not only to improve learners' experiences but to meet external requirements.

Simulation, a method of active learning that has become the gold standard for the training in and assessment of procedural skills in almost disciplines, serves as a local example of need. A 2015 survey of 638 UNMC students revealed that 78% felt that the instructional method was critical to healthcare education. However, only 34% reported having been exposed to simulation activities during that academic year, despite the large menu of simulation technology available to faculty. This is largely due to our educators' lack of knowledge about and experience with appropriate use of simulation activities. With the recent approval of iEXCEL by the University of Nebraska Board of Regents, this masters program will also help create a cadre of faculty members who are highly trained and comfortable using technology to enhance teaching and promote effective learning. The curriculum of the program will serve to provide health professions educators with the ability to effectively teach students in formal academic settings or in real clinical and simulated clinical care environments and will provide these educators with the knowledge and competencies to use best practices and evidence to guide curriculum development and delivery. Graduates of the MHPTT program will be among the best prepared nationally to excel in delivering health professions education. They will be capable of effectively deploying an expanded arsenal of simulation, virtual, and online teaching tools and will emerge as leaders in the area of health professions education and scholarship.

Demand for the program – the extent of student interest in the proposed program.

The major pool of applicants for the MHPTT program will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike other similar programs offered at external institutions, the MHPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework will also capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

An internal survey of 82 UNMC faculty, medical residents, and graduate students revealed that 72 individuals showed interest in the MHPTT program with over half (40) desiring to begin coursework as soon as possible. Those interested included individuals from the Colleges of Medicine, Nursing, Public Health, Dentistry, and Allied Health Professions.

Additionally, the content of the program would be valuable to health professions educators at other local institutions that are involved in training health care professionals. Among Nebraska institutions alone, this includes at least 300 potential students (see Appendix C), whether they complete the entire program or choose to take a single course. This number does not include the more than 100 clinical preceptors that could also benefit from the program's coursework). Further, surveys and other evidence show that the majority of MHPTT students will not be seeking de novo employment following completion of the degree/certificate. Rather, most will be involved in the program to increase teaching acumen in their current position or as a means to gain expanded educational responsibility.

During the period in which courses for the MHPTT program have been piloted, with only minimal internal advertisement 12 students have begun coursework with the intention of completing the degree when approved. Of note, two of these are external (i.e. not employees of the University of Nebraska).

Two market-based surveys have been conducted to assess interest and the potential job market. (See Appendix D.) Using UNMC as an exemplar of a potential market for MHPTT graduates, in April 2016 there were 85 advertised faculty openings. Forty-five (representing 53% of the total) had teaching

responsibilities listed as one of the primary duties of the position and 12 programs were solely focused on education (three specifically related to educational administration). Being completely online, the program will attract students from across the United States where the job market reflects similar opportunities.

IV.   Adequacy of Resources

Faculty and Staff Resources

The MHPTT Advisory Board that has guided the development of the curriculum is composed of faculty representing the College of Medicine, College of Pharmacy, College of Dentistry, College of Public Health, College of Nursing, College of Allied Health Professions, Graduate Studies and Information Technology Services on the UNMC campus.

The program committee for the MHPTT facilitated the development of the program and will direct the administration of the program and oversee the program coordinator. The program committee consists of the CAHP Assistant Dean for Academic Affairs, an Associate Professor in the College of Medicine, an Associate Professor in the CAHP (Radiography/CVIT/CT Program Director) and an Assistant Professor in the CAHP. The CAHP's Academic and Student Affairs staff will assist in recruitment and admissions processes.

MHPTT Program Committee:
Co-Chairs:
        Geoff Talmon, M.D., Associate Professor, Vice Chair of Medical Education, Director
                Interprofessional Academy of Educators, COM
        Janice Tompkins, MPH, MT(ASCP), Assistant Professor, Assistant Dean for Academic Affairs,
                CAHP
Assistant Co-Chairs:
        Tanya Custer, MS, RT, Assistant Professor, CAHP
        Tammy Jones, MPA, RT, Associate Professor, Director Radiography/CVIT/CT Programs, CAHP

The faculty for the program is made up of 16 members from interdisciplinary departments/units at UNMC, each with a courtesy appointment within the CAHP. These include 6 individuals from the College of Medicine (1 M.D., 2 Ph.D., 3 Masters), 1 College of Nursing (Ph.D.), 4 CAHP (1 Ph.D., 3 Masters), 1 College of Public Health (Masters), and 4 from Information Technology Services (1 Ph.D., 3 Masters). See Appendix E for faculty Curriculum Vitae.

	Course #	Course Title	Faculty	Affiliation
C O R E	HPTT 601/801	Foundations of Health Professions Education	Gary Beck, PhD	Medicine
	HPTT 602/802	Instructional Design for the Health Professions	Suhasini Kotcherlakota, PhD	Nursing
	HPTT 603/803	Integrating Technology into Health Professions Curriculum	Analisa McMillan, MSEd	Public Health
	HTTP 604/804	Media & Emerging Technologies for the Health Professions	Dan Moser, PhD Melissa Diers, MEd, DMC-D Faye Haggar, EdS Michael Kozak, MEd	ITS Learning Environment
	HTTP 605/805	Evaluation & Assessment of Teaching and Learning in the Health Professions	Sarah McBrien, MS	Medicine
R E Q U I R E D	HPTT 630/830	Research Analysis and Design for Health Professions Education	Russ Buzalko, PhD	Medicine
	Portfolio/ Project			
	HPTT 631/831	Introduction to the Digital Portfolio Capstone	Analisa McMillian, MSEd Faye Haggar, EdS	Public Health ITS
	HPTT 632/832	Digital Portfolio Capstone Part 2	Analisa McMillian, MSEd Faye Haggar, EdS	Public Health ITS
E L E C T I V E S	HPTT 620/820	Distance Education for the Health Professions	Tanya Custer, MS, RT	Allied Health
	HPTT 621/821	Fundamentals of Adult Leaning Among Health Care	Tanya Custer, MS, RT	Allied Health
	HPTT 622/822	Cognitive Psychology for Health Care Professions	Tammy Jones, MPA, RT	Allied Health
	HPTT 623/823	Leadership and Administration in the Health Professions	Mike Huckabee, PhD, PA-C	Allied Health
	HTTP 624/824	Simulated Learning in the Health Professions	Patti Carstens, MS, CHSE	Medicine

Physical Resources

The program will be administered within Academic and Student Affairs in the CAHP, located in Bennett Hall utilizing existing office space for the program coordinator and admissions staff. Program faculty have offices and computers that will be used to administer the online instruction. All other program activity is administered online with no need for physical space. If the need arises for on-campus student or faculty consultation, various conference rooms and/or individual faculty/committee members' offices will be utilized.

Instructional Equipment and Information/ Technological Resources

As an Academic Health Science Center, UNMC offers many educational opportunities and advantages for students. Students have access to the McGoogan Library of Medicine which, in addition to resources physically located on campus, has over 16,534 full-text, online journals and over 13,000 on-line textbooks. Starting in 2016, UNMC students will have seamless, extended access to electronic journals and books from the other University of Nebraska campus libraries. There is wireless access throughout the library and many networked computer stations for student use. In addition, the library provides services to students including how to search for literature, locate articles and books, search the internet, note copyright restrictions, cite sources, and avoid plagiarism. All UNMC students have complete access to library and other online resources whether on or off of the UNMC campus.

For local students and faculty, this includes the technology located in the e-learning laboratory housed on the 8th floor of the McGoogan Library of Medicine including classroom/video capture software (i.e. Echo 360, Camtasia), Articulate Studio, and video/audio recording facilities. While local students also have access to all of the simulation equipment located in the Michael F. Sorrell Center, all students may consult with the Center's staff for expert advice and guidance. All students will have access to the programs in the Microsoft Office suite as part of the institutional license.

To support faulty, the McGoogan library provides extensive information in regard to Copyright and Fair Use on their website at http://unmc.libguides.com/c.php?g=444239&p=3029525. Librarians are also on hand to do one-on-one training with faculty in regard to copyright as needed. The library also provides an "eReserves" system on Blackboard for faculty to utilize in enhancing the materials available to students in an area of study.

All courses endeavor to make all material as accessible as possible. Both UNMC and On-line Worldwide provide guidelines in regard to ADA compliance on their websites which will be followed as part of this program in accordance with both Section 504 and 508 for accessibility. Any additional needs will be addressed on an ad hoc basis based on student needs. Both Online Worldwide & UNMC as an institution have accessibility plans in place.
- Online Worldwide: http://online.nebraska.edu/content/disabilities
- UNMC: http://www.unmc.edu/stucouns/services/disabilities/index.html
- Faculty will use additional documentation through the use of a WCAG guideline, level AA checklist. https://www.wuhcag.com/wcag-checklist/

Many of the program instructors have extensive experience in both designing and delivering online courses and serve to support the design and development of new courses. Various campus-wide resources are also available to faculty for training opportunities related to online course delivery, best practices in online education and student success. A few of these resources include; PITS workshop, Teacher Bootcamp, Faculty Development seminars, and the Interprofessional Academy of Educators. Additionally, the faculty participating in the delivery of course content for the program have academic credentials and/or professional experience in the best practices of online and distance education instructional delivery methods. The program committee led the design of a standard template for the delivery of each online course.

Embedded into the courses are opportunities for facilitating learning communities among the students. This is accomplished through small group work, discussion postings, and course introductions. The

program will also encourage students to share their final capstone project, an e-portfolio, to their learning community.

The College of Allied Health Professions requires all matriculating distance and online based students to complete an on-boarding orientation process to include instructions on how to operate and navigate through the technology, web etiquette, privacy, alternate methods of communicating with instructors, opportunities to maximize student success, and time management strategies.

UNMC currently provides 24/7 on call support for IT issues. This includes the Blackboard platform. Other hours of operation are communicated to students with the option to leave a message for follow up. Course instructors provide communication expectations at the start of each semester with instructions and policies related to response time for follow up to inquiries.

UNMC already has a regional and national reputation for distance education, particularly related to healthcare; and the combined marketing of initiatives related to iEXCEL will drive interest in the program. The enrollment projections are based on the available market data and experience with pilot courses over the last academic year. The College of Allied Health Professions Office of Academic and Student Affairs is experienced with multiple advertising and recruitment venues and has existing recruitment and marketing plans which would incorporate the MHPTT program. Additional marketing opportunities will be available through NU Online Worldwide. Additionally, professional list serves and online worldwide web advertisement are avenues for marketing and recruitment that can reach a broad audience at little to no cost. The major thrust of marketing efforts will be to promote the focus on assessment and inclusion of technology in health professions education. The other aspects of research and basic pedagogical knowledge are secondary goals, but necessary prerequisites, the latter constitute the certificate program. The program outcomes are aimed at improving teaching skills, developing expertise in integrating technology, and promotion of educational scholarship in concert of each other, rather than one outcome taking precedence.

Budget Projections for the first five years of the program

Special funding from the office of the UNMC Vice Chancellor for Academic Affairs supported the program committee and faculty in the design and development of the high quality curriculum of the program and the piloting of courses internally to UNMC faculty and staff in the 2015-2016 AY. This funding was a one-time allocation for development and is not included in the budget going forward. The courses are delivered asynchronously online. Each course is designed with weekly, highly-interactive, graded discussion boards, where interaction occurs between the instructor and each student and also student to student.

The main source of revenue for the MHPTT program will be derived from tuition accrued through a tuition per credit hour system as is in place for other online programs in the University of Nebraska system. The tuition of $560 per credit hour is similar to that of other University of Nebraska online graduate level courses and is competitive with like programs offered at outside institutions. It is estimated that over a three year ramp-up period, at least 14 students will enroll in the program each semester based on the experience of similar programs and data accrued in the feasibility study. At this minimum level of enrollment, projected revenue for the first five years of the program is presented in Table 1.

Implementation of the program will require the addition of administrative support in the form of a program coordinator (0.5 FTE) and admissions staff (0.35 FTE). The program will be administered through the administrative structure of the College of Allied Health Professions which already has a well-

developed framework, expertise, and track record for managing distance programs of this type. Campus units whose faculty teach in the program will receive a stipend for teaching courses on an ad hoc basis, distributed only when their course is offered (at least 5 students enrolled). Projected expenses are presented in Table 2. A minimum of five students must be enrolled in a course before a course can be delivered and three of the five must be tuition-paying students.

TABLE 1: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Master of Health Professions Teaching and Technology at UNMC

	FY(2017) Year 1	(FY 2018) Year 2	(FY 2019) Year 3	(FY2020) Year 4	(FY 2021) Year 5	Total
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$48,863	$87,953	$108,650	$109,802	$110,953	$466,221
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$48,863	$87,953	$108,650	$109,802	$110,953	$466,221

[1] Projected tuition generation will be sufficient to support the program.

Revenues are not expected to match expenses.
Tuition is modeled at Online Worldwide rate of $560/credit hour, with no increase in the first two academic years, inflated at 2.5% per year thereafter, and assumes each student takes one to two courses, for each of three annual semesters.

These data represent 70% of total anticipated enrollment in both the Masters and certificate level Health Professions Teaching Technology curriculum.

TABLE 2: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Master of Health Professions Teaching and Technology at UNMC

	(FY 2017) Year 1		(FY 2018) Year 2		(FY2019) Year 3		(FY2020) Year 4		(FY2021) Year 5		Total	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty [1]	0.275	$23,447	0.45	$39,648	0.63	$54,572	0.63	$56,209	0.63	$57,895	0.63	$231,772
Professional											0	$0
Graduate assistants											0	$0
Support staff	0.245	$14,255	0.35	$20,976	0.35	$21,605	0.35	$22,253	0.35	$22,921	0.35	$102,010
Subtotal	0.52	$37,702	0.8	$60,624	0.98	$76,177	0.98	$78,462	0.98	$80,816	0.98	$333,781
Operating												
General Operating[2]		$11,402		$20,274		$25,987		$26,535		$27,095		$111,293
Equipment[3]												$0
New or renovated space												$0
Library/Information Resources [4]												$0
Other												$0
Subtotal		$11,402		$20,274		$25,987		$26,535		$27,095		$111,293
Total Expenses	0.52	$49,104	0.8	$80,898	0.98	$102,164	0.98	$104,997	0.98	$107,911	**0.98**	**$445,074**

[1] Teaching faculty will be paid via stipend for individual courses taught: modeling $3000 per 15 week, 3 credit hour course. A Program Director will be hired at .25 FTE in year 1. expected to grow to .75 FTE by year 3.

[2] Faculty development, office supplies, communications, data processing, equipment maintenance.

[3] Program will be delivered entirely online via Online Worldwide. No additional equipment is anticipated.

[4] None are anticipated.

The data represent 70% of total expenses for the combined Masters and certificate level curriculum.

V.   Avoidance of Unnecessary Duplication

The MHPTT program represents the only degree program of study in the University of Nebraska system that will exclusively provide health professions educators with an academic foundation in education focused on health professions related teaching skills, the science of teaching and learning, and the application of teaching technologies to teaching health profession students. Other online programs across the country provide instruction for teaching in the health professions but this programs uniquely ties this to the use of technology and simulation in delivering health professions education to students.

According to the Foundation for Advancement of International Medical Education and Research (FAIMER), there are 36 master level medical education programs offered in the United States. Of those 36 programs, only 11 are offered via online delivery. None of the 11 programs indicate that technology is an area of emphasis. The Master of Health Professions Teaching and Technology program provides a unique integration of learning theories with technology setting it apart from the remaining 11 existing programs. http://www.faimer.org/resources/mastersmeded.html

VI.   Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Providing a MHPTT degree is consistent with the vision and major statewide goals outlined in the *Comprehensive Statewide Plan for Postsecondary Education*. Notably, the major intent of the proposed transition is to fulfill the mission of UNMC. In particular, this proposal supports a number of the statewide goals and outcomes outlined in the *Plan,* including:

- deployment of instructional technology to broaden access for learners (p. 2-5)
- helping students graduate within a reasonable and predictable time frame (p. 2-8)
- incorporating "real world" experience in curricula through the real-time implementation of new educational techniques and resources in students' own health professions teaching (p. 2-15)
- responding to the changing health care needs of Nebraska's citizens, incorporating the use of new educational technology and distance learning to teach both current/future health care providers and patients in underserved rural areas (p 3-6)

The University of Nebraska Medical Center stands to benefit from this proposal as health professionals that participate in the program will develop and hone teaching skills to allow them to succeed in the new paradigm of health professions education (active learning, simulation, online learning, etc.), allowing UNMC to stay at the forefront of innovative education. In addition, UNMC students will benefit from the use of evidence-based teaching strategies to improve learning and retention and more effectively prepare them for practice in their respective health professions.

TABLE 1: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
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Revenues are not expected to match expenses.

Tuition is modeled at Online Worldwide rate of $560/credit hour, with no increase in the first two academic years, inflated at 2.5% per year thereafter, and assumes each student takes one to two courses, for each of three annual semesters.

These data represent 70% of total anticipated enrollment in both the Masters and certificate level Health Professions Teaching Technology curriculum.

TABLE 2: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Master of Health Professions Teaching and Technology at UNMC

Personnel	(FY 2017) Year 1 FTE	Cost	(FY 2018) Year 2 FTE	Cost	(FY2019) Year 3 FTE	Cost	(FY2020) Year 4 FTE	Cost	(FY2021) Year 5 FTE	Cost	Total FTE	Cost
Faculty [1]	0.275	$23,447	0.45	$39,648	0.63	$54,572	0.63	$56,209	0.63	$57,895	0.63	$231,772
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Subtotal	0.52	$37,702	0.8	$60,624	0.98	$76,177	0.98	$78,462	0.98	$80,816	0.98	$333,781
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Total Expenses	0.52	$49,104	0.8	$80,898	0.98	$102,164	0.98	$104,997	0.98	$107,911	**0.98**	**$445,074**

[1] Teaching faculty will be paid via stipend for individual courses taught: modeling $3000 per 15 week, 3 credit hour course. A Program Director will be hired at .25 FTE in year 1, expected to grow to .75 FTE by year 3.

[2] Faculty development, office supplies, communications, data processing, equipment maintenance.

[3] Program will be delivered entirely online via Online Worldwide. No additional equipment is anticipated.

[4] None are anticipated.

The data represent 70% of total expenses for the combined Masters and certificate level curriculum.

Appendices
(available upon request)

Appendix A—Syllabi

Appendix B—iEXCEL

Appendix C—NE Health Programs

Appendix D—Market Survey

Appendix E—Curriculum Vitae

TO: The Board of Regents

                           Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of the Health Professions Teaching and Technology (HPTT) Post-Baccalaureate Certificate in the College of Allied Health Professions at the University of Nebraska Medical Center

RECOMMENDED ACTION: Approval is requested to create the Health Professions Teaching and Technology Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC

PREVIOUS ACTION: September 16, 2016 – The Board is considering approval of the Master of Health Professions Teaching and Technology (MHPTT) in the College of Allied Health Professions at UNMC.

                           April 10, 2015 – The Board approved the Interdisciplinary Experiential Center for Enduring Learning (iEXCEL) at UNMC.

                           January 25, 2013 – The Board approved the creation of the Post-Baccalaureate Professional Certificate in the UNMC College of Medicine and School of Allied Health Professions in six specialty areas: 1) Cardiovascular Interventional Technology; 2) Computed Tomography; 3) Magnetic Resonance Imaging; 4) Diagnostic Medical Sonography; 5) Nuclear Medicine Technology; and 6) Radiation Therapy.

EXPLANATION: The purpose of the Post-Baccalaureate Certificate of Health Professions Teaching and Technology (HPTT) program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in learning theory/pedagogy, instructional design, educational research, evaluation and assessment, and use of emerging technologies such as simulation and virtual reality. A student earning a post-baccalaureate certificate will complete four, three credit hour courses (12 credit hours). The Post-Baccalaureate Certificate is designed for the student who may not need or desire a masters degree; however, any credits earned can be applied toward the Master of Health Professions Teaching and Technology.

                           The major pool of applicants for the HPTT certificate will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike other similar programs offered at external institutions, the HPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework also will capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

This proposal has been reviewed by the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: $21,045 Year 1; $190,746 over five years

SOURCE OF FUNDS: Distance Education tuition

SPONSORS: H. Dele Davies
Vice Chancellor for Academic Affairs and Dean for Graduate Studies

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

RECOMMENDED: _____
Susan M. Fritz
Executive Vice President and Provost

DATE: August 22, 2016

Proposal to Create a Post-Baccalaureate Certificate of
Health Professions Teaching and Technology
University of Nebraska Medical Center
College of Allied Health Professions

I.   Descriptive Information

Name of the institution proposing the program: The University of Nebraska Medical Center (UNMC)

The name of the program (major) proposed: Post-Baccalaureate Certificate of Health Professions Teaching and Technology

Degree/credential to be awarded graduates of the program: Post-Baccalaureate Certificate of Health Professions Teaching and Technology

Other approved programs offered in this field by the institution: No similar degrees exist in association with any University of Nebraska campus.

Administrative unit for the program: College of Allied Health Professions (CAHP)

Proposed delivery site(s) and type(s) of delivery: The curriculum for this program will be delivered entirely online. The course will be administered using the Blackboard Learning Management System already utilized by University of Nebraska Campuses.

Date approved by governing board: Pending.

Proposed date (term/year) the program will be initiated: Upon approval.

Description, including credit hours and other requirements (program of study) and purpose of the proposed program: The purpose of the Post-Baccalaureate Certificate of Health Professions Teaching and Technology program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in learning theory/pedagogy, instructional design, educational research, evaluation and assessment, and use of emerging technologies such as simulation and virtual reality. The curriculum is made up of a set of 5 core courses (15 credit hours) A student earning a post-baccalaureate certificate will complete 4 for the 5 core courses (12 credit hours). The Post-Baccalaureate Certificate is designed for the student who may not need or desire a masters degree, however, any credits earned can be used toward the masters degree. Upon completion of the certificate, students may elect to continue with the MHPTT.

Core Curriculum:
HPTT 601 Foundations of Health Professions Education
HPTT 602 Instructional Design for Health Professions Education
HPTT 603 Integrating Technology into Health Professions Curriculum
HPTT 604 Multi-media and Emerging Technologies for Learning in the Health Professions
HPTT 605 Evaluation and Assessment of Teaching and Learning in Health Professions Education

Justification for required credit hours: The number of credit hours for attainment of the post-baccalaureate certificate is based on the goal of allowing a full-time student to complete the certificate within two semesters. In addition, a survey of similar programs offered at other institutions was performed during the initial stages of the program's development. The majority of equivalent outside certificate programs have nearly identical credit hour requirements.

II.   Centrality to Role and Mission

One of the major missions of UNMC is to improve the health of Nebraska through premier educational programs with the vision of preparing the best-educated health professionals and scientists. One key initiative within UNMC's strategic plan is to implement innovative educational models that embrace new and evolving technologies to advance educational programs to be the most learning-centered university. The development of effective and innovative educators that use evidence-based, learner-centered methods to teach the next generation of the health care professionals is critical to fulfilling this mission. The HPTT program represents the first health professions centered, educationally-based course of study within the University of Nebraska system that gives healthcare professionals the requisite knowledge and skills needed to develop and deliver educational content in a manner that reflects best practices and effectively integrates new and developing teaching technologies. This training is particularly poignant as UNMC stands up iEXCEL (Interdisciplinary Experiential Center for Enduring Learning) and its technology rich curriculum.

In addition, the program was developed and will be delivered by an interprofessional team of health care professionals representing multiple healthcare disciplines, educators, and experts in information/educational technology. The program is intended to also be made up of students from multiple health care disciplines including medicine, nursing, allied health professions, public health, dentistry, and pharmacy. The intent is to provide all participants, regardless of professional affiliation, a broad background and varied perspectives on the skills and training of each profession through longitudinal interaction that will ultimately lead to expanded interprofessional educational programs in the future.

The program leadership supports the program faculty in course development. Regular monthly meetings of all faculty members are designed to keep momentum on projects and course building, provide development activities, and camaraderie and professional collaboration. Further, the HPTT program is one of high visibility to UNMC leadership which provides additional incentive for faculty members to be actively involved. There is an established campus community of educators with a great deal of interprofessional "cross pollination" between colleges, committees, projects and initiatives on campus which sustain the sense of community. The program Advisory Committee was driven by the interprofessional e-Learning steering committee. These have close ties with several strategic initiatives/programs such as iEXCEL, the Interprofessional Academy of Educators, Faculty Development, Teacher Boot Camp, and Performance Improvement in Teaching Series (PITS), all of which have similar missions, outcomes, and participating faculty as the MHPTT program. The budget structure provides for a pathway for funds to circulate back to the College Dean of which the faculty appointment resides. This monetary compensation can serve to sustain support and commitment from faculty in the delivery of program content.

III.   Evidence of Need and Demand

Need for the program in the institution, the community, the region, the state, or the nation.

The Education of Health Professionals for the 21st Century Commission conducted a comprehensive review of over 3,000 medical, nursing, and public health schools and published their findings in a 2010 report (Lancet. 2010; 376:1923-58). The findings and recommendations echo those of numerous other professional societies. Briefly, allowing for the paradigm shift that occurred in medical education following the Flexner report in 1910, since then there have not been major, systematic changes in the method of training healthcare professionals. This in spite of the fact that the face of medicine has changed dramatically since the turn of the 20th century. Reforms in the education of healthcare providers have lagged markedly behind changes in other areas of post-secondary education. In order to keep pace with the changing environment, instructional reform is critical. This includes institution of competency-

based education, promotion of inter- and transprofessional education/collaboration, leveraging of innovations in technology and information exchange (i.e. simulation, virtual reality, distance learning, and electronic collaboration), strengthening of course syllabi and other instructional infrastructure, and adoption of learner-centered teaching and assessment methods.

While there is essentially uniform agreement on the need for a post-Flexnerian revolution in health career training, one of the main gaps in undertaking the wide-reaching changes needed is the lack of knowledge and experience of most health professions educators. Much of the education of future care providers comes from those currently involved in the *practice* of healthcare delivery. Although these expert clinicians often possess great depth and breadth of knowledge in their clinical disciplines, many have little to no formal training or experience in pedagogical theory and the use of evidence-based teaching practices. As a result, many health professions educators tend to teach in the manner in which they were taught. Further, the speed of innovation in informational and educational technology can make effectively incorporating advances into curricula a daunting task for health professions educators, particularly when coupled with the difference between the technological experience of current and future generations of learners as compared with those teaching. Finally, numerous accrediting bodies are beginning to focus on the learning and teaching environment, including in their respective standards not only the content of educational programs ("what is taught") but the methods by which instruction occurs ("how things are taught"). Therefore, it has become incumbent on health professions educators to become knowledgable about best practices and effectively implementing them, not only to improve learners' experiences but to meet external requirements.

With the recent approval of iEXCEL (Interdisciplinary Experiential Center for Enduring Learning) by the University of Nebraska Board of Regents, this certificate program will also help create a cadre of faculty members who are highly trained and comfortable using technology to enhance teaching and promote effective learning. The curriculum of the program will serve to provide health professions educators with the ability to effectively teach students in formal academic settings or in real clinical and simulated clinical care environments and will provide these educators with the knowledge and competencies to use best practices and evidence to guide curriculum development and delivery. Graduates of the Certificate HPTT program will be among the best prepared nationally to excel in delivering health professions education. They will be capable of effectively deploying an expanded arsenal of simulation, virtual, and online teaching tools and will emerge as leaders in the area of health professions education and scholarship.

Demand for the program – the extent of student interest in the proposed program.

The major pool of applicants for the HPTT program will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike other similar programs offered at external institutions, the HPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework will also capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

An internal survey of 82 UNMC faculty, medical residents, and graduate students revealed that 72 individuals showed interest in the HPTT program with over half (40) desiring to begin coursework as soon as possible. Those interested included individuals from the Colleges of Medicine, Nursing, Public Health, Dentistry, and Allied Health Professions.

Additionally, the content of the program would be valuable to health professions educators at other local institutions that are involved in training health care professionals. Among Nebraska institutions alone, this includes at least 300 potential students (see Appendix C), whether they complete the entire program

or choose to take a single course. This number does not include the more than 100 clinical preceptors that could also benefit from the program's coursework). Further, surveys and other evidence show that the majority of MHPTT students will not be seeking de novo employment following completion of the degree/certificate. Rather, most will be involved in the program to increase teaching acumen in their current position or as a means to gain expanded educational responsibility.

During the period in which courses for the HPTT program have been piloted, with only minimal internal advertisement 12 students have begun coursework with the intention of completing the degree when approved. Of note, two of these are external (i.e. not employees of the University of Nebraska).

Two market-based surveys have been conducted to assess interest and the potential job market. (See Appendix D.) Using UNMC as an exemplar of a potential market for MHPTT graduates, in April 2016 there were 85 advertised faculty openings. Forty-five (representing 53% of the total) had teaching responsibilities listed as one of the primary duties of the position and 12 programs were solely focused on education (three specifically related to educational administration). Being completely online, the program will attract students from across the United States where the job market reflects similar opportunities.

IV. Adequacy of Resources

Faculty and Staff Resources

The HPTT Advisory Board that has guided the development of the curriculum is composed of faculty representing the College of Medicine, College of Pharmacy, College of Dentistry, College of Public Health, College of Nursing, College of Allied Health Professions, Graduate Studies and Information Technology Services on the UNMC campus.

The program committee for the HPTT certificate facilitated the development of the program and will direct the administration of the program and oversee the program coordinator. The program committee consists of the CAHP Assistant Dean for Academic Affairs, an Associate Professor in the College of Medicine, an Associate Professor in the CAHP (Radiography/CVIT/CT Program Director) and an Assistant Professor in the CAHP. The CAHP's Academic and Student Affairs staff will assist in recruitment and admissions processes.

MHPTT Program Committee:
Co-Chairs:
> Geoff Talmon, M.D., Associate Professor, Vice Chair of Medical Education, Director
> > Interprofessional Academy of Educators, COM
> Janice Tompkins, MPH, MT(ASCP), Assistant Professor, Assistant Dean for Academic Affairs,
> > CAHP

Assistant Co-Chairs:
> Tanya Custer, MS, RT, Assistant Professor, CAHP
> Tammy Jones, MPA, RT, Associate Professor, Director Radiography/CVIT/CT Programs, CAHP

The faculty for the certificate is made up of 9 members from interdisciplinary departments/units at UNMC, each with a courtesy appointment within the CAHP. These include 3 individuals from the College of Medicine (1 M.D., 1 Ph.D., 1 Masters), 1 College of Nursing (Ph.D.), 1 College of Public Health (Masters), and 4 from Information Technology Services (1 Ph.D., 3 Masters).

	Course #	Course Title	Faculty	Affiliation
C O R E	HPTT 601/801	Foundations of Health Professions Education	Gary Beck, PhD	Medicine
	HPTT 602/802	Instructional Design for the Health Professions	Suhasini Kotcherlakota, PhD	Nursing
	HPTT 603/803	Integrating Technology into Health Professions Curriculum	Analisa McMillan, MSEd	Public Health
	HTTP 604/804	Media & Emerging Technologies for the Health Professions	Dan Moser, PhD Melissa Diers, MEd, DMC-D Faye Haggar, EdS Michael Kozak, MEd	ITS Learning Environment
	HTTP 605/805	Evaluation & Assessment of Teaching and Learning in the Health Professions	Sarah McBrien, MS	Medicine

Physical Resources

The program will be administered within Academic and Student Affairs in the CAHP, located in Bennett Hall utilizing existing office space for the program coordinator and admissions staff. Program faculty have offices and computers that will be used to administer the online instruction. All other program activity is administered online with no need for physical space. If the need arises for on-campus student or faculty consultation, various conference rooms and/or individual faculty/committee members' offices will be utilized.

Instructional Equipment and Information/ Technological Resources

As an Academic Health Science Center, UNMC offers many educational opportunities and advantages for students. Students have access to the McGoogan Library of Medicine which, in addition to resources physically located on campus, has over 16,534 full-text, online journals and over 13,000 on-line textbooks. Starting in 2016, UNMC students will have seamless, extended access to electronic journals and books from the other University of Nebraska campus libraries. There is wireless access throughout the library and many networked computer stations for student use. In addition, the library provides services to students including how to search for literature, locate articles and books, search the internet, note copyright restrictions, cite sources, and avoid plagiarism. All UNMC students have complete access to library and other online resources whether on or off of the UNMC campus.

For local students and faculty, this includes the technology located in the e-learning laboratory housed on the 8th floor of the McGoogan Library of Medicine including classroom/video capture software (i.e. Echo 360, Camtasia), Articulate Studio, and video/audio recording facilities. While local students also have access to all of the simulation equipment located in the Michael F. Sorrell Center, all students may consult with the Center's staff for expert advice and guidance. All students will have access to the programs in the Microsoft Office suite as part of the institutional license.

To support faulty, the McGoogan library provides extensive information in regard to Copyright and Fair Use on their website at http://unmc.libguides.com/c.php?g=444239&p=3029525. Librarians are also on hand to do one-on-one training with faculty in regard to copyright as needed. The library also provides an "eReserves" system on Blackboard for faculty to utilize in enhancing the materials available to students in an area of study.

All courses endeavor to make all material as accessible as possible. Both UNMC and On-line Worldwide provide guidelines in regard to ADA compliance on their websites which will be followed as part of this program in accordance with both Section 504 and 508 for accessibility. Any additional needs will be addressed on an ad hoc basis based on student needs. Both Online Worldwide & UNMC as an institution have accessibility plans in place.

- Online Worldwide: http://online.nebraska.edu/content/disabilities
- UNMC: http://www.unmc.edu/stucouns/services/disabilities/index.html
- Faculty will use additional documentation with WCAG guideline, level AA checklist that can be found on-line. https://www.wuhcag.com/wcag

Many of the program instructors have extensive experience in both designing and delivering online courses and serve to support the design and development of new courses. Various campus-wide resources are also available to faculty for training opportunities related to online course delivery, best practices in online education and student success. A few of these resources include; PITS workshop, Teacher Bootcamp, Faculty Development seminars, and the Interprofessional Academy of Educators. Additionally, the faculty participating in the delivery of course content for the program have academic credentials and/or professional experience in the best practices of online and distance education instructional delivery methods. The program committee led the design of a standard template for the delivery of each online course.

Embedded into the courses are opportunities for facilitating learning communities among the students. This is accomplished through small group work, discussion postings, and course introductions. The program will also encourage students to share their final capstone project, an e-portfolio, to their learning community.

The College of Allied Health Professions requires all matriculating distance and online based students to complete an on-boarding orientation process to include instructions on how to operate and navigate through the technology, web etiquette, privacy, alternate methods of communicating with instructors, opportunities to maximize student success, and time management strategies.

UNMC currently provides 24/7 on call support for IT issues. This includes the Blackboard platform. Other hours of operation are communicated to students with the option to leave a message for follow up. Course instructors provide communication expectations at the start of each semester with instructions and policies related to response time for follow up to inquiries.

UNMC already has a regional and national reputation for distance education, particularly related to healthcare; and the combined marketing of initiatives related to iEXCEL will drive interest in the program. The enrollment projections are based on the available market data and experience with pilot courses over the last academic year. The College of Allied Health Professions Office of Academic and Student Affairs is experienced with multiple advertising and recruitment venues and has existing recruitment and marketing plans which would incorporate the HPTT program. Additional marketing opportunities will be available through NU Online Worldwide. Additionally, professional list serves and online worldwide web advertisement are avenues for marketing and recruitment that can reach a broad audience at little to no cost. The major thrust of marketing efforts will be to promote the focus on assessment and inclusion of technology in health professions education. The other aspects of research and basic pedagogical knowledge are secondary goals, but necessary prerequisites, the latter constitute the certificate program. The program outcomes are aimed at improving teaching skills, developing expertise in integrating technology, and promotion of educational scholarship in concert of each other, rather than one outcome taking precedence.

Budget Projections for the first five years of the program

Special funding from the office of the UNMC Vice Chancellor for Academic Affairs supported the program committee and faculty in the design and development of the high quality curriculum of the program and the piloting of courses internally to UNMC faculty and staff in the 2015-2016 AY. This funding was a one-time allocation for development and is not included in the budget going forward. The courses are delivered asynchronously online. Each course is designed with weekly, highly-interactive, graded discussion boards, where interaction occurs between the instructor and each student and also student to student.

The main source of revenue for the HPTT post-baccalaureate certificate program will be derived from tuition accrued through a tuition per credit hour system as is in place for other online programs in the University of Nebraska system. The tuition of $560 per credit hour is similar to that of other University of Nebraska online graduate level courses and is competitive with like programs offered at outside institutions. It is estimated that over a three year ramp up period at least 6 students will enroll in the program each semester based on the experience of similar programs and data accrued in the feasibility study. At this minimum level of enrollment, projected revenue for the first five years of the program is presented in Table 1.

TABLE 1: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Certificate of Health Professions Teaching Technology

	FY(2017) Year 1	(FY 2018) Year 2	(FY 2019) Year 3	(FY2020) Year 4	(FY 2021) Year 5	Total
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$20,941	$37,694	$46,565	$47,058	$47,551	$199,809
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$20,941	$37,694	$46,565	$47,058	$47,551	$199,809

1. Projected tuition generation will be sufficient to support the program.

Revenues are not expected to match expenses.
Tuition is modeled at Online Worldwide rate of $560/credit hour, with no increase in the first two academic years, inflated at 2.5% per year thereafter, and assumes each student takes one to two courses, for each of three annual semesters.
These data represent 30% of total anticipated enrollment in both the Masters and certificate level Health Professions Teaching Technology curriculum.

Implementation of the program will require the addition of administrative support in the form of a program coordinator (0.10 FTE) and admissions staff (0.15 FTE). The program will be administered through the administrative structure of the College of Allied Health Professions which already has a well-developed framework, expertise, and track record for managing distance programs of this type. Campus units whose faculty teach in the program will receive a stipend for teaching courses on an ad hoc basis, distributed only when their course is offered (at least 5 students enrolled). Projected expenses are presented in Table 2.

Assumes 5 students enrolled in 16-17, 6 in 17-18, 7 in 18-19, each taking one to two courses, each fall, spring and summer semesters. Tuition rate is based on the 15-16 online graduate rate of

$560 per credit hour through 2018, then inflated at 1.0% per year for both residents and non-residents. All data is based on the assumption that 30% of total enrollment in the combined Masters and Certificate programs will be Certificate candidates.

TABLE 2: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Certificate of Health Professions Teaching Technology

	(FY 2017) Year 1		(FY 2018) Year 2		(FY2019) Year 3		(FY2020) Year 4		(FY2021) Year 5		**Total**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Faculty [1]	0.1	$10,049	0.45	$16,992	0.5	$23,388	0.5	$24,090	0.5	$24,812	0.5	$99,331
Professional											0	$0
Graduate assistants											0	$0
Support staff	0.1	$6,109	0.15	$8,990	0.15	$9,259	0.35	$9,537	0.35	$9,823	0.35	$43,718
Subtotal	0.2	$16,158	0.6	$25,982	0.65	$32,647	0.85	$33,626	0.85	$34,635	0.85	$143,049
Operating												
General Operating[2]		$4,887		$8,689		$11,137		$11,372		$11,612		$47,697
Equipment[3]												$0
New or renovated space												$0
Library/Information Resources [4]												$0
Other												$0
Subtotal		$4,887		$8,689		$11,137		$11,372		$11,612		$47,697
Total Expenses	0.2	$21,045	0.6	$34,671	0.65	$43,784	0.85	$44,998	0.85	$46,247	**0.85**	**$190,746**

1. Teaching faculty will be paid via stipend for individual courses taught: modeling $3000 per 15 week, 3 credit hour course. A Program Director will be hired at .25 FTE in year 1, expected to grow to .75 FTE by year 3.

2. Faculty development, office supplies, communications, data processing, equipment maintenance.

3. Program will be delivered entirely online via Online Worldwide. No additional equipment is anticipated.

4. None are anticipated.

V.   Avoidance of Unnecessary Duplication

The HPTT certificate program represents the only degree program of study in the University of Nebraska system that will exclusively provide health professions educators with an academic foundation in education focused on health professions related teaching skills, the science of teaching and learning, and the application of teaching technologies to teaching health profession students.

VI.   Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Providing a HPTT certificate is consistent with the vision and major statewide goals outlined in the *Comprehensive Statewide Plan for Postsecondary Education*. Notably, the major intent of the proposed transition is to fulfill the mission of UNMC. In particular, this proposal supports a number of the statewide goals and outcomes outlined in the *Plan,* including:

- deployment of instructional technology to broaden access for learners (p. 2-5)
- helping students graduate within a reasonable and predictable time frame (p. 2-8)
- incorporating "real world" experience in curricula through the realtime implementation of new educational techniques and resources in students' own health professions teaching (p. 2-15)
- responding to the changing health care needs of Nebraska's citizens, incorporating the use of new educational technology and distance learning to teach both current/future health care providers and patients in underserved rural areas (p 3-6)

The University of Nebraska Medical Center stands to benefit from this proposal as health professionals that participate in the program will develop and hone teaching skills to allow them to succeed in the new paradigm of health professions education (active learning, simulation, online learning, etc.), allowing UNMC to stay at the forefront of innovative education. In addition, UNMC students will benefit from the use of evidence-based teaching strategies to improve learning and retention and more effectively prepare them for practice in their respective health professions.

Appendices
(available upon request)

Appendix A—Syllabi

Appendix B—iEXCEL

Appendix C—NE Health Programs

Appendix D—Market Survey

Appendix E—Curriculum Vitae

TO: The Board of Regents

                                Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of the Master of Science in Computer Science Education (MS-CSE) in the Department of Computer Science in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Master of Science in Computer Science Education (MS-CSE) in the Department of Computer Science in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO)

PREVIOUS ACTION: April 10, 2015 – The Board approved the creation of the Executive Master of Science in Information Technology in the College of Information Science and Technology at UNO.

                                November 9, 1990 – The Board approved the Master of Arts/Master of Science degree program in Computer Science at UNO.

EXPLANATION: The Department of Computer Science and the Department of Teacher Education at UNO propose to collaboratively develop and implement a new Master of Science degree program in Computer Science Education (MS-CSE). The proposed MS-CSE degree program, to be hosted by the College of Information Science and Technology with ongoing collaboration from the College of Education, is designed for students who are interested in teaching computer science at the K-12 level. The primary target students for this MS program are in-service middle- and high-school Science, Technology, Engineering, and Math (STEM) teachers in Nebraska, the eight-state Midwest region surrounding Nebraska, and nationwide – where there is a critical demand for the proposed program.

                                Graduates of this program will be able to teach secondary-level computing courses including AP Computer Science A, the forthcoming AP CS Principles course that has been in development by National Science Foundation and the College Board, and dual enrollment courses in partnership with University of Nebraska campuses. Second, these teachers will be able to integrate their knowledge of computing with their primary endorsement discipline (which could range from mathematics to science to language or arts); this provides an opportunity for teachers to affect change in their local schools towards universal computational-thinking literacy, even if they are not teaching standalone computer science courses.

                                This proposal has been approved by the Executive Graduate Council and the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: $25,349 Year 1; $260,807 over five years

SOURCE OF FUNDS: College of Information Science and Technology operating, graduate
                       assistantship pool, and F&A funding

SPONSORS: B.J. Reed
                       Senior Vice Chancellor for Academic and Student Affairs

                       John Christensen, Chancellor
                       University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
                       Executive Vice President and Provost

DATE: August 22, 2016

<u>**M.S. in Computer Science Education Proposal**</u>

Descriptive Information:

- Name of institution proposing the program: The University of Nebraska at Omaha (UNO)
- Name of the program (major) proposed: Computer Science Education
- Degrees/credentials to be awarded graduates of the program: Master of Science (M.S.)
- Other programs offered in this field by this institution: M.S. in Computer Science; M.S. in Elementary Education, M.S. in Secondary Education
- CIP code: 11.0101
- List the administrative units for the program: Graduate College, College of Information Science & Technology, Department of Computer Science
- Proposed delivery sites, and types of delivery, if applicable: On campus and distance education
- Date approved by governing board:
- Proposed date (term/year) the program will be initiated: Upon approval

1. <u>**Description and Purpose of the Proposed Program**</u>:

The Department of Computer Science (CS) and the Department of Teacher Education (TED) at the University of Nebraska at Omaha (UNO) propose to collaboratively develop and implement a new joint Master of Science degree program in Computer Science Education (MS-CSE). The proposed MS-CSE degree program, to be hosted by the College of Information Science & Technology (CIST) with ongoing collaboration from the College of Education (CoE), is designed for students who are interested in teaching computer science at the K-12 level.

The primary target groups are in-service middle- and high-school STEM teachers in Nebraska, the eight-state Midwest region surrounding Nebraska, and nationwide – where there is a critical demand for the proposed program. The proposed program will not exclude pre-service teachers. A secondary target group comprises students in other graduate degree programs who may elect to take one or two courses in the MS-CSE program. The proposed program will boost Nebraska to a higher rank of states that aggressively support computer science education, while positioning UNO to become a national leader in this important educational focus.

Interactions with K-12 teachers and community partners indicate that outreach efforts are currently underway in Nebraska to raise awareness and increase access to high-quality K-12 instruction in computing. This has brought together key personnel from UNO's College of Information Science & Technology, UNL's Department of Computer Science and Engineering, and active K-12 teachers from both the Lincoln and Omaha Computer Science Teachers Association chapters. The goal is to require formal training of CS teachers, increase access to a broad range of computing courses, and have those courses serve as more than electives for the students who take them. Thus, it is no surprise that the proposed MS-CSE degree program has garnered strong support from initial contacts of K-12 teachers who participated in the college's previous events and activities, and are interested in pursuing the MS-CSE program (see the attached support letters).

Further, the IT supplemental teaching endorsement and graduate certificate which makes up the core component of this master's program will directly benefit the teachers who pursue the MS-CSE degree in a number of ways. First, it will enable these teachers to confidently teach a wider variety of secondary-level computing courses including AP Computer Science A, the forthcoming AP CS Principles course that has been in development by National Science Foundation (NSF) and the College Board, and dual

enrollment courses in partnership with University of Nebraska campuses. Second, it will enable these teachers to systematically integrate their knowledge of computing with their primary endorsement discipline (which could range from mathematics, to science, to even language or arts); this provides an opportunity for teachers to affect changes in their local schools towards universal computational-thinking literacy, even if they are not teaching standalone computer science courses.

Establishing a rigorous MS-CSE degree program within the context of a partnership between the Department of Computer Science and the Department of Teacher Education at UNO is a small but crucial component in fulfilling UNO's campus STEM priority and making a difference for thousands of Nebraska students.

2. __Program of Study__:

The proposed MS-CSE degree will require a total of 30 credit hours with a capstone, thesis, or project option to meet the Assessment and Comprehensive Exam requirement for the program of study. Courses will be offered in areas such as Methods of CS Education, Foundations of CS, CS Principles, Information Assurance, Data-driven Decision Making, Software Design, Human-Computer Interaction, and STEM Innovations. Completion of 15 credit hours of the program will allow students to obtain an Information Technology (IT) Supplemental Teaching Endorsement in the State of Nebraska, and will certify teachers to teach a wide variety of secondary computing courses, including CS Advanced Placement courses. Completion of 18-24 credit hours will allow students to obtain a Graduate Certificate in Computer Science Education. Credits earned for the IT Supplemental Teaching Endorsement[1] and the Graduate Certificate[2] will apply toward completion of the MS-CSE degree program.

Students to be admitted to the MS-CSE program should first submit their application materials, which will include an application form, résumé, official transcripts, two recommendation letters, and a statement about his/her teaching philosophy. Applications will be accepted year around, with admissions take place for fall and spring semesters each year. Women, minority, and teachers with existing teaching experience in STEM areas will be encouraged to apply. Admission criteria and selection procedures for students seeking admission to the major/degree will be based on the educational background and existing teaching experiences the candidate hold when applying. Students will apply to the degree program online, and will be evaluated by the graduate program committee of the MS-CSE. Students in the MS-CSE program will be assigned a faculty mentor upon admission to the program. The mentor will work with the student and the program advisor to draft a plan of study, and oversee the fulfillment of the plan during the student's study period towards completion of the program.

Course listing for the MS-CSE program:

IT Endorsement (15 credit hours)
- TED 8006: Methods of CS Education*
- CSTE 8020: Exploring Computer Science for Teachers*, or CSTE 8030: Computer Science Principles for Teachers*
- CSTE 8040: Object Oriented Programming for Teachers**
- CSCI/IASC 8366: Foundations of Information Assurance
- CSCI 8836 Software Engineering, or CSCI 8256: Human-Computer Interaction

Core Computer Science (3 credit hours)
- CSCI 8010: Foundations of Computer Science (software)

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[1] IT Supplemental Endorsement at the grad level is in place through the College of Education and NE Department of Education as of Fall 2015.

[2] This graduate certificate will be submitted for approval once the MS-CSE degree is approved.

Core Teacher Education (3 credit hours)
- TED 8050: Data Driven Decision Making for Teachers, or TED 8030: STEM Innovation

Electives (3-6 credit hours)
- Approved electives (CSCI 8##0 or TED 8010), or independent study (CSTE 8970 or TED 8970).
    o Students will be recommended to take new graduate level courses to be developed continuously as electives along with the growth of the CSCI curriculum.
    o Students will be encouraged to take graduate level courses, such as the ISQA 8040, as electives from the College of Information Science & Technology, the College of Education, and other programs in the University of Nebraska system.

Capstone/Thesis/Project (meets Assessment and Comprehensive Exam requirement) (3-6 credit hours)
- CSTE 8910 Capstone for MS (3 credit hours), CSTE 8960 Thesis-Equivalent Project, TED 8100 Research Project (6 credit hours), CSTE 8990 Thesis, or TED 8990 Thesis (6 credit hours)

 * Courses that will be developed for face-to-face instruction

 ** New course to be developed for the MS-CSE program merging the contents of the introductory computer programming sequence to equip teachers to teach AP Computer Science.

In addition to meeting the IT supplemental endorsement requirements, the CSTE courses will provide a solid foundation for the graduates of this MS-CSE program (the teachers) to deliver the instructions on Introduction to CS, AP CS, AP CS principles, and other relevant and similar level courses in the K-12 school curriculum. The curriculum of the CSTE program is developed based on recommendations from the Association for Computing Machinery (ACM) and the Institute for Electrical and Electronics Engineers (IEEE) Computer Society. It is the first such program in the State of Nebraska accredited by the Computing Accreditation Commission of ABET, Inc., the recognized U.S. accreditor of college and university programs in applied science, computing, engineering, and technology. The ABET accreditation entails close supervision of course contents and an alignment with current industry, business, and academia needs.

Student Learning Outcomes

The primary student learning outcomes of the proposed MS-CSE program will be the measurable abilities of qualified teachers to design, organize, instruct, and coordinate the delivery of computer science course modules, courses, and curricula to K-12 students in Nebraska schools. Teachers graduate from the program are expected to:

1) Gain a fundamental knowledge set about computer science models, concepts and principles,
2) Develop a skill set of computational-thinking and problem-solving techniques in major areas of computer science technology, and
3) Command a sophisticated set of methodology and pedagogical approaches for computer science instruction.

While there are no national guidelines or accreditations for such programs available, evaluation criteria for the existing Master of Science programs in Computer Science and in Teacher Education will be

adopted and revised to establish evaluation measurements for the proposed MS-CSE program.

Sample program and course sequence:

A flowchart of the course sequence and milestones for the supplemental teaching endorsement and certificate of the MS-CSE program is shown in figure 1 below. Note that if the student elects to take the CSTE 8910 capstone, the student will be required to take two electives (6 credit hours).

o CSTE 8020 Exploring Computer Science for Teachers* or
  CSTE 8030: Computer Science Principles for Teachers*
o CSTE 8040: Object Oriented Programming for Teachers

↓

o CSCI 8010: Foundations of Computer Science (software)
o TED 8006: Methods of CS Education*

↓

o CSCI/IASC 8366: Foundations of Information Assurance
o CSCI 8836 Software Engineering, or CSCI 8256 Human-
  Computer Interaction

→ **IT Supplemental Endorsement**

↓

o TED 8000: Data Driven Decision Making for Teachers
  Or TED 8030: STEM Innovations

↓

o Electives (3-6 credit hours) CSCI 8##0, TED 8##0, or CSTE
  8970, TED 8970

→ **CSTE Graduate Certificate**

↓

o CSTE 8910 Capstone for MS (3 credits), CSTE 8960 Project,
  TED 8100 Research Project (6 credits), or CSTE 8990 Thesis or
  TED8990 Thesis (6 credits)

↓

MS-CSE Degree

Schedule of course offerings and timeline for phased initial and sequential implementation:

The MS-CSE courses will be fully integrated into the regular schedule of course offerings for the College of Information Science & Technology, and the College of Education. The course preparation and offering will be coordinated in a phased order as shown below, in an expectation that the UNO campus, University system, Board of Regents, and Nebraska state-level approval of the MS-CSE program occurs before Fall 2016. Phase I courses are already under development to satisfy the newly approved graduate IT Supplemental Endorsement.

	Course	Course Title	College/ Dept.	Start Date for Development	Initial Offering
Phase I	CSTE 8020	Exploring Computer Science for Teachers *	CIST/CS	Fall 2014	Spring 2016
	CSTE 8030	Computer Science Principles for Teachers *	CIST/CS	Fall 2014	Fall 2015 (in progress)
	TED 8006	Methods of CS Education *	COE/TED	Fall 2015	Fall 2016
	CSTE 8040	Object Oriented Programming for Teachers*	CIST/CS	Spring 2015	Fall 2016
	CSCI 8010	Foundations of Computer Science (software) **	CIST/CS	Spring 2016	Spring 2017
	CSCI/IASC 8366	Foundations of Information Assurance **	CIST/IA	Spring 2016	Spring 2017
Phase II	CSCI 8836	Software Engineering (Web design component) **	CIST/CS	Summer 2016	Summer 2017
	CSCI 8256	Human-Computer Interaction (Web design component)**	CIST/CS	Summer 2016	Summer 2017
	TED 8050	Data Driven Decision Making for Teachers **	COE/TED	Fall 2016	Fall 2017
	TED 8030	STEM Innovations**	COE/TED	Fall 2016	Fall 2017
Phase III	TED 8010 /CSCI 8##0	Electives **	COE/TED CIST/CS	Spring 2016	Spring 2017
	CSTE 8910	MS Capstone	CIST/CS	N/A	Spring 2018
	CSTE 8960 /TED 8960/	MS Project	CIST/CS COE/TED	N/A	Spring 2018
	CSTE 8970 /TED 8970/	Independent study	CIST/CS COE/TED	N/A	Spring 2018
	CSTE 8990 /TED 8990	MS Thesis	CIST/CS COE/TED	N/A	Spring 2018

* New course and online delivery development
** Existing course that will be redesigned for online delivery

Administration of the program:

A Graduate Program Committee (GPC) consisting of six members (four from CS and two from TED) will be formed for the proposed MS-CSE program. Members serving the committee will be recommended by the Chairs of the Computer Science and Teacher Education Departments, and approved by the Dean of Graduate Studies (delegated by the Graduate College, University of Nebraska). The Computer Science Department Chair will recommend one of the members to serve as the committee chair. The committee will supervise the day-to-day operations including student admission evaluations, recommendations for admissions, assignment of mentors to students, approval of students' study plans, assessment of students' progress, course offerings and schedules, learning outcome assessment, curriculum revision, and continual improvement of the program.

An existing staff member, shared with other graduate programs in the colleges, will be identified to serve as the student advisor of the program. The advisor will assist the GPC in performing administrative tasks, and will serve as the first point of contact when the students apply, or are admitted to the program.

3. <u>**Faculty, Staff, and other Resources**</u> (Current resources and additional resources needed first five years and long term):

3.1 Additional physical facilities needed:

The proposed MS-CSE program is built on the strong educational infrastructures, research resources, and successes of existing programs in the College of Information Science & Technology; the Department of Teacher Education; the Peter Kiewit Institute of Information Science, Engineering, and Technology; the College of Engineering, and its Office of STEM Education initiatives.

Existing faculty resources, including faculty member Briana Morrison who has been hired effective Fall 2016 through internal funding reallocation by the Office of Academic and Student Affairs, will be sufficient to launch and stabilize the program. However, we anticipate that as the program is expanded and offered online, we will need to add faculty lines and graduate assistantships to accommodate the growing market need and student demands for a regional and nationwide reach. The funds for additional faculty position(s) and graduate assistantship(s) would likely come from the distance education tuition revenue, and can be in place starting the fifth year of the program operation, depending on program growth.

3.2 Instructional equipment and informational resources:

While no additional instructional equipment is requested for the proposed program, for successful operation of the MS-CSE program, multiple channels and models will be sought to support the MS-CSE students with partial and total tuition coverage from the following potential sources:

- School districts for reimbursement of tuition cost for their in-service teachers.
- Special funds created by businesses (e.g. the Omaha Chamber of Commerce) to support in-service teachers.
- Scholarships established by private donors and foundations. There are preliminary indications that many Omaha and Nebraska philanthropists and organizations have an understanding of the urgency of promoting computer science education in K-12, and are willing to provide financial support to promote computer science education in K-12 schools.
- Paid summer internships for the purpose covering tuition fees.
- Financial federal and state support to partially offset the tuition cost for in-service teachers (e.g. grants from NSF programs and Department of Education).

- School incentives such as reduced teaching load for in-service teachers enrolled in the MS-CSE program.

3.3 Budget projections

The following types of costs for the Phase I development (first five years) of this program are anticipated:

- New course development: CSTE 8020, CSTE 8030, TED 8006, and CSTE 8040.
- Course redesign for online delivery: CSCI 8010, CSCI 8366.
- Funds for software licenses for the tools used in the online courses (for supporting synchronous meetings, group collaboration, document sharing, screen sharing, and other activities).
- Marketing expenses for development and dissemination of promotional materials.
- Expenses for piloting a secure online/remote testing service, e.g., commercial educational tools - Software Secure, and Kryterion.
- One graduate faculty for task coordination, course development, and initial delivery of the program (search has begun for this position to start Fall 2016).
- One graduate assistant to support the delivery of the courses and the program (reallocated from existing College of Information Science and Technology GAs or from OASA new GA request process.

A request of funds from the University of Nebraska System's Online Worldwide (OWW) grants for $35,000 was awarded in spring 2014 for the support of Phase I (planning and course development) of the proposed MS-CSE program. The grants will fund the development and delivery of the first seven online courses for the program. Courses are expected to remain current for two to three years once developed, after which they will need to be redesigned. These courses will require continuous funding and support, similar to other distance learning courses.

The ability to offer this MS-CSE degree programs via online distance education is expected to significantly increase the attractiveness of the program to potential students, and help to build and sustain the operations of the program.

More information on budget projections of the proposed MS-CSE program is attached in the revenue and expenditure format using the approved CCPE budget table.

4. **Evidence of Need and Demand**:

A number of recent reports have raised attention about the lack of high quality opportunities for K-12 students to engage with computing, computer science and information technology early in their educational experiences (Donna George 2014). For example, the 2010 Running on Empty report (jointly prepared by the Association for Computing Machinery – ACM, and the Computer Science Teachers Association - CSTA) details the paradoxical increase in IT's importance in modern society along with a 17% decrease in access to pre-AP computing courses and a 35% decrease in access to AP CS courses at the secondary level nationwide since 2005 (Wilson et al., 2010).

In nearly every state, IT and CS courses do not fulfill state graduation requirements and no specific teacher certification is available or required (Lang et al., 2013). The lack of computer science instruction is significantly a national issue, as highlighted by the recent Washington Post article: *High school students are all about computers but get little instruction in computer science* (Donna George 2014), though nationwide curricular frameworks and standards exist (CSTA 2011), and teaching the material therein clearly requires specialized training in Computer Science content.

The lack of high quality elementary and secondary experiences in computing directly limits the number of students opting to pursue CS and other IT-related majors at the undergraduate level in University of Nebraska colleges. This is a significant pipeline problem and hinders Nebraska's nationwide competitiveness in the IT job sector, which is estimated to grow by 1.4 million jobs by 2020 according to the Bureau of Labor Statistics data. By 2020, one of every two STEM jobs will be in computing (Kaczmarczyk and Dopplick, 2014). Making a sustainable, systemic change requires a significant increase in the number of high-quality, well-trained IT teachers in U.S. schools. In response to this need, the National Science Foundation began the CS10K initiative (Astrachan et al., 2011; Franke et al., 2013) to train 10,000 new secondary-school computer science teachers to effectively teach a new curriculum that engages students in meaningful computational thinking (Wing, 2006) by 2015. While strides have been made towards increased teacher professional development nationwide, the U.S. is still a long way from achieving this ambitious goal (Cuny et al., 2014).

Nebraska has few specifically designated K-12 CS teachers, no required training in CS in order to teach computing courses (Wilson et al., 2010; Lang et al., 2013; Kaczmarczyk and Dopplick, 2014), no standardized high school CS curricula - and compared to other states, only relatively few students taking the AP CS exam. Most state-recognized IT courses are taught by teachers with only Business or Mathematics primary endorsements, resulting in courses (including AP Computer Science) being offered by instructors with at best one college level course in computer science. Thus many teachers are under-prepared to engage students meaningfully in IT coursework. One indicator of this can be seen in the AP exam statistics for Nebraska: Over 10,000 Nebraska high school students took AP exams in 2014, but only 71 students took the AP CS A exam (College Board, 2014).

At the same time, Nebraska is experiencing considerable growth in the information technology sector. A recent report from the Omaha Chamber of Commerce conservatively projects that there will be over 1,300 new IT job openings in the Omaha metro area in the next two years alone (Vaslow, 2013). Nebraska desperately needs to address the lack of systemic CS participation at the elementary, middle and secondary school levels to meet the demands of the local economy development and progress, and enable children to be competitive on the national and international job market.

The MS-CSE program planning group has worked together closely for the past three years on several STEM-education projects related to Computer Science for K-16 students and teachers in Nebraska and western Iowa. The K-12 teachers who have participated in these projects have expressed a great deal of interest in taking graduate coursework that would enable them to better teach computer science courses at their schools. Their feedback and enthusiasm has, in part, motivated this proposal. The undertaking of graduate coursework, particularly in the areas of computer science content and pedagogy, that is as systematical and as relevant as possible to their instructional responsibilities in their schools, will enable the teachers to design and deliver high quality CS Education programs more effectively.

Based on the National Science Foundation's CS10K initiative and its goal to have rigorous academic curricula incorporated into computing courses in 10,000 high schools, taught by 10,000 well-trained teachers - the Department of Computer Science and the Department of Teacher Education estimate that over 100 CS teachers in Nebraska could comprise a pool of potential students for this program. (This is a conservative estimate in terms of the number of school districts and schools in Nebraska).

Based on the number of K-12 enrollments in the Nebraska and Midwest regions, and the requests to training and staffing teachers for offering computer science courses to this population, both the initial demand and the potential growth of the proposed MS-CSE program is substantial (Taylor and Miller, 2015). In the surrounding eight-state area, the potential demand could exceed 1,000 students. Assuming 50 Nebraska teachers and 250 teachers from surrounding Midwestern states would enroll in the program (for endorsement, certificate, and/or the entire MS-CSE degree), an immediate audience of 300 teachers is

estimated to have the potential to enroll in the proposed MS-CSE program within a five year cycle. In addition, the online delivery nature of the program will allow the College of Information Science & Technology to reach out on a national scale, and therefore another 250 teachers could also be added to the overall estimate.

Capacity

The Department of Computer currently has 19 full-time faculty members, including a new Union Pacific Community Chair of Computer Science Education, held by Dr. Brian Dorn. Dr. Dorn is an Assistant Professor and specialist in computer science curriculum development and education. The UNO Department of Teacher Education (TED) within the College of Education has 30 full-time faculty members. The UNO Office of STEM (OSTEM) Education is based in TED and helps to coordinate the STEM priority on campus, including this proposed MS-CSE program.

Based on the current faculty which consists of eight core faculty (four from each department of Computer Science and Teacher Education) - the program can accommodate 30-35 students as an optimum size per year in the initial years of this program. We estimate that the minimum number of students required to make the program viable will be around 10 per year.

Additional resources, mainly faculty positions and graduate assistantships, will be needed to accommodate the growing market need and student demands for a regional and nationwide reach. If additional resources (assuming two faculty and two graduate assistantships) become available, the program can serve up to 50-60 students annually (which may still not fully meet the market need and student demand).

Goals for program growth over a six-year period

Based on the above estimate of program demands and optimal program size, the MS-CSE program is expected to grow rapidly in the first six years. The following table projects the goals for program growth over a six-year period.

	Acad. Year	**New Admits**	**Graduates***	**Total in Program**
Year 1	2016 – 2017	4-5		4-5
Year 2	2017 - 2018	6-8		10-13
Year 3	2018 - 2019	10-12	2-3	18-22
Year 4	2019 - 2020	14-20	6-8	26-34
Year 5	2020 – 2021	14-20	10-16	30-38
Year 6	2021 - 2022	14-20	14-20	30-38

* Considering most of the students (in-service teachers) will pursue this degree program part-time, it will take three to four years to complete the 30 credit hours requirement to graduate.

If the program has the demand expected after three to four years, and additional funds become available to support additional faculty and graduate assistants, more students will be enrolled and graduate from the program.

The above estimates are for core MS-CSE students only. Students enrolled in other graduate degree programs, e.g., Mathematics, Science, Teacher Education and STEM education, could certainly elect to

take one or two courses in the MS-CSE program as part of their degree program. A minimum of an additional 10 students per year is estimated to come from other degree programs, especially since the participating TED faculty will facilitate in the advising of many potential students.

5. **Partnerships with Business and Community Partners**:

The program will leverage numerous collaborative activities between the UNO Computer Science and Teacher Education Departments and area K-12 schools that include:

- A Research Experience for Teachers (RET) Site grant funded by the National Science Foundation (NSF) from 2012 to 2015. This involves over 100 teachers in summer projects and follow-up workshops Momentum. Collaborative partnerships with K-12 teachers established through the RET project will be leveraged as a springboard to start this degree program;
- Two Computer Science for High Schools (CS4HS) projects funded by Google, Inc. in 2012 and 2013, attended by more than 60 teachers in summer workshops. The project established solid connections between the UNO faculty and the STEM teachers statewide and laid a foundation for the demand of the proposed MS-CSE program;
- Annual CS Education Week activities (since 2009) for area high schools, including quiz bowl and programming contests, that involve over 150 students and over 30 grade 9-12 teachers as team coaches;
- An Innovative Technology Experiences for Students and Teachers (ITEST) grant funded by the National Science Foundation from 2015 to 2017, which will train a cohort of 72 teachers from grades 6-9 in the basics of Computer Science. This leverages the momentum of the RET and CS4HS projects by providing more systematic training and comprehensive year-round support for teachers introducing computing-related lessons to their classrooms; and
- Formation of the Omaha Metro Computer Science Teachers Association (CSTA) chapter, initiated by the NSF RET faculty team and several RET participating teachers. Faculty involved in the proposed MS-CSE program have also served as CSTA chapter advisers, and have already co-organized several activities. The CSTA chapter will help promote the new degree program, and we expect several CSTA members as the first cohort to enroll in the program.
- Techademy (K-12), CodeCrush, and iSTEM after School – These three programs directly engage middle and high school students and teachers in Nebraska and surrounding states in computing education and training.

6. **Collaborations within the University**:

The proposed MS-CSE is a joint degree between the Department of Computer Science and the Department of Teacher Education, thus will require continuing collaboration between the departments in the College of Information Science & Technology and the College of Education.

In addition, the proposed MS-CSE program will open a new path for the Computer Science Department to collaborate with the two other units of the college – the Department of Information Systems and Quantitative Analysis (ISQA) and the School of Interdisciplinary Informatics (IS2). The proposed MS-CSE program will strengthen and enrich the ISQA and SI2 programs in terms of (1) additional data sharing in the emerging areas of information technology; (2) new pedagogical techniques that will be developed in the MS-CSE program and will become available to all college instructors; and (3) the increased diversity of the college's student body. Collaboration will focus on instructor training, core extension courses, and foster more interdisciplinary research and outreach.

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

The College of Information Science & Technology has a number of collaborations with governmental and nongovernmental agencies that support the efforts relating to computing education efforts in Nebraska and the United States. Some of these collaborations are highlighted below.

Engagement with the K-12 community is reflected in the following ways:
- Dual enrollment programs with high schools – IS&T offers eleven (11) computing classes for dual enrollment including CS Principles and Introduction to Computer Science.
- Teacher Training – IS&T faculty have offered professional development and training to teachers through short courses, grant-funded (e.g., NSF iTEST) summer training, and regular courses.
- Community outreach – IS&T has a number of community initiatives that have a bearing on this proposal such as Codecrush (immersion experience for girls and their mentor teachers), iSTEM after school (educational workshops in out of school time space), and Techademy (summer workshops for middle and high school students).
- Collaborations with community colleges – The college has articulation agreements in computer science with every community college in Nebraska and the Iowa Western Community College in Council Bluffs, IA where students can participate in a 2+2 engagement allowing them to complete their first two years in the community college.
- Collaboration with Nebraska Department of Education (NDE) and the NE State Board of Education regarding a proposal to count computer science courses as a high school graduation requirement.

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

The proposed MS-CSE program supports numerous goals, sub-goals and objectives of the University of Nebraska, UNO, the College of Information Science & Technology, and the College of Education, as well as the collaborating Department of Computer Science and Department of Teacher Education, as noted below:

- The proposed MS-CSE program will be available to K-12 teachers in Nebraska and multiple locations using flexible delivery methods and course formats that will "increase accessibility and adaptability of academic programs consistent with student demand and resource availability" (UNO Strategic Plan, Goal 1; Sub-Goal A; Objective 4).
- The proposed MS-CSE program enhances and furthers UNO's goal of national recognition, innovation and leadership in STEM education. UNO has recognized the importance of STEM as being critical to its metropolitan university mission, and has designated STEM as one of five campus priority areas (See Campus Priorities: Charting a Clear Vision for 20/20, UNO, February 2012).
- The proposed MS-CSE program directly helps UNO to "enhance graduate program pathways to support STEM leadership within P12 schools" while also expanding distance education course offerings available to MS-CSE students and other STEM-focused graduate students from the College of Information Science & Technology and College of Education (See UNO STEM Strategic Plan Objectives 1.10 and 1.11).
- The proposed MS-CSE degree program will, in part, fulfill the mission statements of the Department of Computer Science "to provide outstanding undergraduate and graduate education in computer science;" and "to integrate our educational, research, and service activities with other programs in the college and the university and with the communities we serve to reflect the role of computer science in information science and technology." (See CS department Strategic Plan – Mission and Vision Statements, http://cs.unomaha.edu).

- The proposed MS-CSE program aligns well with the mission, vision, and strategic plan of the UNO College of Education, which works closely with discipline-based faculty across UNO to offer teacher certifications, and degrees that combine content and pedagogy preparation for teachers. This proposed MS-CSE program will open a new path for the CS and TED collaboration and will help teachers to get CS content and pedagogy graduate coursework that will allow them to also move forward on their district salary schedule. The curriculum of all UNO TED programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Nebraska State Department of Education.
- The OSTEM faculty in TED are very successful with the engagement of schools and teachers, as well as professional organizations in Nebraska, including the Metropolitan Omaha Educational Consortium's (MOEC), the Nebraska Educational Technology Association (NETA), the Nebraska Association of Science Teachers (NATS), and the Nebraska Association of Teachers of Mathematics (NATM), to name just a few. Estimates suggest that OSTEM works annually with more than 1,800 teachers around Nebraska and the U.S. in various activities, and more than 8,000 K-12 students statewide and nationally in various TED OSTEM-supported projects and efforts. OSTEM faculty members also are responsible for a yearly average of $500,000 of external funding being brought into UNO for STEM education efforts.
- For the Department of Teacher Education and the College of Education, this collaborative effort supports the long-term interests of working closely with STEM content faculty and their colleges to ensure that teachers have access to the very best content and pedagogical coursework possible, in order to continue to contribute to the excellence of K-12 classrooms in Omaha, Nebraska, and the nation.

9. **Consistency with the University of Nebraska Strategic Framework:**

The proposed MS-CSE degree program builds upon the University's strategic focus[3] on excellence in graduate education by implementing a niche graduate program that addresses an important local, national and international need. This program will further highlight the University of Nebraska as a regional, national, and international leader in Information Technology (IT) related education, and in particular computer science teacher education. This is well aligned with the long-term interests of the University of Nebraska and its strategic goal to build a talented, competitive workforce while pursing excellence through targeted programs (strategic Goals 2b and 3). Additionally, the degree will afford many opportunities to in-service teachers to develop lifelong educational opportunities through online graduate coursework in computing education (Goals 1d and 1g). The program also aligns with Goal 5 in that the faculty, staff and students in the program are directly engaged with the K-12 computing and STEM teacher community in Nebraska.

10. **Avoidance of Unnecessary Duplication:**

The proposed MS-CSE degree program complements an existing online Master of Science in Education-Instructional Technology degree program offered by the University of Nebraska at Kearney (UNK). UNK currently offers an Information Technology (IT) concentration, which comprises 12 hours of Teacher Education core courses (e.g., Ethics, Educational Research), 9 hours of Instructional Technology core courses (e.g., Developing Web-based Portfolios), and 15 hours of IT Concentration (e.g., Database Systems, IT Teaching Methods, System Administration).

The proposed MS-CSE program devotes significantly more contact hours to computing content and teaching (including computer programming) in its curriculum, which is the core for IT development and applications, while UNK's more broadly defined program concentrates on the use of information

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[3] http://nebraska.edu/docs/StrategicFramework.pdf

technology in classrooms. The MS-CSE program has a more focused computing core which also enables the students to take advantage of the breadth of expertise and resources available within the College of Information Science & Technology, the Teacher Education Department, and within the international computing education community more effectively. For example, the proposed MS-CSE program will provide a seamless integration of newly developed CS curricula of national standard (ACM/IEEE CS Curricula 2013), advanced technology and novel pedagogy as exemplified in courses such as Computer Science Principles and Exploring Computer Science for Teachers. Integrated learning of content knowledge embedded alongside the instructional strategies with which to teach is needed to develop teacher's pedagogical content knowledge (Shulman 1986) and best prepare teachers for today's classrooms. Unfortunately most current teacher training experiences focus either solely on content or teaching methods independently (see, e.g., Saeli et al. 2012). The Department of Computer Science and the Department of Teacher Education believe that a careful blend of content and pedagogy in computer science education is vitally important since any graduate program seeking to address the shortage of qualified CS teachers must accommodate the potential for students that have little prior content knowledge in computer science and little (if any) experience teaching computing at the outset.

The Information Technology (IT) Supplemental Teaching Endorsement part of this proposed MS-CSE degree program complements another IT Supplemental Teaching Endorsement pathway previously established in 2014. However, that endorsement program is designed at an undergraduate level and is targeted to **pre-service** teachers who are currently working on their Bachelor's degree in education, while the proposed MS-CSE program is more tailored towards **in-service** teachers who have already obtained a Bachelor's degree and have teaching certificates in areas other than computer science and information technology. The course requirement for the IT supplement teaching endorsement at the undergraduate level includes TED 4000, CSCI 1200, CIST 1300, CIST 1400, CSCI 1620, CIST 2850, CIST3350 or CIST 3370 or CSCI3550, which are all at the undergraduate level; while the courses for the proposed MS-CSE degree program are all at graduate level.

After a careful search, the University of Nebraska at Omaha is unaware of any other similar face-to-face or online degree programs in the eight-state region surrounding Nebraska (Iowa, South Dakota, North Dakota, Minnesota, Kansas, Missouri, Colorado, and Wyoming). Although the Master of Science in Computer Science is commonly offered, we found no other program that is specifically designed as a M.S. in *Computer Science Education*. The aforementioned UNK program *is a concentration, not an entire degree program.* Dakota State University (Madison, South Dakota) offers a Bachelor of Science in Computer Education (http://www.dsu.edu/majors-programs/computer-education.aspx), but it is not a graduate degree program, nor is it offered online. In addition, research of higher education institutions nationwide did not turn up any substantially similar programs to the proposed MS-CSE program either.

11. <u>**Consistency with the Comprehensive Statewide Plan for Postsecondary Education: how this program would enhance relevant statewide goals for education:**</u>

The proposed program is responsive to the Nebraska *Comprehensive Statewide Plan for Postsecondary Education*, in particular that *"*[e]ach higher education institution will fulfill its role and mission with distinction by being responsive to changing academic, workforce, societal, economic, and community development needs.*"* As mandated by the Nebraska *Comprehensive Statewide Plan for Postsecondary Education*, "[h]igher education has an important role in supporting the State of Nebraska's economic development goals by contributing to a competent and competitive workforce for our state and by ensuring lifelong learning and training opportunities for our citizens." There is a growing critical demand for STEM-educated graduates to fulfill workforce, economic, societal, academic, and community demands.

The State of Nebraska and the University of Nebraska system have embraced STEM education reform by supporting initiatives and special projects at all levels of K-16 education. At UNO, this support of STEM has included the establishment of STEM as a campus priority, the development of a detailed STEM Strategic Plan, the establishment of four endowed Community Chairs supporting STEM Education, and the creation and operational support of a STEM Leadership Committee of faculty and administrators. The creation of the proposed MS-CSE is an essential next step in UNO's commitment to STEM education.

As indicated by the Nebraska *Comprehensive Statewide Plan for Postsecondary Education*, "Nebraska's school teachers are one of the state's greatest assets. By many measures, achievements of Nebraska elementary and secondary students consistently rank among the highest in the nation. Teachers exert a profound influence on students' lives. Yet many school districts are finding it difficult to attract and retain qualified teaching staff ..." There is a critical need for trained teachers at the K-12 level who are well prepared to teach computer science and computational courses, e.g., Advanced Placement Computer Science, that are sorely needed to build a steady pathway of undergraduate students to meet the demands of the IT job sector in Nebraska and nationwide. This proposal builds on numerous projects with Nebraska teachers and school districts undertaken by the proposed faculty team, as described herein. It also amplifies the Major Statewide Goal for "the workforce development and ongoing training needs of employers and industries to sustain a knowledgeable, trained and skilled workforce in both rural and urban areas of the state." The proposed degree program has the strong support of the schools and communities statewide – and adheres to the Nebraska *Comprehensive Statewide Plan for Postsecondary Education*, in particular that "[h]igher education will work effectively with elementary and secondary schools to improve teaching and learning at all levels of education and to facilitate the transition from one level of education to another."

In addition, as indicated by the Nebraska *Comprehensive Statewide Plan for Postsecondary Education*, "[a]s more adults remain in the work force, there will be a continuing need for access to life-long learning and retraining opportunities." Particularly, "[i]nstitutions will develop new strategies and support programs for attracting and retaining adult students who need new skills and training, many of whom will enroll part-time and take courses via distance education technology." Courses in the MS-CSE program will be delivered using online and blended learning methods, as well as innovative synchronous and asynchronous approaches. The online and blended delivery nature of the courses will enhance the attractiveness of the MS-CSE program to potential students in the region of its reach, and provide essential growth and sustainability of the program.

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De Blasio to Announce 10-Year Deadline to Offer Computer Science to All Students
The New York Times (09/15/15) Kate Taylor; Claire Cain Miller

New York City Mayor Bill de Blasio has announced that all of the city's public schools will be required to offer their students computer science classes within a decade. The main challenge of fulfilling this mandate is training enough educators, given the lack of a state teacher certification in computer science

and no pool of computer science teachers among college graduates. New York City plans to invest $81 million over 10 years on this effort, with 50 percent of that budget raised from private sources. The project will require training an estimated 5,000 teachers. "I think there is acknowledgment that we need our students better prepared for [tech] jobs and to address equity and diversity within the sector, as well," says New York City Office of Strategic Partnerships director Gabrielle Fialkoff. Unlike a similar program in Chicago, the New York City initiative is not planning to make computer science a graduation requirement. Meanwhile, San Francisco's Board of Education in June voted to offer computer science education from prekindergarten through high school, and to make it mandatory through eighth grade. "The difficulty is getting enough teachers who are trained in it, and trained well enough to make it a good introduction to computer science," says Barbara Ericson, the director of computing outreach at the Georgia Institute of Technology's College of Computing.

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APPENDIX A: PROPOSED MS-CSE COURSE DESCRIPTIONS

- **TED 8006: Methods of CS Education (3 credit hours)**

  This course is designed to develop knowledge, skills, and dispositions requisite of teachers. Course content is determined by the discipline area and for some content areas a field experience will be required. It introduces the teacher to the unique challenges and obstacles in the IT classroom and is necessary for teachers to effectively teach the wide range of IT-related courses.

  Prerequisite: Admission to Teacher Preparation Program

  Cross-listed as: TED 4000.

  Rationale: This course will provide pedagogical content knowledge through exploration of evidence/research-based pedagogical best practices for the IT/Computing classroom.

- **CSTE 8020: Exploring Computer Science for Teachers (3 credit hours)**

  This course provides a breadth-first exposure to the content and pedagogy needed to teach the Exploring Computer Science secondary school curriculum (Goode and Chapman, 2013). It provides a broad introduction to human-computer interaction, problem solving, web design, basic programming constructs, computational data analysis, and robotics. In addition to content knowledge, students will learn how to integrate and assess hands-on projects related to these topics in secondary classroom environments.

  Prerequisite: None. No prior experience in computer science or programming is required.

- **CSTE 8030: Computer Science Principles for Teachers (3 credit hours)**

  This course exposes students to the content and pedagogy needed to develop and teach high school courses that conform to the Advanced Placement CS Principles Curriculum Framework (College Board, 2013). Through a combination of lecture and hands-on lab experiences this course explores essential questions related to seven overarching ideas in computer science including: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. In addition to experience with content knowledge, this course will prepare students to create comprehensive lesson plans addressing CS Principles and devise authentic forms of assessment for measuring learners' progress in secondary school settings.

  Prerequisite: None. No prior experience in programming is expected.

- **CSTE 8040: Object Oriented Programming for Teachers (3 credit hours)**

  This course provides an in-depth treatment of the fundamentals of object-oriented programming (OOP) in a text-based programming environment. Topics include data types and information representation, control structures, classes and objects, methods, encapsulation, inheritance and polymorphism, and use of introductory data structures to solve real-world problems. Additionally, this course interleaves coverage of OOP content with discussion of common learner misconceptions and teaching strategies/tools that can be employed to aid learners' mastery of this material. This course prepares students to implement the Advanced Placement Computer Science A curriculum in a secondary school setting.

  Prerequisite: CSTE 8020 or CSTE 8030

- **CSCI 8366: Foundations of Information Assurance (3 credit hours)**

  Contemporary issues in computer security, including sources for computer security threats and appropriate reactions; basic encryption and decryption; secure encryption systems; program security, trusted operating systems; database security, network and distributed systems security, administering security; legal and ethical issues.

  Prerequisite: CSCI 8010

  Cross-listed as: IASC 8366 and IASC 4360.

- **CSCI 8836 Software Engineering (3 credit hours)**

  Basic concepts and major issues of software engineering, current tools and techniques providing a basis for analyzing, designing, developing, maintaining and evaluating software systems. Technical, administrative and operating issues. The course will cover the privacy, security and legal issues of software development.

  Prerequisite: 8010

  Cross-listed as: CSCI 4830.

- **CSCI 8256: Human-Computer Interaction (3 credit hours)**

  This course consists of topics related to the design, implementation, and evaluation of human-machine systems. Topics include the joint performance of tasks by humans and machines; user psychology (attention perception, cognition, metaphors, learning); ergonomics; advanced interfaces (virtual reality, adaptive interfaces); low and high fidelity prototyping methods and evaluation methods.

  Prerequisite: CSCI 8010

  Cross-listed as: CSCI 4250.

- **CSCI 8010: Foundations of Computer Science (3 credit hours)**

  This is a foundational course for students enrolled in the graduate program in computer science. The objectives are to introduce students to a large body of concepts so that they are better prepared for undertaking the core courses in the graduate program. It is assumed that student would have programmed in a high-level language and have exposure to basic college level mathematical concepts such as logarithms, exponents, sequences, and counting principles.

  Prerequisite: There are no pre-requisite courses to take this course. Students are expected to have written programs using some high-level programming language. Students should be familiar with basic mathematical concepts including exponents, logarithms, sequences, and counting principles.

- **TED 8000: Data Driven Decision Making for Teachers (3 credit hours)**

  This course provides graduate students with hands-on experiences that model data driven decision making for building educational success in today's classroom. Graduate students learn how to create valid and reliable assessments, to interpret standardized test data, build data models that identify student, classroom, program, and school needs, and in general, to systematically enhance educational decision making from a base of carefully collected information. Graduate students also explore data collection and analysis strategies associated technologies such as cloud computing, tablet computers and smart phones, as well as to experience data driven decision making models that can be integrated

into student lessons as well, to not only teach more effectively with data driven decisions, but to also be able to teach about data driven decision making to students.

Prerequisite: Permission of Graduate Adviser.

- **TED 8030: STEM Innovation (3 credit hours)**

  This course examines curriculum innovation strategies associated with STEM focused coursework and how to integrate disciplines for the instruction of key topics. Computer science applications and their utility for interdisciplinary teaching across the STEM disciplines is a key topic in the course. Computer science is referenced as the potential for being a school's driver of STEM innovation. Graduate students also do a significant written document or article in this class conceptualizing STEM innovation that might occur within their own instructional environment, and which is commonly used by students for writing samples for admittance into future doctoral work. Prerequisite: Permission of Graduate Adviser.

- **CSCI 8910 MS Capstone (3 credit hours)**

  The capstone course is to integrate coursework, knowledge, skills and experimental learning to enable the student to demonstrate a broad mastery of knowledge, skills, and techniques across the Master's degree curriculum of Computer Science for a promise of initial employability and further career advancement. The course is designed to be in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. Students may apply their knowledge and skill to a project which serves as an instrument of evaluation. Students are encouraged to foster an interdisciplinary research and cultivate industry alliances and cooperation in this course.
  Prerequisite: Permission of Graduate Adviser.

- **CSCI 8960 Thesis-Equivalent Project, or TED 8100 Research Project (1-6 credit hours)**

  This course allows a graduate student to conduct a research project in computer science or a related area. The project is expected to place an emphasis on applied, implementations-based, or experimental research. The process for development and approval of the project must include: appointment of supervisory committee (chaired by project adviser), a proposal approved by the supervisory committee, monitoring of the project by the supervisory committee, an oral examination over the completed written product conducted by the supervisory committee, final approval by the supervisory committee. The approved written project will be submitted to the Office of Graduate Studies by the advertised deadlines.

  Prerequisite: Permission of Graduate Adviser.

- **CSCI 8970 Independent Study, or TED8970 Independent Study (3 credit hours)**

  Under this number a graduate student may pursue studies in an area that is not normally available in a formal course. The topics to be studied will be in a graduate area of computer science to be determined by the instructor.

  Prerequisite: Permission of the Graduate Program Committee.

- **CSCI 8990 Thesis, or TED8990 Thesis (1-6 credit hours)**

  A research project designed and executed under the supervision of the chair and approval by members of the graduate student's thesis advisory committee. In this project the student will develop and perfect a number of skills including the ability to design, conduct, analyze and report the results in writing (i.e., thesis) of an original, independent scientific investigation.

  Prerequisite: Permission of Graduate Adviser.

- **Approved electives: CSCI 8##0 or TED 8##0 (3 credit hours)**

  Selective among graduate courses offered in Master of Science in Computer Science and Master of Science in Teacher Education programs.

  "#" means any number from 0 to 9.

Rule 24 Matrix

░░░ Revised Program   Table of Alignment of Standards and Assessments

Name of Institution: University of Nebraska at Omaha
Date Submitted: DRAFT

Endorsement: INFORMATION TECHNOLOGY   Grade Levels: **PK-12**
Total Hours Required by Rule 24: **15**   **Program Hours Required by Institution: 15**   Endorsement Type: **SUPPLEMENTAL**

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of **15 semester hours** in information technology courses.

List all required courses, with credit hours, in the first row: (If more than 35 courses please fill out additional sheets)
Content courses (addressing the XX hours) should be listed first

Place an X in the box corresponding to the course that meets the following requirements:	EXAMPLE: CHEM 101 or 102 3 CR	CSED 8020 or CSED 8030	CSED 8040	CSCI 8366	CSCI 8866 or CSCI 8756	TED 8006
S1. Demonstrate knowledge of ethical, human, legal and social issues, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.	X			X		X
S2. Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for teaching information technology, which may include:						
E1. Instructional strategies that create authentic and meaningful learning experiences;	X	X	X	X		X
E2. Instructional strategies for dealing with learning styles and diverse populations; and	X	X				X
E3. Effective methods of assessment and evaluation with appropriate feedback techniques.	X	X				X
S3. Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:						
E1. Classroom design that includes access to technical resources and tools; and	X	X				X
E2. Management skills and techniques.	X					X

Place an X in the box corresponding to the course that meets the following requirements:	EXAMPLE: CHEM 101 or 102 3 CR	CSED 8020 or CSED 8030	CSED 8040	CSCI 8366	CSCI 8866 or CSCI 8256	TED 8006				
S4. Demonstrate knowledge and application of basic programming concepts, that may include:										
E1. Design principles and common programming structures;		X	X		X					
E2. Procedural and object-oriented programs;		X	X							
E3. Application development tools;		X	X		X					
E4. Program solutions coded in a common high-level language; and		X	X							
E5. Strategies for testing and debugging code.		X	X							
S5. Demonstrate knowledge in the areas of selection, installation, management, and maintenance of infrastructure for information support and services, which may include:										
E1. Operating systems;				X						
E2. Organization and architecture of computer systems and software;				X						
E3. Database design, development, and management;		X								
E4. Technical research and documentation;			X		X					
E5. Troubleshooting strategies;		X	X	X	X					
E6. Communication skills;		X	X		X	X				
E7. Emerging hardware and software technologies;		X		X	X	X				
E8. Security of hardware, software, and data; and				X						
E9. Ergonomic principles that foster a healthy and productive environment.					X	X				
S6. Demonstrate a basic knowledge of interactive media, which may include:										
E1. Web-based media and applications;					X					
E2. Multimedia tools; and		X			X?					
E3. Digital media.		X			X?					

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Place an X in the box corresponding to the course that meets the following requirements:	EXAMPLE: CHEM 101 or 102 3 CR	CSED 8020 or CSED 8030	CSED 8040	CSCI 8366	CSCI 8866 or CSCI 8256	TED 8006																													
S7. Demonstrate a basic knowledge of network systems, which may include:																																				
E1. Network concepts and operating systems;				X																																
E2. Management and security for networked environments; and				X																																
E3. Emerging technologies.	X			X	X	X																														

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3/14/2014

Qiuming Zhu, PhD
Computer Science—281D PKI
University of Nebraska at Omaha
6001 Dodge Street
Omaha, Nebraska 68182

Dear Dr. Zhu

My name is Derek Babb. I teach Computer Science at Bellevue East High School and am also the president of the Omaha Computer Science Teachers of America (CSTA) chapter. In the past I have worked with UNO's Computer Science department in a number of roles both as an advisor to students and as a project participant myself.

As a computer science teacher in the Omaha metro area, I am very interested in a master degree program for Computer Science Education. In education, it is rare that a teacher has an undergraduate degree in their content area. Most teachers have a bachelor's degree in Education and an emphasis or concentration in their content area (Math, English, CS, etc.). As a result, teachers are often not in a position to get a master's degree in their content because they lack the prerequisites.

Most of the areas have content specific master's degrees that are designed specifically for teachers. These courses not only make a teacher more capable and competent in their content, but they also focus on pedagogy and best practices in teaching that particular content. Computer Science teachers routinely run into a wall once they have an undergraduate degree. Master programs tend to exclude teachers and focus strictly on CS. The lack of pedagogy classes in concert with CS courses mean that we are not making teachers better. This is a vital need as we look to expand CS offerings in middle and high schools.

In my work with the CSTA, we are trying to lobby our State Board of Education to accept CS courses as either a math or science credit. A big challenge is proving the teachers in the classrooms are teaching a rigorous class that warrants this distinction. Creating a way for teachers to become masters in the content and pedagogy is a necessary component to moving forward as a professional organization of CS teachers.

I am excited about the prospect of this program at the University of Nebraska – Omaha and look forward to its implementation.

Sincerely,

Derek Babb
Computer Science Teacher
Bellevue East High School

March 17, 2014

Douglas Bertelsen
Science Department
Gretna High School
11335 S 204th Street
Gretna, NE 68028

Dear Sir or Madam

I would like to voice my support for the University of Nebraska at Omaha's proposed Master's of Science in Computer Science Education degree. For the last seven years, I have been a science teacher at Gretna High School. During this time, I have seen the benefits of a strong STEM curriculum including computer science. I have also been highly involved in offering students extracurricular activities in both our rocket and computer clubs. To date, Gretna High School does not offer any focused computer science curriculum. This absence is largely due to a perceived lack of demand and a lack of a clear, rigorous path for certification in computer science for in-service educators. My involvement as both a member and vice president of the local Computer Science Teachers Association (CSTA) has also highlighted a need and desire among many teachers for a program similar to the one proposed.

I have personally researched every single possibility for acquiring a teaching endorsement in the area of computer science in order to broaden my skillset. Many of the programs were either designed for pre-service teachers with more flexible schedules or were light on computer science coursework required. After reviewing UNO's proposed master's degree and certification programs, I can say it is a program that I can both recommend without reservation and would be willing to complete as a means of providing quality computer science education to our students.

Again, I ask that you please consider approving UNO's Master's of Science in Computer Science Education degree to give the educators in our state the opportunity to deliver high-quality computer science education in classrooms statewide.

Sincerely,

Douglas Bertelsen

Nebraska
UNIVERSITY OF
Omaha

March 19, 2014

Dear Dr. Zhu and Dean Ali:

The College of Education at UNO is pleased to be a strong partner with the College of Information Science and Technology's Department of Computer Science in an Online World Wide proposal to make computer science coursework available to teachers in the Midwest. Computer science coursework offered at the graduate level to support teachers is certainly a dramatic need in Nebraska and across the United States. As stated in your proposal, more than 10,000 AP tests were taken by students in schools across Nebraska last year, only 46 students in the entire state took AP tests in computer science. Your efforts in helping our Nebraska in-service teachers get this important content, and to be able to teach these classes at the high school level, will be of critical help to our local schools.

The ability to offer online coursework in computer science education supports the existing partnership the College has with IS&T and the Computer Science Department to operationalize a supplemental teaching endorsement in computer science, which has already had significant collaboration with the College of Education's Teacher Education Department and Dr. Becky Schnabel, COE student services office. That supplemental endorsement is already under review by the state and this new OWW effort would now take those courses to an online format. We look forward to continued work with you as we package this supplemental endorsement into a degree program option for computer science teachers. Such options are needed to support both AP and dual enrollment coursework in computer science.

Currently the College of Education has a strong group of faculty working on your planning team, including Dr. Neal Grandgenett, Dr. Elliott Ostler, Dr. Vicki Lentfer, and Dr. Neal Topp. We look forward to supporting them as they continue to work closely with you, and we look forward to helping Dr. Grandgenett and Dr. Ostler to eventually offer an online option of their courses.

We wish you the best on your Online World Wide proposal. We are additionally excited to continue working with you in the planning and implementation of this exciting effort. We believe it will provide teachers that are interested in teaching computer science an opportunity to receive the additional graduate level coursework they need to continue providing excellence in the classroom.

Sincerely,

David F. Conway

David F. Conway, Ed.D.
Associate Dean

ldf

March 17, 2014

Qiuming Zhu, PhD
Computer Science—281D PKI
University of Nebraska at Omaha
6001 Dodge Street
Omaha, Nebraska 68182

Dear Dr. Zhu

My name is Dawn Nizzi. I am currently a high school science teacher for Westside Community Schools. I teach biology, natural science, ecology, and forensic science at the Westside High School Career Center. I have been involved with the Department of Computer Science at UNO through a variety of opportunities. The opportunities have included the CEENBot/SPIRIT program and the Nebraska Robotics Expo, the RET program, and currently as a founding member of the CSTA-NE Omaha Chapter and teacher sponsor for the Zoo App program.

My involvement in the above programs has opened my eyes to the need in our area for a degree in computer science for teachers already in the classroom. Personally, I would find a Master of Science in Computer Science Education a great fit for where I am in my career. My own research and professional involvement have led me to the conclusion that K-12 students need to be taught computer science as part of their core curriculum. Just as reading and math skills support other content areas, I believe computer science needs to be seen as a support to all other content areas, as well as the career fields students will encounter or create. We have worked hard as educators to make students technology users; we now need to focus on making them technology creators. In order to do so, we need to teach current teachers the skills and knowledge to educate K-12 students in computer science. We cannot wait until the current undergraduates in education fill these positions. Thus, UNO's Master of Science Degree in Computer Science Education can fit that need. Its joint development by faculty in UNO's Department of Computer Science and Department of Teacher Education will include courses from both departments, its predominately online delivery will help it serve the entire state and surrounding areas, and its credit hours will fit the IT Supplemental Endorsement criteria to teach CS Advanced Placement courses.

Thank you to the UNO Department of Computer Science for leading the way to better computer science education for our K-12 students.

Sincerely,
Dawn M. Nizzi
Science Educator Westside High School Career Center
Secretary, CSTA-NE Omaha Chapter

March 19, 2014

Qiuming Zhu, PhD
Computer Science- 281d PKI
University of Nebraska at Omaha
6001 Dodge Street
Omaha, Nebraska 68182

Dear Dr. Zhu,

The Computer Science department in the College of Information Science and Technology has provided me with extensive support over the last three years. My first exposure to computer science at UNO occurred in the form of the Research Experience for Teachers (RET) program which I participated in during its first year and received independent study credits from the college of education for completing. Despite having completed the majority of a master's degree through the College of Education with an emphasis in information technology, I'd had little exposure to programming and programming topics and saw the program as a way to gain valuable experience. The facilitators of the RET program initially taught some basic C programming and Android programming then worked with me to produce a meaningful research project. Since I was teaching English at Millard West at the time, I used graph theory to chart the interactions of characters in seventeen Greek plays and four Shakespearean plays. I learned a great deal during this experience and made valuable connections with UNO faculty and local teachers. I used what I had learned from RET in my English classroom for a year and was very pleased with the increased retention my students had when incorporating computer science into my English curriculum.

One year later my school's computer science teacher unexpectedly resigned two weeks before the school year was set to begin. Despite my emphasis to my administrators that I was far from ready to teach programming, the need for a teacher and my newly added IT endorsement made me the only candidate available to fill the vacancy. The months that followed were riddled with on the job learning of JAVA, JavaScript, PHP, Python, HTML/CSS, and JQuery – all of which I taught as I learned. The more I learned the more I realized I had a great deal more to learn and even though the curriculum has gotten easier for me as time has passed, I still feel this way. UNO has been a source of guidance and opportunities for networking with other educators. Thanks to UNO I became a founding member of the Computer Science Teachers of America Omaha chapter and have gained invaluable resources from teachers from Westside, Bellevue, and Gretna. Additionally, my students participated in UNO's Computer science quiz bowl and programming competition as well as the Nullify Competition, both of which they benefited from. They even came close to placing at every competition (top 75 percent of teams).

The University of Nebraska Omaha's College of Information Sciences and Technology has served Nebraska educators well, but there remains a key need. Advancing technological demands from employers necessitate the provision of programming education by the College of Education so that teachers are prepared to teach students who will work and exist in today's world. Furthermore, the College of Education needs the cooperation of the College of Information Sciences and Technology to create competent future teachers of computer science. This can be accomplished by establishing a Computer Science endorsement through collaborative efforts from the two colleges. Programming at the graduate level has thus far been a course topic reserved for those who already know how to program. Currently there is no undergraduate computer science teaching endorsement option and the graduate IT endorsement does not prepare students to teach secondary computer science courses,

especially Advanced Placement classes. This is a need. In order to have quality educators in this subject area we must have a pathway to master content before being placed in a classroom. The College of Information Science and Technology is the logical hub to find experts and opportunities in this area. A cooperative effort between the College of Education and the College of Information Science and Technology would be mutually beneficial and serve the community. This impact would be visible to the many departments within the University as high school students enter college with backgrounds that can aid them in business, science, technology, and a plethora of other career paths.

In my district I am paired with the business teachers in curriculum planning. Our curriculum focus group recently invited local business leaders to weigh in on the skills they would like to see high school graduates equipped with. They shared that the key focus of our local industry is to see students graduate with more knowledge in the computer sciences, particularly programming. The community needs more post-secondary education to be available in order to make secondary education current and meet the needs of the future of business in Omaha, the state, and the region.

Lastly, in order to give more students valuable exposure to computer science at an early age, in addition to a degree/endorsement path option to certify computer science teachers, the College of Information Science and Technology could further aid the College of Education by offering a single methods course to middle level educators as part of their undergraduate degrees. All middle level teachers could benefit from advanced computer science so that they can prepare their own students for the secondary level.

The University of Nebraska at Omaha has guided me down a new life path. Through the help of the Information Science and Technology department I have survived my first year as a computer science teacher, but the University can be more proactive in preparing teachers. Currently, if teachers are not highly motivated they will not become knowledgeable Computer Science teachers and the students will be the ones who lose. UNO needs to offer an updated Computer Science endorsement in order to grow this key area of STEM education and the College of Information Science and Technology has the industry leaders who can teach future educator.

Thank you for your consideration,

Ramsey D. Young
Computer Science
Millard West High School
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NEBRASKA
DEPARTMENT OF EDUCATION

June 27, 2016

Dr. Brian Dorn
PKI 174E
University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Dorn,

Thank you for sharing with the Nebraska Department of Education the outline for the Masters of Science in Computer Science Education program. This program will be a great addition to the courses offered across the state and at the University of Nebraska Omaha to better prepare our teachers to teach courses in Computer Science beyond the "Hour of Code".

At the Nebraska Department of Education, my role is the provide teachers in the area of Communication and Information Systems with resources to help make them successful in the classroom. After speaking with many of the professors at UNO about the possibility of this program, this is a program I would be excited to promote to teachers across the state! With the updating of standards in Communication and Information Systems, Computer Science standards have been integrated into many of the courses within this career field. Business and Industry leaders across the state of Nebraska came together in December 2015 and stressed to us that Computer Science needs to be introduced to students earlier than college. By adding this program to your offerings at UNO, you will be able to provide a program to teachers that will benefit not only their students, but business and industry into the future here in Nebraska.

With the program being overseen by both Computer Science and Teacher Education, this will ensure that teachers not only learn the knowledge and skills needed for Computer Science, but will also learn pedagogy to prepare them for the Computer Science classroom. I have been actively involved with the K-12 Computer Science Framework writing process, and I have heard loud and clear from other states that the biggest hold back from offering more in the K-12 schools around Computer Science is the lack of professional development. I feel that this program would be beneficial for teachers across the state of Nebraska and the United States as Computer Science is being introduced back into the K-12 schools.

Sincerely

Jacqui Garrison
Jacqui Garrison
Career Field Specialist: CIS

To lead and support the preparation of all Nebraskans for learning, earning, and living.

30

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
MS in Computer Science Education at UNO

	(FY 2016-17) Year 1	(FY2017-18) Year 2	(FY 2018-19) Year 3	(FY2019-20) Year 4	(FY 2020-21) Year 5	Total
Personnel						
Faculty [1]	$0	$0	$0	$0	$127,000	$127,000
Professional [2]	$0	$0	$0	$0	$0	$0
Graduate assistants	$22,849	$23,534	$24,240	$24,967	$25,716	$121,307
Support staff	$0	$0	$0	$0	$0	$0
Subtotal	$22,849	$23,534	$24,240	$24,967	$152,716	$248,307
Operating						
General Operating [3]	$2,500	$2,500	$2,500	$2,500	$2,500	$12,500
Equipment [4]						$0
New or renovated space [5]						$0
Library/Information Resources [6]						$0
Other						
Subtotal	$2,500	$2,500	$2,500	$2,500	$2,500	$12,500
Total Expenses	25,349	26,034	26,740	27,467	155,216	**260,807**

1 In Year 5, assuming growth and funding from distance education funds, one FTE will be added.

2 The degree program will not require new professional staff and current staff will be used to coordinate the teacher recruitment, admission, advising and certification/credentialing process.

3 The proposed operating budget is in addition to the current budget available for the home unit for the MS in CSE program.

4 None anticipated. Needed equipment for classroom usage and online course development will be obtained from college maintenance funds and other sources.

5 The current classroom space is adequate for the program proposed.

6 The current budget in the college and school are adequate for obtaining library resources.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
MS in Computer Science Education at UNO

	(FY 2016-17) Year 1	(FY2017-18) Year 2	(FY 2018-19) Year 3	(FY2019-20) Year 4	(FY 2020-21) Year 5	Total
Existing Funds [1]	$25,349	$26,034	$26,740	$154,467	$286,026	$518,617
Required New Public Funds						$0
1. State Funds	$0.00	$0	$0	$0	$0	$0
2. Local Tax Funds (community colleges)	$0	$0	$0	$0	$0	$0
Tuition and Fees [2]	$33,928	$61,156	$62,990	$64,880	$100,240	$323,194
Other Funding						
1						
2						
3						
Total Revenue	$59,277	$87,190	$89,730	$219,347	$386,266	$841,811

1 The college of IS&T will reallocate a GA from the current IS&T GA. In addition, additional funds such as distance education dollars returned to the college will be used to support 1 FTE new faculty in FY 2020-2021 onwards.

2 Calculated as 10 new students taking 12 credit hours in the Spring and Summer of 2017, and 21 credit hours in the years ahead, multiplied by resident tuition and distance education fees ($274.50/credit hour in 2015-16) and increased 3% each year. In FY 2020-21 we expect to increase the the number of students to 15.

TO: The Board of Regents

                       Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at UNO

PREVIOUS ACTION: September 16, 2016 – The Board is considering approval of the Master of Science in Computer Science Education in the College of Information Science and Technology at UNO.

                       January 18, 2008 – Expedited approval of the UNO graduate certificate programs in Software Engineering, Communication Networks, Artificial Intelligence, and Systems and Architecture within the graduate program of Computer Science was reported to the Board.

EXPLANATION: The Department of Computer Science and the Department of Teacher Education at UNO propose to collaboratively implement a graduate certificate program in Computer Science Education. The proposed certificate, to be hosted by the College of Information Science and Technology with ongoing collaboration from the College of Education, is designed for students who are interested in teaching computer science at the K-12 level. The primary target students for this graduate certificate are in-service middle- and high-school STEM teachers in Nebraska, the eight-state Midwest region surrounding Nebraska, and nationwide – where there is a critical demand for the proposed program. The certificate program is designed for teachers not seeking a full MS (or second MS) degree.

The proposed certificate will require a total of 18 credits; students completing the certificate may apply credits earned toward the MS in Computer Science Education program.

Graduates of this program will be able to teach secondary-level computing courses and will be able to systematically integrate their knowledge of computing with their primary endorsement discipline (which could range from mathematics to science to even language or arts); this provides an opportunity for teachers to affect change in their local schools towards universal computational-thinking literacy, even if they are not teaching standalone computer science courses.

The proposed certificate has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: $0

SOURCE OF FUNDS: No additional funds required above that necessary to implement the MS program

SPONSORS: B.J. Reed
Senior Vice Chancellor for Academic and Student Affairs

John Christensen, Chancellor
University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: August 22, 2016

""""""Graduate Certificate in Computer Science Education
]Pending approval of the M.S. in Computer Science Education_

Descriptive Information

- Name of institution proposing the program: The University of Nebraska at Omaha
- Name of the program proposing the certificate: M.S. in Computer Science Education (approval pending)
- Name of the proposed certificate program: Computer Science Education Graduate Certificate
- List the participating department(s): Department of Computer Science and the Department of Teacher Education
- CIP code: 11.0101
- Proposed delivery site(s), and type(s) of delivery, if applicable: On campus and distance education
- Proposed date (term/year) the program will be initiated: Upon approval
- List names of faculty members who will serve on the advisory committee:
  - Brian Dorn, Community Chair in Computer Science Education, Assistant Professor of Computer Science, and specialist in computer science curriculum development and education
  - Qiuming Zhu, Chair of the Department of Computer Science
  - Sarah Edwards, Chair of the Department of Teacher Education
- Are there adequate resources and a sufficient number of qualified faculty to support the certificate program? Yes

1. **How will the certificate program complement or enhance existing degree programs?**

   The courses comprising the certificate program are all existing courses within the M.S. in Computer Science Education (approval pending). Students completing the certificate may apply credits earned to the M.S. in Computer Science Education program.

2. **What is the student, community or market demand for this certificate?**

   A number of recent reports have raised attention about the lack of high quality opportunities for K-12 students to engage with computing, computer science and information technology early in their educational experiences (Donna George 2014). For example, the 2010 Running on Empty report (jointly prepared by the Association for Computing Machinery – ACM, and the Computer Science Teachers Association - CSTA) details the paradoxical increase in IT's importance in modern society along with a 17% decrease in access to pre-AP computing courses and a 35% decrease in access to AP CS courses at the secondary level nationwide since 2005 (Wilson et al., 2010).

In nearly every state, IT and CS courses do not fulfill state graduation requirements and no specific teacher certification is available or required (Lang et al., 2013). The lack of computer science instruction is significantly a national issue, as highlighted by the recent Washington Post article: High school students are all about computers but get little instruction in computer science (Donna George 2014), though nationwide curricular frameworks and standards exist (CSTA 2011), and teaching the material therein clearly requires specialized training in Computer Science content.

The lack of high quality elementary and secondary experiences in computing directly limits the number of students opting to pursue CS and other IT-related majors at the undergraduate level in University of Nebraska colleges. This is a significant pipeline problem and hinders Nebraska's nationwide competitiveness in the IT job sector, which is estimated to grow by 1.4 million jobs by 2020 according to the Bureau of Labor Statistics data. By 2020, one of every two STEM jobs will be in computing (Kaczmarczyk and Dopplick, 2014). Making a sustainable, systemic change requires a significant increase in the number of high-quality, well-trained IT teachers in U.S. schools. In response to this need, the National Science Foundation began the CS10K initiative (Astrachan et al., 2011) to train 10,000 new secondary-school computer science teachers to effectively teach a new curriculum that engages students in meaningful computational thinking (Wing, 2006) by 2015. While strides have been made towards increased teacher professional development nationwide, the U.S. is still a long way from achieving this ambitious goal (Cuny et al., 2014).

Nebraska has few specifically designated K-12 CS teachers, no required training in CS in order to teach computing courses (Wilson et al., 2010; Lang et al., 2013; Kaczmarczyk and Dopplick, 2014), no standardized high school CS curricula - and compared to other states, only relatively few students taking the AP CS exam. Most state-recognized IT courses are taught by teachers with only Business or Mathematics primary endorsements, resulting in courses (including AP Computer Science) being offered by instructors with at best one college level course in computer science. Thus many teachers are under-prepared to engage students meaningfully in IT coursework. One indicator of this can be seen in the AP exam statistics for Nebraska: Over 10,000 Nebraska high school students took AP exams in 2014, but only 71 students took the AP CS A exam (College Board, 2014).

At the same time, Nebraska is experiencing considerable growth in the information technology sector. A recent report from the Omaha Chamber of Commerce conservatively projects that there will be over 1,300 new IT job openings in the Omaha metro area in the next two years alone (Vaslow, 2013). Nebraska desperately needs to address the lack of systemic CS participation at the elementary, middle and secondary school levels to meet the demands of the local economy development and progress, and enable children to be competitive on the national and international job market.

3. **What are the procedures and stated qualifications for admission of students to the certificate program?**

   Students to be admitted should submit their application materials, which will include an application form, résumé, official transcripts, two recommendation letters, and a statement about his/her teaching philosophy. Applications will be accepted year around, with admissions take place for fall and spring semesters each year. Women, minority, and teachers with existing teaching experience in STEM areas will be encouraged to apply.

4. **What is the curriculum of the certificate program?**

   See the attached form on page 3

5. **What are the measures and procedures for verification of completion of the certificate requirements?**

   Students must maintain an overall GPA of 3.0 or above, complete all work associated with the courses, adhere to the attendance policies set by the department and/or instructors.

6. **What are the measures and procedures for ongoing evaluation of the certificate program?**

   This program will be included in the ongoing academic program review process for the Departments of Computer Science and Teacher Education. In addition, the graduation rate and graduates' employment opportunities will be measures of success.

Proposed Graduate Certificate Curriculum

Name of the existing master's program: M.S. in Computer Science Education (pending approval)

The assumption is that the certificate courses are a subset of an existing master's degree curriculum. Please attach a brief explanation if this is not the case.

Courses in the existing master's program (list course numbers)	Master's program number of credit hours	Certificate program number of credit hours
TED 8006	3	3
CSTE 8020 or CSTE 8030	3	3
CSTE 8040	3	3
CSCI/IASC 8366	3	3
CSCI 8836 or CSCI 8256	3	3
CSCI 8010 or other approved CSCI8xx0 course	3	3
Total:	**18**	**18**

REFERENCES

Astrachan, O., Cuny, J., Stephenson, C., & Wilson, C. (2011). The CS10K project: mobilizing the community to transform high school computing. In *Proceedings of the 42nd ACM technical symposium on Computer science education* (SIGCSE '11). ACM, New York, NY, USA, 85-86.

Cuny, J., Baster, D.A., Garcia, D.D., Gray, J., & Morelli, R. (2014). CS principles professional development: only 9,500 to go! In *Proceedings of the 45th ACM technical symposium on Computer science education* (SIGCSE '14). ACM, New York, NY, USA, 543-544. DOI=10.1145/2538862.2538876 http://doi.acm.org/10.1145/2538862.2538876

CSTA (2011). *CSTA K-12 Computer Science Standards.* ACM: New York, NY. (available online: https://csta.acm.org/Curriculum/sub/K12Standards.html)

The College Board (2014). Nebraska State Report on 2014 AP Exams (available online: http://media.collegeboard.com/digitalServices/pdf/research/2014/Nebraska_Summary.xlsx)

George, Donna (2014), *High school students are all about computers but get little instruction in computer science*, Washington Post, April 23, 2014 http://www.washingtonpost.com/local/education/high-school-students-are-all-about-computers-but-get-little-instruction-in-computer-science/2014/04/23/13979eda-c185-11e3-bcec-b71ee10e9bc3_story.html

Kaczmarczyk, L., & Dopplick, R. (2014). *Rebooting the Pathway to Success: Preparing Students for Computing Workforce Needs in the United States.* New York: ACM Press. http://pathways.acm.org

Lang, K., Galanos, R., Goode, J., Seehorn, D., & Trees, F. (2013). *Bugs in the System: Computer Science Teacher Certification in the US*. New York: ACM Press.

Wilson, C., Sudol, L. A., Stephenson, C., & Stehlik, M. (2010). *Running on empty: The failure to teach K-12 computer science in the digital age*, ACM and CSTA.

Vaslow, J. (2013). *Omaha Area IT and Engineering Study.* Available online: http://cdn.aimforbrilliance.org/pdf/2013omahaareaitandengineeringtalentstudy.pdf

Wing, J. M. (2006). Computational thinking. Communications of ACM, 49(3), 33-35.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Computer Science Education Graduate Certificate at UNO

	(FY 2016-17) Year 1	(FY2017-18) Year 2	(FY 2018-19) Year 3	(FY2019-20) Year 4	(FY 2020-21) Year 5	**Total**
Personnel						
Faculty						$0
Professional						$0
Graduate assistants						$0
Support staff						$0
Subtotal	$0	$0	$0	$0	$0	$0
Operating						
General Operating						$0
Equipment						$0
New or renovated space						$0
Library/Information Resources						$0
Other						
Subtotal	$0	$0	$0	$0	$0	$0
Total Expenses	$0	$0	$0	$0	$0	**$0**

There are no expenses associated with offering the graduate certificate in Computer Science Education. All courses are part of the M.S. in Computer Science Education.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Computer Science Education Graduate Certificate at UNO

	(FY 2016-17) Year 1	(FY2017-18) Year 2	(FY 2018-19) Year 3	(FY2019-20) Year 4	(FY 2020-21) Year 5	**Total**
Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$19,764	$46,116	$79,056	$100,467	$115,290	$360,693
Other Funding						
1						
2						
3						
Total Revenue	$19,764	$46,116	$79,056	$100,467	$115,290	$360,693

1 The projection is that in Year 1 enrollment the graduate certificate will enroll 12 new students. As online course offerings increase, the enrollment is expected to increase until it reaches 25 students per cohort in Year 4. Students are expected to take around 6 credit hours a year. Tuition revenue is calculated based on resident tuition and distance education fees of $274.50 per credit hour in 2015-16.

Projected Student Credit Hours

	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1: 12 students	6	6	6	Graduated	Graduated
Cohort 2: 16 students		6	6	6	Graduated
Cohort 3: 20 students			6	6	6
Cohort 4: 25 students				6	6
Cohort 5: 25 students					6
Projected Tuition	$19,764	$46,116	$79,056	$100,467	$115,290

TO: The Board of Regents

                Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of a Tribal Management and Emergency Services (TMES)
                Undergraduate Certificate in the School of Public Administration in the
                College of Public Affairs and Community Service at the University of
                Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create a Tribal Management and Emergency
                Services Undergraduate Certificate in the School of Public
                Administration in the College of Public Affairs and Community Service
                at UNO

PREVIOUS ACTION: June 8, 2012 – The Board approved the creation of a Bachelor of Science
                degree in Emergency Management at UNO.

EXPLANATION: The proposed program is a fifteen (15) credit hour undergraduate
                certificate in Tribal Management and Emergency Services (TMES) to be
                offered by UNO's Emergency Management Services Program. Students
                will be taught by Emergency Management and Native American studies
                scholars and practitioners to assist tribal governments and their
                communities prepare and plan for man-made and natural disasters.

                The TMES certificate coursework will be available online to maximize
                access of tribal citizens or individuals working with tribal nations
                throughout the United States. It is intended to strengthen employment
                opportunities and further the expertise of traditional and life-long
                learners seeking employment in the public sector at the local, state,
                federal, and specifically tribal government levels. The TMES certificate
                has the support of the Tribal Emergency Management Association.

                This proposal has been reviewed by the Council of Academic Officers.
                This proposal also has been reviewed and recommended for approval by
                the Academic Affairs Committee.

PROGRAM COST: $10,000 in Year 1; $50,000 over five years

SOURCE OF FUNDS: UNO College of Public Affairs and Community Service distance
                education funds

SPONSORS: B.J. Reed
                Senior Vice Chancellor for Academic and Student Affairs

                John Christensen, Chancellor
                University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
                Executive Vice President and Provost

DATE: August 22, 2016

Tribal Management and Emergency Services
Undergraduate Certificate Proposal

Descriptive Information:

- Name of institution proposing the program: University of Nebraska at Omaha
- Name of the program proposed: Tribal Management and Emergency Services
- Degrees/credentials to be awarded: Undergraduate Certificate
- Other programs offered in this field by this institution: B.S. in Emergency Management, minor and concentration in Tribal Management and Emergency Services.
- CIP code: 43.0302
- Administrative unit for the program: College of Public Affairs and Community Service (CPACS), School of Public Administration
- Delivery site and mode of delivery: On-campus and online
- Proposed date of initiation: Upon approval

1. Description and Purpose of the Proposed Program:

The proposed program is a fifteen (15) credit hour Undergraduate Certificate in Tribal Management and Emergency Services (TMES). The proposed Certificate in Tribal Management and Emergency Service is a collaborative, transdisciplinary and innovative field of study, research, outreach and service. The proposed Certificate in TMES combines the expertise of Emergency Management and Native American studies scholars and practitioners to assist tribal governments and their communities prepare for man-made and natural disasters. The proposed Certificate in TMES will be offered by UNO's Emergency Management Services Program, and can be completed in one year.

The proposed certificate courses have been constructed to be delivered in the classroom, as a hybrid, or online outcome-based format. The proposed Certificate in TMES is intended to primarily be delivered online to maximize access of tribal citizens or individuals working with tribal nations throughout the United States. Also, students taking the five courses at the University of Nebraska at Omaha will also be afforded the opportunity to receive the certificate.

Students taking the certificate will have to apply and be accepted to UNO. It should be emphasized that the proposed Certificate in TMES is, to CPACS' knowledge, a unique educational offering in the United States. CPACS is not aware of any other college or institution that provides this critical education, and therefore it is believed that the TMES Certificate will be highly desirable. UNO will gain additional students, and the tribal communities will gain the benefit of critical knowledge that will increase their safety and welfare.

The Certificate in TMES is intended to prepare students, including traditional and life-long learners, for employment in the public sector at the local, state, federal, and specifically tribal government level. Also, students will be prepared to assist tribal non-profit and private

organizations responsible for emergency management planning. The core competencies of the proposed Certificate in TMES will assist the student to gain an understanding of the following:

- The challenges of implementing the five mission areas of Emergency Management: Mitigation, Preparedness, Prevention, Response, and Recovery for Native American Communities;
- Integrating and implementing Tribal Emergency Management principles and practices utilizing contemporary issues affecting tribal nations and their citizens. In addition, the student will be able to demonstrate mastery of collaboration and communication strategies linking federal, tribal, state, local agencies, non-profit organizations, non-governmental organizations, volunteer groups and the health sector in terms of planning, mitigation, response and recovery;
- Overcoming the challenges of implementing the five phases of Emergency Management principles between the U.S. and Tribal governments by understanding how the government-to-government relationship works;
- The federal and tribal legal cases and policies that affect the delivery of emergency management services on tribal lands. The student will examine how such case law and resulting policy affects current U.S./Tribal/State relationships, specifically in the area of sovereignty and regulatory jurisdiction of emergency management principles. The student will gain an understanding of the legal obligations of the emergency manager with regard to disaster response within the legal context of tribal law and policy.

The expertise of the Emergency Management Services and Native American Studies scholars and practitioners has worked to create a unique course of instruction culminating in the proposed Certificate in Tribal Management and Emergency Services. The Certificate in TMES will increase the capacity of Tribal governments and their communities to plan for and respond to man-made and natural disaster emergency situations.

2. Program of Study:

The proposed Tribal Management and Emergency Services (TMES) certificate is composed of the following five classes (15 semester hours):

EMGT 1150:	Introduction to Tribal Emergency Management	3 Hrs.
EMGT 2060:	Foundational Indian Law & Policy Issues	3 Hrs.
EMGT 3020:	Federal/Tribal Government to Government Relations	3 Hrs.
EMGT 4020:	Protecting and Sustaining Tribal Economies	3 Hrs.
EMGT 4050:	Integration of Contemporary Issues in Tribal EMGT	3 Hrs.

All courses have been developed, and are currently part of the concentration in Tribal Management and Emergency Services.

3. Faculty, Staff, and other Resources

Faculty & Staff:
The courses have already been constructed, approved, and are being provided at UNO as part of

the Tribal Management and Emergency Services concentration within the Emergency Management Bachelor of Science program.

Physical facilities:
The program would be housed in the College of Public Affairs and Community Service (CPACS) Building and the current spaces in Community Engagement Center (CEC). Classrooms would be assigned through the Registrar's Office.

There is no additional cost for physical space associated with creating the proposed certificate.

Instructional equipment and informational resources:
The program does not anticipate the need for unique equipment or services other than those offered by instructional support offices on campus. An annual general operating budget of $10,000 will support this certificate.

4. Evidence of Need and Demand

Need for the Program

There is a demonstrable need for the program. There is no such program in the University of Nebraska system, or at any other institution of higher education in the United States. There is an enormous need for Tribal governments and communities to prepare for and manage emergency situations caused by man-made and natural disasters. Man-made and natural disasters cause disruption, destruction and death in our communities, and these disasters have demonstrated the need and importance of emergency management education and implementation on all community levels.

Emergency management issues present serious concerns for Native American Nations in the United States. Tribal communities throughout the region and the United States have experienced similar devastating effects of man-made and natural disasters. Other examples of man-made and/or natural disasters tribal communities have faced include, but are not limited to wild fires caused by man and nature, devastation caused by hurricanes along the east and gulf coasts, gulf coast oil spills, rivers contaminated by mining hazardous chemicals, and earthquakes. Unfortunately, tribal communities and their governments are often overlooked and underprepared to respond to man-made and/or natural disaster emergencies.

The United States Constitution and U.S. Supreme Court case law recognize tribal governments as possessing inherent sovereignty separate and distinct from federal and state governments. Tribal leaders and communities want to maintain their sovereignty in all matters of governance, especially in times of disaster. Tribal governments may have their own method of planning or responding to emergencies, however, they may lack the resources to implement their plans. Tribal leaders and their citizens are expected to be emergency planners, first responders, and those charged with recovery. Training and education for tribal communities vary, but it is often lacking or nonexistent. The isolation of Tribes from state governments and lack of coordination between state and tribal governments places tribal communities at greater risk of harm caused by man-made and natural disasters.

Although tribal governments ordinarily desire to maintain their sovereignty from state governments, many tribes face extraordinary financial, educational, and social challenges that may hinder their capability to recover should a disaster strike. There is an extraordinary need to meet these challenges by providing specialized emergency management training and education so that tribal leaders and their communities can train their people to make and implement emergency plans, mitigation interventions, and recovery programs to counter and respond to man-made and natural disasters in the future.

Tribal leaders are aware of the threat that emergency management hazards pose to their Nations. The leaders from numerous Tribal Nations united to form the Tribal Emergency Management Association (iTEMA). Their goal is to establish a national collaborative tribal organization capable of providing a standardized Emergency Services professional and educational framework which may be used by all 567 distinct and sovereign Tribal Nations. The iTEMA representatives desire to "promote a collaborative, multi-disciplinary approach to coordinate and enhance emergency management, response, and recovery to protect all Tribal communities."

The University of Nebraska at Omaha's Tribal Management and Emergency Services (TMES) as part of the UNO Emergency Management programs has been presented with an exciting and bold opportunity to assist iTEMA in bringing their goals into fruition. UNO's collaboration with iTEMA, Nebraska tribal governments and tribal colleges is seeking to create a scalable emergency management educational outreach program that can be used by tribal communities. The expertise of this collaborative group has worked to create a unique course of instruction culminating in the proposed Certificate in Tribal Management and Emergency Services. This certificate and specific course of study will increase the capacity of Tribal governments and their communities to plan for and respond to man- made and natural disaster emergency situations.

A letter of support from iTEMA is included with this proposal.

Anticipated Program Demand and Employment

All 567 Recognized Indian Nations have established governmental management, emergency management and emergency services positions. The U.S. Department of Homeland Security National Response Framework (NRF), which includes Tribal Nations identifies 15 Emergency Support Functions (ESF) that need provide support in the event of an incident, and plan and mitigate risk beforehand. These functions of government are: transportation, communication, public works and engineering, firefighting, mass care, housing, human services, public health and medical services, search and rescue, agriculture and natural resources, and energy. Each of these functional areas need trained professionals able to manage the unique staffing and Native governmental duties while coordinating with local, state, and federal agencies and private economic sectors. This program will meet the need.

Federal agencies tasked with coordinating with Tribal Nations that would employ graduates of this program include the Bureau of Indian Affairs, Department of the Interior, Department of Agriculture, the Environmental Protection Agency, Federal Bureau of Investigation, Department of Defense, Department of Homeland Security, National Parks Service, and the Army Corps of Engineers. State agencies include the Departments of Health and Human Service,

Environmental Quality, Roads; and the National Guard and State Patrol. Further, some nonprofit organizations also employ people in this area.

Based on the current enrollment in the EMGT 1150 TMES Introductory Course, it is predicted that each semester a cohort of 30 students will enroll in the proposed certificate. After the first year of operation, enrollment is expected to grow by 8.5 percent annually. A 5% drop-off rate is expected for each cohort. Based on these estimations, the following enrollment course sequence is expected to occur:

Enrollment Course Seat Count

Year	Course Sequence	Term 1 Fall	Term 2 Spring	Term 3 Summer	Total
Year 1 2016-17	EMGT 1150	30	30	30	
	EMGT 2060	-	28	28	
	EMGT 3020	-	-	26	
	EMGT 4020	-	-	-	
	EMGT 4050				
	Total	**30**	**58**	**84**	**172**
Year 2 2017-18	EMGT 1150	32	33	33	
	EMGT 2060	28	30	31	
	EMGT 3020	26	26	28	
	EMGT 4020	24	24	26	
	EMGT 4050	-	23	23	
	Total	**110**	**136**	**141**	**387**
Year 3 2018-19	EMGT 1150	34	35	35	
	EMGT 2060	31	32	33	
	EMGT 3020	29	29	30	
	EMGT 4020	26	28	28	
	EMGT 4050	25	25	27	
	Total	**145**	**149**	**153**	**447**
Year 4 2019-20	EMGT 1150	38	38	39	
	EMGT 2060	33	36	36	
	EMGT 3020	31	31	34	
	EMGT 4020	29	29	29	
	EMGT 4050	27	28	28	
	Total	**158**	**162**	**166**	**486**
Year 5 2020-21	EMGT 1150	41	41	42	
	EMGT 2060	37	39	39	
	EMGT 3020	34	35	37	
	EMGT 4020	32	32	33	
	EMGT 4050	28	30	30	
	Total	**172**	**177**	**181**	**530**

The enrollment growth is anticipated until 2020-21 where course seat counts should level off at approximately 530 per year. At the end of the fifth semester, the first cohort will have graduated (23 students due to the 5% drop-off rate per semester).

It is expected that 80 percent of the students will pay in-state tuition, and 20 percent will pay out-of-state tuition. It is projected that each student will take one course per semester. Based on the 2015-16 tuition rate (resident: $257.24 per SCH and non-resident: $335.00), and accounting for a 5% drop-off rate for each cohort, this would result in the following revenue:

Student enrollments in the first five years:	Annual Revenue
2016-2017 = 172	$140,760.70
2017-2018 = 387	$316,711.50
2018-2019 = 447	$365,814.10
2019-2020 = 486	$397,730.70
2020 -2021 = 530	$433,739.30

To provide some initial empirical enrollment data, the EMGT 1150 TMES Introductory Course was first offered for the 2016 spring semester. Resident classroom enrollments was limited to 40 and closed due to maximum enrollments prior to the beginning of the term. This result was accomplished by word of mouth without internal or external advertising or marketing. This provides an indication of the curricula's popularity among students.

5. Partnerships with Business

Likely partnerships with businesses and government, include:

- Tribal corporations such as Ho-Chunk Inc.
- Tribal casinos
- The Department of Interior, Bureau of Indian Affairs
- The Nebraska Commission on Indian Affairs
- The National Congress of American Indians
- Red Cross and other disaster relief organizations
- Tribal Emergency Management Association

6. Collaborations within the University of Nebraska

The TMES program was formed and operates in partnership with the UNO Emergency Services program and the Barbara Weitz Community Engagement Center. TMES and the Emergency Management program have established partnerships with three UNO colleges, namely the colleges of Arts & Sciences, Business Administration, and Education. These colleges, as well as the Peter Kiewit Institute, to provide additional curriculum and academic knowledge in provision degree programs and certificates.

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

Relationships have been established with:

- Nebraska Indian Community College
- Little Priest Tribal College

8. Centrality to Role and Mission of the Institution

The mission of UNO is as follows:

"As Nebraska's metropolitan University, UNO is characterized by its strong academic foundations and creative community relationships that transform and improve the lives of constituents, the region, and the nation."

The proposed Certificate in TMES meets the mission of UNO because of the strong academic foundation of the curriculum that was developed by UNO's scholars and practitioners in Emergency Management Services and Native American law and policy. The proposed Certificate in TMES was developed in collaboration with local and national partners to assure that it meets the needs of the communities it was designed to serve. The students who obtain the proposed certificate will assist in transforming and improving the lives of both urban and rural communities in the region and the nation. The lack of similar program offerings in the U.S. reinforces the need for the proposed certificate.

9. Consistency with the University of Nebraska Strategic Framework

The proposed Certificate in TMES will support the University of Nebraska's mission by engaging government employees, private citizens, businesses, and other education institutions to provide necessary educational services that enhance and protect the quality of life of Nebraska's citizens. This proposal is consistent with several of the elements of the Strategic Planning Framework of the University of Nebraska:

- It will increase enrollment, and increase the number of transfers from community colleges, specifically Nebraska Indian Community College and Little Priest Tribal College in the state.
- It will establish partnerships with Tribal Colleges, as well as with other state and federal agencies and professional associations. These will include internships and service-learning opportunities.
- It will enhance economic growth and improve the quality of life by educating the workforce who will reduce the impact of natural and man-made disasters on the state, thus reducing losses, risk, and insurance costs while ensuring business continuity.
- The program will attract external support for research and training in best practices. It will engage with other universities and agencies in the state, as well as those in other states and tribal communities.
- Facilitate research networks and projects by building partnerships across academic and private sectors to promote and conduct research, and grow international collaborative networks for research with existing partners while fostering new partnerships with other international institutions.

- It will help relevant University offices focused on fire safety, and emergency and disaster planning, and provide interns for these offices.
- It will increase accessibility to underrepresented tribal communities.

10. Avoidance of Unnecessary Duplication

There are no similar programs offered in Nebraska or in nearby states, by public or private institutions. To the best of our knowledge, the proposed Certificate in TMES will be the only certificate offered in the United States.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The Certificate in Tribal Management and Emergency Services enhances the statewide goals as follows:

- Meeting the Needs of Students: The proposed Certificate in TMES will increase participation of members of tribal nations who are an underrepresented population. The online model will ensure access to higher education because it is not restricted to geographic location. The 15 credit hour Certificate is also responsive to life-long learners as they will not necessary have to seek a four-year degree program. The proposed Certificate in TMES also provides students with the skills and knowledge needed to succeed as a capable and responsible citizen in their communities.
- Meeting the Needs of the State: The proposed Certificate in TMES is designed with the objective of increasing the development and training of rural and urban tribal communities and their governments. The students who obtain the proposed Certificate in TMES will be leaders in the Emergency Management Services field, as this will be the only certificate offered in this field in the United States. The Emergency Management Services field has been created to enhance and preserve the health and prosperity of the people.

Meeting Needs by Building Exemplary Institutions:

- The proposed Certificate in TMES will assist UNO to be an exemplary institution compared to peer institutions as the proposed certificate is unique and not offered anywhere else in the United States.
- Creating the proposed Certificate in TMES is an effective way to meet the needs of underrepresented tribal communities in Nebraska and throughout the United States.
- The proposed Certificate in TMES is an exemplary method of teaching, learning and public service that will enhance tribal communities.

Meeting Educational Needs through Partnerships and Collaboration:

- The proposed Certificate in TMES was designed in collaboration with the Nebraska Indian Community College and Little Priest Tribal College to assure it met the

curriculum requirements of each institution. The online delivery method meets the standards for tribal college capabilities to assure access to the technology.

- The proposed Certificate in TMES was also designed in collaboration with the Tribal Emergency Management Association or iTEMA. iTEMA is a national non-profit organization created to assist tribal governments meet the emergency management needs of their communities. A letter of support from iTEMA is included.

Facilities Planning to Meet Educational Needs:

- The proposed Certificate in TMES is designed to be delivered primarily online to be accessible to all residents of Nebraska and the United States. The online method of delivery is cost effective, flexible, and the certificate can be adapted to meet future changes in programs and technologies.
- The proposed Certificate in TMES is efficient because it will not require additional physical facility space to be delivered.

TRIBAL EMERGENCY MANAGEMENT ASSOCIATION
1050 East 2nd Street   Edmond, OK. 73034   www.iTEMA.org   1-855-NDN-9111

May 6, 2016

University of Nebraska, Omaha
School of Public Administration
Emergency Services Program
6001 Dodge Street
Omaha, NE 68182-0286

Tribal Emergency Management Association (iTEMA)
John Taylor, Chief Administrative Officer
On behalf of Jake Heflin, President/CEO
1050 E. 2nd St. #285
Edmond, OK 73034

SUBJECT: **Letter of Support for Tribal Certificate in Emergency Management University of Nebraska, Omaha.**

The Tribal Emergency Management Association (iTEMA) in partnership with the University of Nebraska, Omaha (UNO) is committed to furthering educational opportunities with a focus on Tribal Emergency Management and Emergency Services.

Understanding that iTEMA is an emerging national association with a mission: *"to promote a collaborative, multi-disciplinary approach to coordinate and enhance emergency management, response, and recovery to protect all Tribal communities"*, the partnership with UNO is essential in establishing a formalized process that allows Tribal-based Emergency Management personnel the opportunity to formalize their education with a curriculum that is Tribal-centric. In addition, the development of this educational tract also facilitates the growth of future leaders within Tribal Emergency Management and Emergency Services. Through these efforts, a career path for generations of Native youth will be established to support them in their efforts to contribute to the safety and security of their Tribal communities.

UNO's proposed Tribal Certificate in Emergency Management offers a creative opportunity to initiate transformative change in the quality of life for Native American communities. This initiative will create new standardized academic and educational emergency service programs for Native American communities with the ability to extend this effort throughout Indian Country.

iTEMA supports UNO in their efforts to establish the Tribal Certificate in Emergency Management for Tribal communities.

Respectfully,

John M. Taylor, Ph.D., MBA, BCSP
Chief Administrative Officer

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Tribal Management and Emergency Services Undergraduate Certificate at UNO

	(FY 2016-17) Year 1	(FY 2017-18) Year 2	(FY 2018-19) Year 3	(FY 2019-20) Year 4	(FY 2020-21) Year 5	
Personnel						Cost
Faculty [1]						$0
Professional						$0
Graduate Assistants						$0
Support Staff						$0
Subtotal	$0	$0	$0	$0	$0	$0
Operating						
General Operating [2]	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Equipment						
New or renovated space						
Library/Information Resources						
Other						
Subtotal	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Total Expenses	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	**$50,000.00**

[1] No additional faculty or staff will be required to offer the certificate.

[2] Office supplies and expenses associated with program marketing, student recruitment, and retention.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Tribal Management and Emergency Services Undergraduate Certificate at UNO

	(FY 2016-17) Year 1	(FY 2017-18) Year 2	(FY 2018-19) Year 3	(FY 2019-20) Year 4	(FY 2020-21) Year 5	Total
Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$140,761	$316,712	$365,814	$397,731	$433,739	$1,654,756
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$140,761	$316,712	$365,814	$397,731	$433,739	$1,654,756

[1] Please refer to pages 5 and 6 of the proposal for rationale behind the projected tuition/fee revenue.

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

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Purchase of the SAP HANA database

RECOMMENDED ACTION: Approve the purchase of the SAP HANA database.

PREVIOUS ACTION: None.

EXPLANATION: The University business community faces the convergence of technical necessity and forward thinking product direction which has led to a recommendation to move forward with the acquisition of the SAP HANA database. (HANA is a name, not an acronym).

Business and finance, the Administrative Services Group (ASG is our in-house team of SAP business experts), and CSN have been working actively on this initiative for some time as CSN leadership made ASG aware the existing computing mainframe and IBM DB/2 database used to support the SAP system are approaching end of support. This makes a replacement of that operating environment by first quarter 2018 mandatory even without this acquisition.

The recommendation by SAP for current and future database and application support is their HANA product. It is an in-memory database (vs. disk based), suitable for both analytics and business system operation. An in-memory database offers remarkable performance increases over conventional technology and provides a framework for optimized application development. A recent reference check by ASG and business and finance reported processing 300 times faster than pre-HANA.

ASG personnel, with consulting help, would install HANA on-site on our own hardware. Other higher education SAP peers have had positive results with HANA on-premise. HANA is scalable to the cloud in the event the University decides to pursue that strategy in the future.

The vison for HANA at NU utilizes the existing VMWare server environment, providing both proven reliability and experienced support personnel. This eliminates the need for special purpose hardware beyond adding additional server capacity. (In the long run, this greatly decreases cost of ownership.)

The advantageous move to HANA's in-memory solution for large data volume analysis would position the University to more effectively pursue analytics and enhanced reporting in the future. HANA delivers advanced processing capabilities and powerful features that enable analysis of

multiple datasets with greater speed and frequency than previously possible, delivering timely and actionable insights to apply to the challenges at hand.

Examples of the robust analytic capabilities we plan to utilize to enhance our existing SAP reports include:

- Workforce planning and analytics
    - Number of vacant positions and in what departments
    - Employee leave trends (employees not taking vacation, sickness rate, etc.)
- Financial planning and analytics
    - Revenue and expenditure trends (by campus, college, department, etc.)
    - Liquidity/reserves
    - Financial ratios, debt planning
    - Procurement analytics
- Predictive analytics
    - Financial what-if scenarios

The implementation would begin with SAP BW (Business Warehouse) on HANA. This will allow CSN to install the hardware on schedule and ASG to become operationally familiar with the HANA product. This will begin in Q3 2016 and be completed before calendar year-end.

Presuming success with BW on HANA, the University would expand the license scope, obtain additional hardware, and begin an implementation for the core business system in Q2 2017. The goal would be to complete the implementation by the end of 2017, in sufficient time to meet the end of life hardware issues noted for Q1 2018.

The total cost of software and related expenses are estimated as follows:

	Phase 1: BW	Phase 2: Core System	Total
SAP HANA license *	$346,000	$303,000	$ 649,000
Server Hardware	160,000	180,000	340,000
Consulting	175,000	175,000	350,000
Training	15,000	10,000	25,000
Total	$696,000	$688,000	$1,364,000

* Annual maintenance will be 22% of these figures or about $143,000

All the costs in the table above are one-time costs. The annual payments to SAP, which they refer to as "maintenance" are at 22% of the initial license cost on an annual basis ($143,000 in total). SAP has also indicated that if the University signs a contract prior to September 30, $50,000 of consulting by their experts will be made available to the University at no cost.

After the conversion, CSN will be in position to discontinue DB2 maintenance payments and mainframe server payments totaling $245,000. Additional savings will accrue to CSN for support software and staff that are currently dedicated to enterprise server support and not needed under HANA, but actual amounts cannot be determined at this time.

The costs shown above will be paid from reserves with the on-going maintenance paid for by a portion of the savings on the discontinuation of DB2 maintenance.

The proposed purchase was reviewed and recommended for approval by the Business Affairs Committee.

PROJECT COST: $1,364,000 (one-time funds, $143,000 on-going after installation)

SOURCE OF FUNDS: State-aided budget

SPONSORS: Loren Blinde
ASG Team Lead

David E. Lechner
Senior Vice President | CFO

RECOMMENDED: _____
Hank M. Bounds, President
University of Nebraska

DATE: August 18, 2016

MEETING DATE: September 16, 2016

SUBJECT: Budget for tenant finish and furnishings for office space for the Buffett
                             Early Childhood Institute

RECOMMENDED ACTION: Approve budget for tenant finish and furnishings for the office space for
                             the Buffett Early Childhood Institute.

PREVIOUS ACTION: May 25, 2016 – The Board of Regents approved the lease of office space
                             for the Buffett Early Childhood Institute

EXPLANATION: The Buffett Early Childhood Institute (BECI) has entered into a lease for
                             property in Ak-Sar-Ben village under terms as set forth in the Board's
                             agenda item of May 2016. That lease was for approximately 15,000
                             square feet of space.

                             BECI has obtained estimates of cost for finishing and furnishing of the
                             space. Those estimates place the cost at approximately $1,573,000 or
                             $102 per square foot. Those costs will be offset by tenant improvement
                             allowances of $32 per square foot offered by the lessor. The net cost is
                             estimated at $1,079,000 and will be paid with private funds.

                             The budget was discussed and recommended by the Business Affairs
                             Committee.
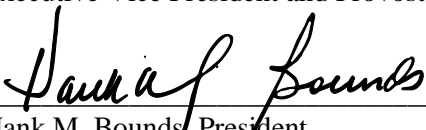
PROJECT COST: Construction costs $ 989,000
                             Non-construction costs   584,000
                               Total estimated costs   1,573,000
                             Less tenant improvement allowance   (494,000)
                               Net estimated costs $1,079,000

SOURCE OF FUNDS: Private funds

SPONSORS: Sam Meisels, Founding Executive Director
                             Buffett Early Childhood Institute

                             Susan Fritz
                             Executive Vice President and Provost

RECOMMENDED: _____
                             Hank M. Bounds, President
                             University of Nebraska

DATE: August 18, 2016

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

                                    Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Purchase of real property located at 708 S. 42nd Street, Omaha, Nebraska

RECOMMENDED ACTION: Approve the purchase of real property located at 708 S. 42nd Street,
                                    Omaha, Nebraska.

PREVIOUS ACTION: None.

EXPLANATION: The real estate is owned by Jeffrey J. and Kelli A. Grob. The property is
                                    located within the core of campus on South 42nd Street as shown on the
                                    attached map and is within the boundaries of the Master Plan. This
                                    property will be utilized for expansion of a traffic lane and employee
                                    parking.

                                    The property is legally described as:

                                    Lot 2, Block 2 in Leavenworth Terrace Addition to the City of
                                    Omaha, Douglas County, Nebraska.

                                    The property was appraised, and the purchase price reflects the value
                                    plus relocation costs and property assembly and settlement premium
                                    costs. An environmental site assessment was completed.

                                    The purchase was reviewed and recommended for approval by the
                                    Business Affairs Committee

PROJECT COST: $300,000

SOURCE OF FUNDING: Cash

SPONSOR: Deborah L. Thomas
                                    Vice Chancellor for Business and Finance

RECOMMENDED: _____
                                    Jeffrey P. Gold, Chancellor
                                    University of Nebraska Medical Center

DATE: August 18, 2016

Sorrell Center

Emile St

Academic Research Services

Lauritzen Outpatient

42nd St

41st St

708 S 42 St

UNMC Facilities

4206 Leavenworth St

Leavenworth St

N

REAL ESTATE PURCHASE AGREEMENT
(708 South 42nd Street)

This Real Estate Purchase Agreement ("Agreement") is made and entered into as of this _____ day of _____, 2016, by and between The Board of Regents of the University of Nebraska, a public body corporate of the State of Nebraska and governing body of the University of Nebraska Medical Center ("Buyer"), and Jeffrey J. Grob and Kelli A. Grob, husband and wife (collectively, "Seller").

1.   **Property**. Seller agrees to sell to Buyer, and Buyer agrees to purchase from Seller, the real estate (as defined in Neb. Rev. Stat. § 76-201) commonly known as 708 South 42nd Street, Omaha, Nebraska, and legally described on Exhibit "A" (the "Property"), together with any other adjacent gaps or gores owned by Seller adjacent to the Property as may be revealed by the Survey, and easements and servient estates appurtenant thereto, free and clear of all liens, leases, and encumbrances, but with reservations and exceptions as follows:

A.   Title shall be taken subject to any restrictive covenants, easements, mineral rights, reservations or conditions of record, which do not restrict Buyer's ability to use the Property for its intended purposes; and

B.   Title shall be taken subject to restrictions, conditions and limitations hereinafter stated.

The legal description and ownership of the Property shall be confirmed by the title insurance commitment described in Paragraph 5 below and/or Survey obtained by Buyer as part of its due diligence.

2.   **Price and Payment**. Buyer agrees to pay Seller a price of Three Hundred Thousand and No/100 Dollars ($300,000.00) (the "Purchase Price"), as follows:

A.   **Earnest Deposit**. Within 5 days of execution of the Agreement by Seller, Buyer shall pay the sum of Five Thousand and No/100 Dollars ($5,000.00) (the "Earnest Deposit") to be held by the Title Company (defined below) in accordance with the terms of this Agreement. If the conditions precedent described in Paragraph 10 below are not satisfied prior to the Closing Date, the Earnest Money Deposit shall be refunded to Buyer.

B.   **Closing Payment**. The balance of the Purchase Price, which is the sum of Two Hundred Ninety Five Thousand and No/100 Dollars ($295,000.00), shall be due on the Closing Date subject to the allocations of expenses.

The Purchase Price is allocated by the parties between:
- Appraised Value: $225,000.00
- Relocation Expenses $25,000.00
- Assembly/Settlement Premiums: $50,000.00

1

3.   **Title**. At the closing, Seller will execute and deliver to Buyer a warranty deed (the "Deed") conveying the Property in fee simple free and clear of all liens, encumbrances, encroachments, and special assessments levied or assessed, or special assessment districts that have been created and ordered constructed, as of the date of this Agreement.

4.   **Closing Costs**. Buyer and Seller agree to retain TitleCore National, LLC as the escrow closing agent ("Title Company") to close this transaction and shall execute the Title Company's agreement upon reasonable request. Buyer shall pay the cost of such escrow closing service. The Title Company shall prepare the Deed on behalf of the Seller. The conveyance by Seller to Buyer shall be exempt from the Nebraska Documentary Stamp Tax due to Buyer's status as a governmental entity. Buyer shall pay the cost of the recording of the deed. Each party shall pay its own attorney fees.

5.   **Title Insurance**. Within fifteen (15) days from the date of this Agreement, Buyer shall obtain a title insurance commitment for the Property, issued by the Title Company. The title insurance commitment will show marketable title to the Property in Seller and in accordance with the terms and conditions of this Agreement. Buyer shall pay the expense of the title insurance policy insuring Buyer for its ownership of the Property for the amount of the Purchase Price. The title insurance commitment shall also confirm the legal description of the Property contained in Paragraph 1 above.

   Buyer shall approve or disapprove title to the Property during the Due Diligence Period described in Paragraph 10 below and after receipt of the title insurance commitment and the ALTA/ACSM Land Title Survey obtained by Buyer as part of its due diligence investigation (the "Survey"). If any objection or defect in title is discovered during the examination of the title commitment and the Survey by Buyer, Buyer shall furnish Seller with written notice of such objections and defects. Seller shall have a reasonable time to cure such objections and defects and Seller shall bear the expense of curing the same, provided that all objections and defects shall be cured prior to the expiration of the Due Diligence Period. If efforts to cure any such defects fail, in Buyer's sole discretion, Buyer shall have the option to rescind this Agreement, in which case Buyer shall be entitled to receive a refund of its Earnest Deposit.

6.   **Closing Date**. The Closing Date ("Closing Date") for the Property shall be within thirty (30) days of the expiration of the Due Diligence Period, as set forth in Paragraph 10 of this Agreement, subject to mutual scheduling by Buyer and Seller.

7.   **Possession**. Seller shall deliver possession of the Property to Buyer on the Closing Date free and clear of any leases or other claims to possession. No tenants of Seller or other third parties shall have any right to possess the Property or any part thereof as of the Closing Date.

8.   **Risk of Loss.** Risk of loss or damage to the Property shall rest with Seller until the Closing Date.

9.   **Taxes**. Seller is responsible for real estate taxes for 2014 and all prior years. Real estate taxes for 2015 which would be delinquent if not paid in the year of closing in 2016 shall be prorated to and paid in full on the Closing Date.

10. **Conditions Precedent**. Buyer's obligation to close on the acquisition of the Property shall be conditioned upon satisfaction of these contingencies during the Due Diligence Period, as defined below:

    A.   **Testing.** Buyer shall have the right to access the Property to conduct, at Buyer's cost, such inspections or tests it deems necessary, including, but not limited to, Environmental Site Assessments and any other environmental inspections. All such testing will be completed within the Due Diligence Period. Buyer shall restore the Property to the condition which existed prior to any such testing. If Buyer conducts any such testing, it shall indemnify and hold Seller harmless from and against any loss, claim, expense, or demand arising out of such inspection or testing.

    B.   **Survey.** Buyer shall obtain the Survey reflecting, among other things, the boundary legal descriptions, the quantities of land, and the locations of all easements on the Property. Buyer shall have the right to review and approve the Survey and specifically the locations and restrictions of the easements located on the Property.

Buyer shall have sixty (60) days from the execution hereof by Seller to satisfy the conditions of this Paragraph 10, such period being designated as the "Due Diligence Period". These conditions are for the benefit of Buyer and must be satisfied or waived before the Buyer is obligated to close on this transaction. If Buyer determines, in Buyer's sole discretion, that the conditions have not been satisfied, Buyer shall have the right to terminate this Agreement by delivering written notice to Seller prior to the expiration of the Due Diligence Period, in which event the Earnest Money Deposit and all interest accrued thereon shall be promptly returned to Buyer, and neither Buyer nor Seller shall have any further obligation or liability to each other under this Agreement. Buyer's right to terminate shall include, but not be limited to, the failure of the appraised fair market value of the Property to equal or exceed the Purchase Price.

11. **Approval of the Board of Regents**. The signature of Seller on this Agreement shall constitute an irrevocable offer of Seller to sell the Property to Buyer upon the terms and conditions stated herein. This offer made by Seller shall remain open for acceptance by Buyer until the Board of Regents takes formal action with regard to the approval of this Agreement. Buyer shall obtain the approval of the Board of Regents of this Agreement and the purchase contemplated herein at the Board of Regents' meeting scheduled for September 16, 2016 or as soon thereafter as reasonably practical. If the Board of Regents does not approve this Agreement, this Agreement shall terminate and both Buyer and Seller shall be released from any further liability under this Agreement. In such event, the Deposit shall be returned to Buyer.

12. **Default and Remedies**. In the event that Buyer fails to close on this transaction after all the conditions have been satisfied, Seller, as its sole and exclusive remedy, shall be entitled to a release of all the Earnest Deposit plus interest. The parties agree that such sum fairly represents the damage that would be occasioned by Seller in the event of a Buyer default. If Seller fails or refuses to close on the Closing Date, Buyer shall be entitled to specific performance of the terms of this Agreement.

13. **Lien Affidavit.** Seller shall execute on the Closing Date an affidavit on the Title Company's form which will remove all standard exceptions to Buyer's title insurance policy (excepting the standard survey exception which is only removable if Buyer obtains a survey), as may be required by the Title Company.

14. **Further Assurances**. Each undersigned party will, whenever it shall be reasonably requested to do so by the other, promptly execute, acknowledge, and deliver, or cause to be executed, acknowledged, or delivered, any and all such further conveyances, confirmations, instruments, or further assurances and consents as may be necessary or proper, in order to effectuate the covenants and agreements herein provided. Each of the undersigned parties shall cooperate in good faith with the other and shall do any and all other acts and execute, acknowledge and deliver any and all documents so requested in order to satisfy the conditions set forth herein and carry out the intent and purposes of this Agreement.

15. **Interpretations**. Any uncertainty or ambiguity existing herein shall not be interpreted against either party because such party prepared any portion of this Agreement, but shall be interpreted according to the application of rules of interpretation of contracts generally.

16. **Assignment**. Buyer shall have the right, prior to closing, to assign this Agreement to a third party upon written notice to Seller of such assignment. Seller shall be entitled to assign this Agreement to a qualified intermediary solely for the purposes of completing a Like-Kind Exchange under IRC § 1031. Any other assignment shall require Buyer's consent.

17. **Entire Agreement**. This Agreement contains the entire agreement of the parties with respect to the subject matter hereof and it is expressly agreed that any prior oral or written agreements between the parties hereto are superseded by this Agreement and are no longer of any effect whatsoever. This Agreement cannot be modified or altered unless reduced to writing and consented to by all the undersigned parties.

18. **Notice and Demands**. Notice, demand, or other communication mandated to be given by this Agreement by either party to the other shall be sufficiently given or delivered if it is sent by registered or certified mail, postage prepaid, return receipt requested or delivered personally. For such purposes, addresses for notice purposes are:

A.	Buyer:	The University of Nebraska Medical Center Attention: Deborah L. Thomas, Interim Vice Chancellor for Business & Finance 986690 Nebraska Medical Center Omaha NE 68298-6680
	with a copy to:	Thomas C. Huston Attorney at Law Cline, Williams, Wright, Johnson & Oldfather LLP 1900 US Bank Building 233 South 13th Street Lincoln NE 68508

B.   Seller: Jeffrey J. Grob and Kelli A. Grob
                     4106 Giles Road
                     Bellevue, NE 68147

19. **Execution in Counterparts**.   This Agreement may be executed in counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

"BUYER"

THE BOARD OF REGENTS OF
THE UNIVERSITY OF NEBRASKA, a public
body corporate of the State of Nebraska
and governing body of the University of
Nebraska Medical Center

Attest:

_____   By: _____
Carmen K. Maurer, Secretary   Hank Bounds, President

STATE OF NEBRASKA   )
)ss
COUNTY OF _____   )

This ____ day of _____, 2016, before me, a notary public in and for said county and state, personally appeared Hank Bounds, President, and Carmen K. Maurer, Secretary, of the Board of Regents of the University of Nebraska, and acknowledged the execution thereof to be their voluntary act and deed.

                           _____
                           Notary Public

"SELLER"

_____
Jeffrey J. Grob
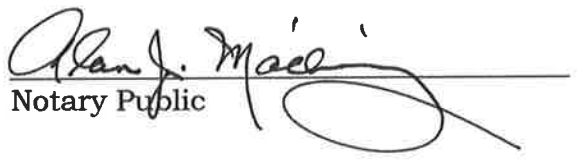
_____
Kelli A. Grob

STATE OF NEBRASKA   )
)ss

COUNTY OF _DOUGLAS_   )

This _8th_ day of _August_, 2016, before me, a notary public in and for said county and state, personally appeared Jeffrey J. Grob, an individual, and acknowledged the execution hereof to be his voluntary act and deed.

GENERAL NOTARY - State of Nebraska
ALAN J. MACKIEWICZ
My Comm. Exp. September 29, 2018
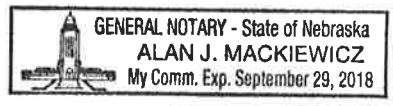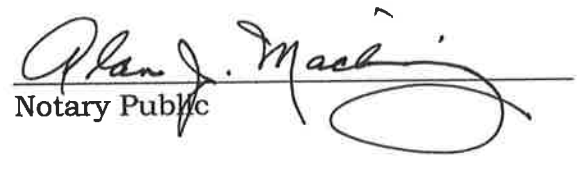
_____
Notary Public

STATE OF NEBRASKA   )
)ss

COUNTY OF _DOUGLAS_   )

This _8th_ day of _August_, 2016, before me, a notary public in and for said county and state, personally appeared Kelli A. Grob, an individual, and acknowledged the execution hereof to be her voluntary act and deed.

GENERAL NOTARY - State of Nebraska
ALAN J. MACKIEWICZ
My Comm. Exp. September 29, 2018

_____
Notary Public

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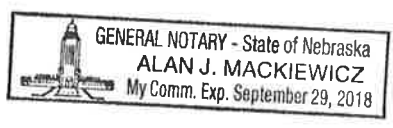
EXHIBIT "A"
Legal Description

Lot Two (2), Block Two (2), Leavenworth Terrace, an Addition to the City of Omaha, as surveyed, platted and recorded in Douglas County, Nebraska.

RECEIPT OF EARNEST DEPOSIT

TitleCore National, LLC, the title company acting as the escrow agent of the Earnest Deposit, pursuant to the foregoing Real Estate Purchase Agreement, hereby acknowledges receipt of the sum of Five Thousand and No/100 Dollars ($5,000.00), and agrees to hold such Earnest Deposit pursuant to the terms of and conditions of the Real Estate Purchase Agreement.

"TITLE COMPANY"

TITLECORE NATIONAL, LLC

By: _____
     Manager

TO:	The Board of Regents	Addendum IX-B-4
	Business Affairs	
MEETING DATE:	September 16, 2016	
SUBJECT:	Budget increase for the University of Nebraska Medical Center College of Nursing – Lincoln Division building project.	
RECOMMENDED ACTION:	Approve the budget increase for the University of Nebraska Medical Center College of Nursing – Lincoln Division building project	
PREVIOUS ACTION:	July 22, 2016 – The Board of Regents received the Intermediate Design report relating to the UHC/CON project.	
	June 12, 2015 – The Board of Regents approved the program statement and budget for the construction of the UHC/CON project.	
	September 5,2008 – The Board of Regents approved the program statement and budget for the construction of a new building for the University of Nebraska Medical Center (UNMC) College of Nursing – Lincoln Division on the East Campus of the University of Nebraska Lincoln (UNL).	
EXPLANATION:	The original program statement for the College of Nursing was approved by the Board of Regents in September of 2008. That program statement assumed building construction would start in October 2010 and be completed by February 2012. The cost estimate included estimated construction inflation through the mid-point of the proposed construction period (June 2011). The equipment budget within the overall estimate included $300,000 for furniture and $600,000 for "audio visual equipment."	

The program statement is now, from its creation, about nine years old. Much has happened in that time in terms of construction costs and the pedagogy in nursing education that impact the budget.

First, since the June 2011 date of the estimated overall construction costs, the Bureau of Labor Statistics Producer Price Index for "New School Building Construction" (industry code 236222) discloses that the index has increased from 134.1 in June 2011 to 151.9 in June of 2016. This is an increase of 13%. That factor applied to the 2011 estimate would yield an inflationary increase of $2.3 million.

Secondly, the difficulty of working within an aged budget is compounded by the rapid changes in teaching methods and technologies. The sweep and scope of change in technologies is truly disruptive. One need look no further than the planned Global Center for Advanced Interprofessional Learning for how technology will be the focal point in our facilities in the coming years. For example, simulators are now commonplace, versus the mannequins envisioned in the original

estimates. While a dollar estimate of the cost of technology versus that originally planned is difficult, it is not a stretch to place this cost at several million dollars more than that imagined in 2008.

In summary, there is a need to increase the budget for the facility to allow for both the time and inflation since the original estimate and to properly outfit and equip the building.

It is fortuitous from a cost-control perspective that UNL and UNMC management elected to co-locate nursing and student health. Had the original plan been followed, the budget increase needed for a stand-alone nursing building would have been substantial.

The original budget assumed a ten year financing of the nursing building. The delay in start dates has allowed $11.5 million of cash to be accumulated from private and other funds and state funds to pay for construction. In addition, lower interest rates exist than in 2008. These combine to allow the future amounts appropriated by the state for nursing to yield bond proceeds of $8.4 million. The combination of the $11.5 million in cash and the $8.4 million of bond proceeds yields $19.9 million, which is the new proposed budget sought in this agenda item. Stated differently, no new funding has to be identified to fund the budget increase.

The proposed change was reviewed and recommended for approval by the Business Affairs Committee.

PROJECT COST:	Budget per 2008 program statement	$17,500,000
	Proposed increase	2,400,000
	Budget as amended	$19,900,000

SOURCE OF FUNDS: State appropriation and private and other funds

SPONSORS:

Deborah L. Thomas
Vice Chancellor for Business and Finance

Juliann Sebastian, Dean
College of Nursing

RECOMMENDED: _____

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: August 18, 2016

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Financing for the combined building housing the University of Nebraska – Lincoln student health center and the University of Nebraska Medical Center College of Nursing - Lincoln Division.

RECOMMENDED ACTION: Approve the attached Resolution relating to the University of Nebraska – Lincoln student health center and the University of Nebraska Medical Center College of Nursing - Lincoln Division (UHC/CON Project) which (1) approves the issuance of not to exceed $26,700,000 principal amount of UHC/CON Project Bonds, Series 2016 by The University Nebraska Facilities Corporation pursuant to a Bond Resolution, and (2) authorizes the execution and delivery of a Financing Agreement, a Continuing Disclosure undertaking, a Tax Compliance Agreement, an Inducement Letter and a Preliminary Official Statement in connection with the sale of such Bonds, (3) authorizes the sale of such Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Senior Vice President | CFO to determine interest rates (not to exceed a true interest cost of 3%), principal amounts, principal maturities and redemption provisions of such Bonds, (4) approves the preparation and use of a final Official Statement.

PREVIOUS ACTIONS: July 22, 2016 – The Board of Regents received the Intermediate Design report relating to the UHC/CON project.

June 12, 2015 – The Board of Regents approved the program statement and budget for the construction of the UHC/CON project.

September 5, 2008 – The Board of Regents approved the program statement and budget for the construction of a new building for the University of Nebraska Medical Center (UNMC) College of Nursing – Lincoln Division on the East Campus of the University of Nebraska Lincoln (UNL).

EXPLANATION: The project will construct a $43.9 million combined student health center and College of Nursing building on the Lincoln campus at the site shown in the attached map. The budget estimate breaks down to approximately $24 million for student health and $19.9 million for nursing.

The funding for the health center would be net bond proceeds including premiums of $18 million and which, combined with $5 million of equity from health center surpluses and an additional one million from 2017 health center operations, would fund the $24 million budgeted cost.

On the nursing portion, the funding breakdown yields an equity contribution of cash on hand of approximately $11.5 million ($5.7 million from private and other funds and $5.8 million from state appropriation) plus $8.4 million of proceeds from bond financing.

The bond financing will be a single marketing under the Facilities Corporation with a combination of two tranches each relating to the respective portions of the facility delineated above:

- The health center's financing will be a 20-year issue. Repayment of the bonds will come through operations of the health center. Projections show approximately $1.5 million of income versus $1.26 million of annual debt service yielding a coverage of $1.25 million in year one and improving thereafter.
- The nursing portion of the financing will be up to a seven year financing. Repayment will come from state appropriation that approved $1.477 million of annual payments through 2023 for this purpose. Since the remaining funds come from future state appropriations a coverage ratio is not deemed to be an issue.

Rates used in the projections estimate true interest costs of 3% for student health and 1.7% for nursing. Current comparative rates as of the date of this agenda item are 2.6% and 1.3%. The difference is used as an interest rate cushion since the financing will not be taken to market until construction bids are known, currently slated for mid-November 2016. The proposed financing does not anticipate the need for a debt service reserve.

It should be noted that this agenda item assumes the approval of the budget increase in nursing sought in a related agenda item.

The financing also has been reviewed and is recommended for approval by the Business Affairs Committee.

PROJECT COST:	Health	Nursing	Combined
Bond Proceeds, Including premiums	$18,239,000	$ 8,527,000	$26,766,000
Cash and Equity Contributions	6,000,000	11,467,000	17,467,000
Total Sources of Funds	24,239,000	19,994,000	44,233,000
Less: Cost of offering and rounding	(240,000)	(94,000)	(334,000)
Project budget	$23,999,000	$19,900,000	$43,899,000

SOURCE OF FUNDS: Health center operations and state appropriation.
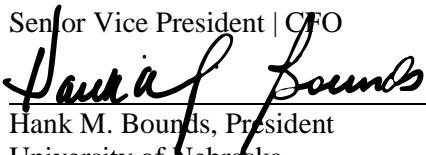
SPONSORS: Christine Jackson, Vice Chancellor for Business & Finance
University of Nebraska – Lincoln

Deborah L. Thomas, Vice Chancellor for Business & Finance
University of Nebraska Medical Center

David E. Lechner
Senior Vice President | CFO

RECOMMENDED: _____
Hank M. Bounds, President
University of Nebraska

DATE: August 19, 2016

RESOLUTION

I.

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA (the **"Board"**) that the Financing Agreement between the Board and the University of Nebraska Facilities Corporation (the "**Corporation**") dated the date determined jointly by the Senior Vice President | CFO of the Board and the Secretary/Treasurer of the Corporation with respect to financing a building for the University of Nebraska – Lincoln student health center and the University of Nebraska Medical Center College of Nursing – Lincoln Division (the **"UHC/CON Project"**), 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 Corporation.

II.

BE IT FURTHER RESOLVED BY THE BOARD that the issuance, sale and delivery by the Corporation of its UHC/CON Project Bonds in an aggregate principal face amount not to exceed $26,700,000, dated the date determined by the Secretary/Treasurer of the Corporation (the **"Bonds"**), together with the terms and provisions of the Bond Resolution dated the date determined by the Secretary/Treasurer of the Corporation adopted by the Board of Directors of the Corporation (the **"Bond Resolution"**), a copy of which is attached hereto as **Exhibit B** and pursuant to which the Bonds will be issued, are 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, which approval may be signified by execution and delivery of the Financing Agreement. On behalf of the Board, the Senior Vice President | CFO is hereby authorized and directed to approve the aggregate principal face amount of Bonds to be issued (not to exceed $26,700,000) and the designation, 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 Bonds.

III.

BE IT FURTHER RESOLVED BY THE BOARD that the Senior Vice President | CFO is hereby authorized and directed to approve the sale of the Bonds by negotiated sale at a true interest cost not to exceed three percent (3%) to Ameritas Investment Corp. (the **"Underwriter"**) pursuant to (a) a Bond Purchase Agreement between the Corporation and the Underwriter and (b) an Inducement Letter from the Board to the Corporation and the Underwriter, each dated the date determined jointly by the Senior Vice President | CFO of the Board and the Secretary/Treasurer of the Corporation, in substantially the forms entered into in connection with the Corporation's $13,635,000 of UNMC Utility Improvement Projects Bonds, Series 2016 (the "**Prior Financing**"), respectively, and made a part hereof by this reference, which Bond Purchase Agreement and Inducement Letter are 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.

IV.

BE IT FURTHER RESOLVED BY THE BOARD that the Preliminary Official Statement of the Corporation with respect to the Bonds, dated the date determined jointly by the Secretary/Treasurer of the Corporation and the Senior Vice President | CFO of the Board in substantially the form of the Preliminary Official Statement related to the Prior Financing, 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 University of Nebraska, and the final Official Statement to be dated as of the date of sale with respect to the Bonds, which final Official Statement shall include the terms of the Bonds, are hereby approved and authorized for delivery to the purchasers of the Bonds.

V.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Tax Compliance Agreement dated the date determined jointly by the Senior Vice President | CFO of the Board and the

Secretary/Treasurer of the Corporation among the Board, the Corporation and the Trustee named in the Bond Resolution (the **"Trustee"**) to satisfy the requirements of Internal Revenue Code of 1986, as amended, and the applicable regulations thereunder with respect to the Bonds in substantially the form entered into in connection with the Prior Financing, and (b) the Continuing Disclosure Undertaking dated the date determined by the Senior Vice President | CFO of the Board to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the Bonds, each in the respective forms entered into in connection with the Prior Financing, 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 University of Nebraska.

VI.

BE IT FURTHER RESOLVED BY THE BOARD that the directors and officers of the Corporation and the officials of the Corporation, 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 this Resolution the delivery of and payment for the Bonds.

VII.

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 Board with respect to the authorization or offering for sale of the Bonds are hereby validated, ratified and confirmed.

TO: Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Capital Improvements for the Campus Recreation, Nebraska Unions and University Housing Facilities at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the attached Resolution to authorize expenditure of up to $4,852,000 for capital improvements for the Campus Recreation, Nebraska Unions and University Housing facilities from the Replacement Fund of the Student Fees and Facilities Revenue Bonds at the University of Nebraska-Lincoln

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

Prior Approvals	Amount
August 2015	$4,310,280
September 2014	4,593,966
September 2013	2,719,200
March 2013	250,000
October 2012	1,966,468

EXPLANATION: Section 6.2 of the Bond Resolution (December 1, 1964) requires the Board of Regents to keep the "facilities" in good repair, working order and condition, and to make all necessary and proper repairs. 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 residents, user groups, and managers of these facilities.

                       The proposed resolution was reviewed and recommended for approval by the Business Affairs Committee.
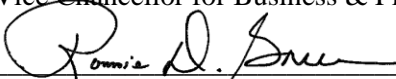
PROJECT COST: $4,852,000

SOURCE OF FUNDS: Student Fees and Facilities Revenue Bond Surplus Funds

SPONSORS: Juan N. Franco
                       Vice Chancellor for Student Affairs

                       Christine A. Jackson
                       Vice Chancellor for Business & Finance

RECOMMENDED: _____
                       Ronnie D. Green, Chancellor
                       University of Nebraska-Lincoln

DATE: August 18, 2016

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 Bond Resolution dated as of December 1, 1964, 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 dormitories and other facilities for the housing and boarding of students, student unions, student health facilities and other facilities for the activities of students located on the campus of the University of Nebraska-Lincoln, under which a Surplus Fund was created;

   (b) Section 6.2 of the Resolution requires the Board to operate the "facilities" (as defined in the Resolution) 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 "facilities" include Campus Recreation, Nebraska Unions, the University Health Center and all facilities and structures for the housing and boarding of students located and currently or hereafter existing on the campus of the University of Nebraska-Lincoln, which facilities require certain renewals, replacements, additions, betterments and extensions to maintain the Revenue and Fees. In order to accomplish such renewals, replacements, additions, betterments and extensions, the sum of $4,852,000 should be expended from the Replacement Fund as indicated on the attached schedule.

2. <u>Authorization.</u>   The Board hereby authorizes the transfer of up to $4,852,000 from the Surplus Fund established pursuant to the Resolution to the Replacement Fund, and the expenditure of up to $4,852,000 from the Replacement Fund for the projects 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 Replacement Fund.

3. <u>1986 Surplus Fund.</u> There currently are monies or investments in the Surplus Fund including accruals in excess of $4,852,000.

University of Nebraska-Lincoln
Capital Improvement Requests
September 16, 2016

SUMMARY	
Department	Funding Requested
Campus Recreation	$ 643,000
Nebraska Unions	1,849,000
University Housing	2,360,000
Grand Total	$4,852,000

Campus Recreation
Detail of Improvement Requests

Project	Location	Funding Required	Justification
Tuck Pointing	Campus Recreation Center	$150,000	Repair deteriorating brick mortar
Occupancy Tracker System	Campus Recreation Center	19,000	Installation of new occupancy tracking system for exterior entrances not captured through NCard scans
Coliseum Sound System Upgrade	Campus Recreation Center	55,000	Fully replace and upgrade the sound system in the Coliseum
Install energy efficient lighting in the Coliseum	Campus Recreation Center	140,000	Fully replace lighting above courts 5-8
Upgrade and expand security cameras	Campus Recreation Center	35,000	Replace analogue cameras with digital format. Add additional cameras for coverage of exterior doors
Remove carpet and replace with tile surface on three levels of the Coliseum tower	Campus Recreation Center	40,000	Replace worn carpet with tile
Consultant services for assessment of the Campus Recreation Center building systems	Campus Recreation Center	175,000	Assess building systems for the Campus Recreation Center
Cardiovascular equipment replacement	Campus Recreation Center	29,000	Replace group cycling bikes in the Studio
Subtotal		$643,000	

NEBRASKA UNIONS
Detail of Improvement Requests

Project	Location	Funding Required	Justification
3rd Floor Lounge Improvements	Nebraska East Union	$25,000	3rd Floor lighting replacement, furniture replacement for vacated computer lounge
Occupancy Tracker System	Nebraska Union/Jackie Gaughan Multicultural Center/Nebraska East Union	115,000	Installation of new occupancy tracking system for exterior entrances not captured through NCard scans and install/update video security system
Nebraska Unions – Maintenance Projects (Various)	Nebraska Union/Jackie Gaughan Multicultural Center/Nebraska East Union	50,000	Various miscellaneous building maintenance projects including high gutter replacement (Nebraska Union), exterior painting (Nebraska East Union).
Event Equipment	Nebraska Union/Jackie Gaughan Multicultural Center/Nebraska East Union	75,000	Replace chairs, tables, and other equipment used for events
Fire Alarm System Replacement	Nebraska Union	350,000	Replace and update fire alarm system
Licensed Starbucks Conversion	Nebraska Union	485,000	Architect fees, demolition, furniture, fixtures and equipment plus installation
Custodial Equipment	Nebraska Union	12,000	Purchase new floor cleaner
1st Floor Restroom Renovation	Nebraska Union	390,000	Renovate the 1st floor restrooms in the Nebraska Union
Auditorium AV System Upgrade	Nebraska Union	300,000	Fully replace and upgrade AV system in the Auditorium
Installation of Digital Signage	Nebraska Union	47,000	Install digital signage on the Nebraska Union Plaza
Subtotal		$1,849,000	

UNIVERSITY HOUSING
Detail of Improvement Requests

Project	Location	Funding Required	Justification
Custodial Equipment Replacement	Housing System	$25,000	Replace worn out custodial equipment throughout Housing
Energy Management System Upgrade	Housing System	25,000	Software/Hardware upgrade for EMS
Security Camera Upgrade	Kauffman	10,000	Replace security cameras
Concrete Replacement	Housing System	100,000	Repair sidewalk and stairs damage systemwide
Appliance Replacement	Housing System	200,000	On-going replacement of worn out appliances
Carpet & Vinyl Replacement	Courtyards and Village	300,000	Replace student room carpet and vinyl on a five year schedule
Furniture Repair/Replace	Housing System	150,000	Reupholster & replace worn out furniture
Computer Hardware Replacement	Housing System	75,000	Replace power distribution units, storage and switches
Central Housing Administration Building Demolition	Central Housing	400,000	Demolition of out-of-service office building
Selleck Servery Replacement Equipment	Selleck	440,000	Replace old dining equipment, final phase
Selleck Servery Design & Installation	Selleck	160,000	Design and installation of dining replacement equipment
Pickup Truck Purchase	Housing Facilities	35,000	Replace leased vehicles for long term savings
Office Filing System	Central Housing	110,000	Installation of high density filing system
Security Access & Door Locks	Housing System	5,000	Replace aging card access & door locks
Mechanical Systems	Kauffman Hall	25,000	Replace HVAC components
Signage	Housing System	25,000	Install additional bulletin boards in residence hall common areas
Digital Signage and A/V Equipment	Housing System	100,000	Phase 3 of 3 digital signage to improve communication to residents and A/V system replacement/upgrades
Wireless Access Points	Housing System	175,000	Replace older, out of date access points with newer up to date technology
Subtotal		$ 2,360,000	

TO: The Board of Regents   Addendum IX-B-7

                        Business Affairs

MEETING DATE: September 16, 2016

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

RECOMMENDED ACTION: Approve the Resolution to authorize the expenditure of up to $1,200,000
                        from the Replacement Fund of the UNL Parking Revenue Bonds to
                        construct additional parking on East Campus and $549,000 from the
                        Replacement Fund of the UNL Parking Revenue Bonds to improve
                        certain property and equipment.

PREVIOUS ACTION: November 20, 2014 – The Board of Regents approved the program
                        statement and budget for the East Campus Residence Hall that stated a
                        potential need for additional parking as a result of constructing
                        residence facilities in this area of East Campus.

                        During the last five years the Board of Regents has approved similar
                        requests to improve certain property and equipment as follows:

                        Prior Approvals   Amount
                        August, 2015 $843,000
                        September, 2014   705,000
                        September, 2013   927,000
                        October, 2012   700,000
                        October, 2011   460,000

EXPLANATION: Anticipated growth in both residential and commuter student
                        populations on East Campus will increase demand for parking.
                        Therefore, a parking lot of approximately 200 spaces will be
                        constructed in the area of the current East Campus basketball and
                        handball courts. See attached map.
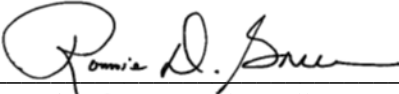
                        Section 6.2 of the Bond Resolution (May 1, 1984) requires the Board of
                        Regents to keep the "facilities" in good repair, working order and
                        condition, and to make all necessary and proper repairs, etc., so that the
                        parking operations 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.

                        The proposed resolution was reviewed and recommended for approval
                        by the Business Affairs Committee.

PROJECT COST: $1,749,000

SOURCE OF FUNDS: Parking Revenue Bonds Surplus Fund

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

RECOMMENDED:
                           Ronnie D. Green, Chancellor
                           University of Nebraska-Lincoln

DATE: August 18, 2016

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 $1,749,000 should be expended from the Replacement Fund as indicated on the attached schedule.

2.   <u>Authorization.</u> The Board hereby authorizes the transfer of up to $1,749,000 from the Second Series Surplus Fund established pursuant to the Resolution to the Replacement Fund, and the expenditure of up to $1,749,000 from the Replacement Fund for the projects 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 Replacement Fund.

3.   <u>Surplus Fund.</u> There currently are monies or investments in the Surplus Fund including accruals in excess of $1,749,000.

PARKING IMPROVEMENT REQUESTS
University of Nebraska - Lincoln
September 16, 2016

Project	Location	Funding Required	Justification
Additional surface parking lot for East Campus	East Campus	$1,200,000	Construct an approximated 200 space surface parking lot to accommodate additional parking on East Campus
Parking facility maintenance and repair	City and East Campus	335,000	Maintenance and repair of existing surface lots and garages
Camera & security card access	City Campus	145,000	Enhance camera surveillance and provide security card access
Surface lot lighting	City and East Campus	45,000	Enhance security
Replace radio equipment	City Campus	24,000	Replace current radio units at the end of useful lives
Total		$1,749,000	

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

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: The UNO Academic Space in the University of Nebraska at Omaha
                       (UNO) Mixed-Use Housing Facility

RECOMMENDED ACTION: Approve the expenditure of $1.5 million in donor funds for construction
                       and finishing of the UNO academic space in the University of Nebraska at
                       Omaha Mixed-Use Housing Facility.

PREVIOUS ACTION: June 12, 2015 – The Board of Regents authorized the President, in
                       consultation with the Executive Committee of the Board, to approve a
                       ground lease with the Tetrad Property Group (Tetrad) to provide a
                       mixed-use housing facility (between 400 and 450 beds of student
                       housing and academic space)

EXPLANATION: In accordance with the terms of the lease agreement resulting from the
                       June 2015 Board action, the lessee (Tetrad) was to construct and provide
                       all core/shell, infrastructure and finish work for academic space within
                       the mixed-use housing facility. A contribution was made by the
                       developer to cover costs of the academic space up to a cap of $2 million.

                       The design and planning for the academic space has progressed,
                       providing more specificity in the use of the space and its most used and
                       useful deployment. The space is intended to house academic and career
                       development, study rooms, café and information bar, "UNO Enrollment
                       Express," welcome center, and concierge kiosk. This betterment will
                       provide much needed student space on the Scott campus for gathering
                       and collaboration. Also, advisors and counselors will now be housed on
                       the Scott campus, adjacent to a large percentage of campus-based student
                       housing.

                       The costs for the space now are estimated at $3.5 million.

                       To assist with the completion of the academic space as presently
                       envisioned, UNO has identified a donor who has generously agreed to
                       donate the remaining required funds to allow the finishing of this space.

                       By accepting this gift, the Board of Regents express on behalf of the
                       University of Nebraska and the University of Nebraska at Omaha its
                       deepest gratitude and appreciation to the donor for the support.

                       The proposed expenditure was reviewed and recommended for approval
                       by the Business Affairs Committee.

PROJECT COST: $1,500,000

SOURCE OF FUNDS: Private Donations

SPONSORS: BJ Reed
                       Senior Vice Chancellor for Academic & Student Affairs

                       William E. Conley
                       Vice Chancellor for Business & Finance

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

DATE: August 18, 2016

UNO Academic Space in Pacific Campus Mixed-Use Housing Facility
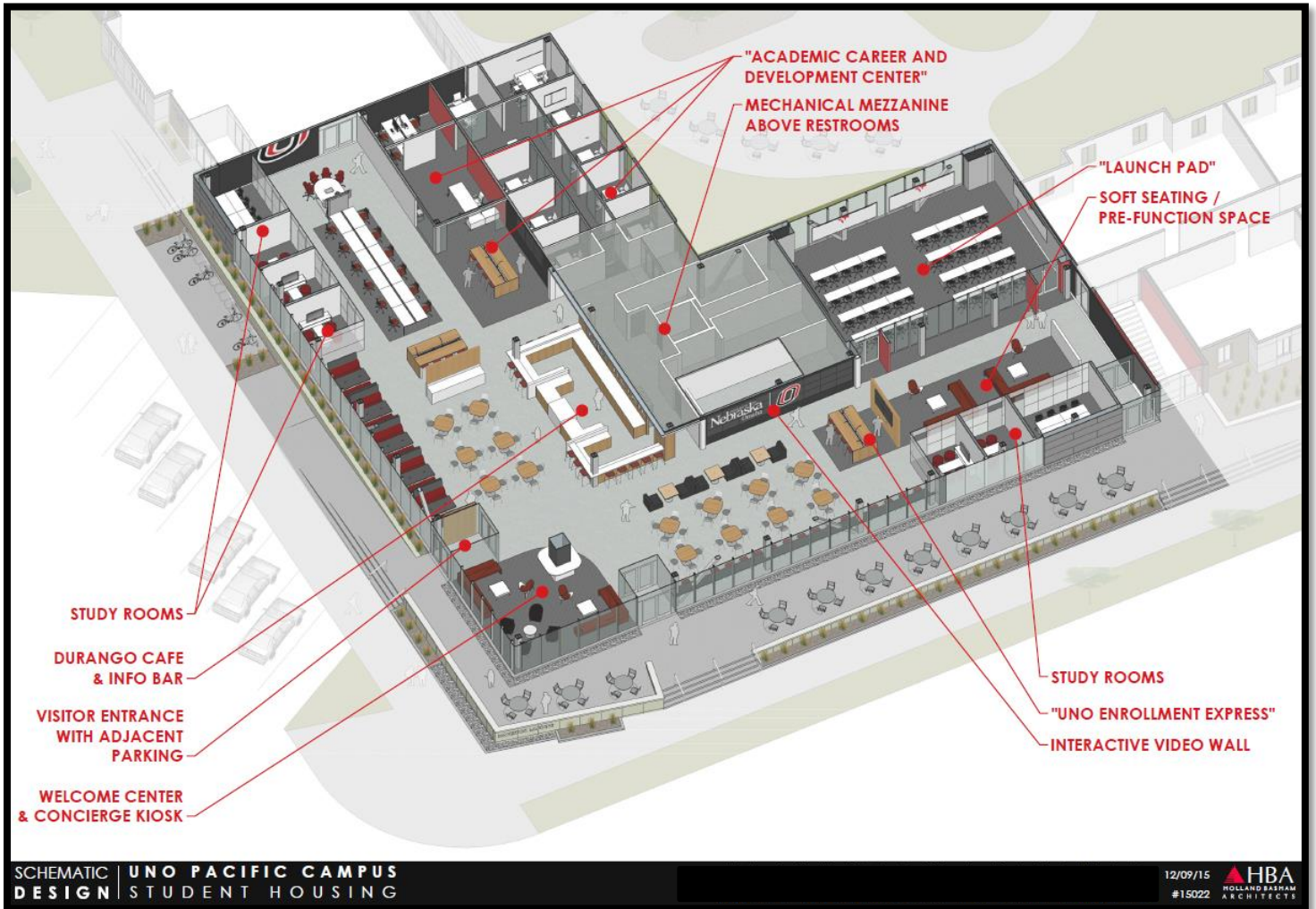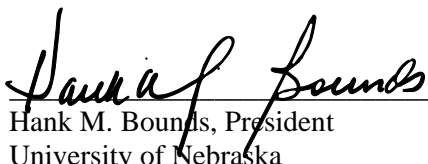
"ACADEMIC CAREER AND DEVELOPMENT CENTER"

MECHANICAL MEZZANINE ABOVE RESTROOMS

"LAUNCH PAD"

SOFT SEATING / PRE-FUNCTION SPACE

STUDY ROOMS

DURANGO CAFE & INFO BAR

VISITOR ENTRANCE WITH ADJACENT PARKING

WELCOME CENTER & CONCIERGE KIOSK

STUDY ROOMS

"UNO ENROLLMENT EXPRESS"

INTERACTIVE VIDEO WALL

TO: The Board of Regents

        Academic Affairs

MEETING DATE: September 16, 2016

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:

Hank M. Bounds, President
University of Nebraska

DATE: August 22, 2016

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2014-2016

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.

   i.   *The University will offer a variety of its academic programs by distance education through Online Worldwide in an effort to provide access to the University of Nebraska to the people of the state and beyond the boundaries of the state who are unable to enroll in programs offered only on campus.*

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 Student Achievement Measure (SAM) program.*

   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
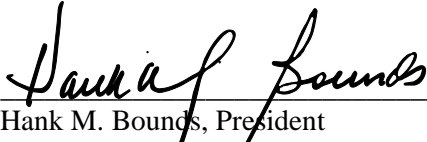
                                       Academic Affairs

MEETING DATE: September 16, 2016

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: _____
                                       Hank M. Bounds, President
                                       University of Nebraska

DATE: August 22, 2016

UNIVERSITY OF Nebraska

INVESTING IN NEBRASKA'S FUTURE

**Strategic Planning Framework
2014-2016
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 2016-17	Maintain the State's proposed funding increase of 3.4% and manage the cost effectiveness of the University so that tuition increases are kept at a moderate and predictable 2.5% rate of increase.	May 2016	Business
FY 2017-18	To be developed as part of the 2017-19 biennial budget request planning process.	June 2017	Business
FY 2018-19	To be developed as part of the 2017-19 biennial budget request planning process.	May 2018	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 2016-17	Maintain the State's proposed funding increase of 3.4% and manage the cost effectiveness of the University so that tuition increases are kept at a moderate and predictable 2.5% rate of increase.	May 2016	Business
FY 2017-18	To be developed as part of the 2017-19 biennial budget request planning process.	June 2017	Business
FY 2018-19	To be developed as part of the 2017-19 biennial budget request planning process.	May 2018	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 2014-15	Raise at least $9 million in private funds (endowment and/or spendable)	~~Jan. 2016~~ March 2016	Academic
FY 2015-16	Raise at least $9 million in private funds (endowment and/or spendable)	Jan. 2017	Academic
FY 2016-17	Raise at least $9 million in private funds (endowment and/or spendable)	Jan. 2018	Academic

Reporting date moved from September to January beginning in 2016 due to availability of data.
January 2016 report moved to March 2016 at the request of the President and Provost.

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 2016	• UNL increase enrollment 4.6% • UNO increase enrollment 4.0% • UNK & UNMC increase enrollment over previous year	Nov. 2016	Academic
Fall 2017	• UNL increase enrollment 3.0% • UNO increase enrollment 4.0% • UNK & UNMC increase enrollment over previous year	Oct. 2017	Academic
Fall 2018	• UNL increase enrollment 2.9% • UNO increase enrollment 4.5% • UNK & UNMC increase enrollment over previous year	Nov. 2018	

Oct. 2015 – Metrics referred to the Academic Affairs committee for further discussion.

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
2013-14 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. 2016~~ March 2016	Academic
2014-15 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. 2017	Academic
2015-16 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. 2018	Academic

January 2016 report moved to March 2016 at the request of the President and Provost.

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2015-16	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	May 2016	Business
FY 2016-17	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	June 2017	Business
FY 2017-18	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	May 2018	Business

7. **Faculty Diversity (2-a-*iii*)**

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Jan. 2016	Academic
Fall 2015	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Jan. 2017	Academic
Fall 2016	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Jan. 2018	Academic

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2016	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2016	Academic
Fall 2017	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Oct. 2017	Academic
Fall 2018	Main enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2018	Academic

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	Raise at least $9 million in private funds (endowment and/or spendable).	~~Jan. 2016~~ March 2016	Academic
FY 2015-16	Raise at least $9 million in private funds (endowment and/or spendable).	Jan. 2017	Academic
FY 2016-17	Raise at least $9 million in private funds (endowment and/or spendable).	Jan. 2018	Academic

Reporting date moved from September to January beginning in 2016 due to availability of data.
January 2016 report moved to March 2016 at the request of the President and Provost.

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2016	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2016	Academic
Fall 2017	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Oct. 2017	Academic
Fall 2018	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2018	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 2015	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2016	Academic
Fall 2016	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	April 2017	Academic
Fall 2017	TBD	March 2018	Academic

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 2014-15	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2016	Academic
FY 2015-16	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	April 2017	Academic
FY 2016-17	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2018	Academic

13. **Entrepreneurship (5-d)**

Support entrepreneurship education, training and outreach.

Reporting Period	Accountability Measure	Report Date	Reporting Committee

2015	Increase over FY 2014 baseline numbers and evaluate and modify annual targets as appropriate
	1) Entrepreneurship education
	   a) Entrepreneurship student credit hours – 6,811
	   b) Number of entrepreneurship students – 2,292
	2) Entrepreneurship outreach
	   a) Attendees at seminars provided – 16,486
	   b) Website visits – 205,266
	3) Business creation
	   a) NU-affiliated companies formed – 11
	   b) NU licensing activity
	     i) Patents disclosed – 164
	     ii) Patents filed – 200
	     iii) Patents awarded - 38
	4) Business support
	   a) Clients served – 9,542
	   b) Average investment - $45,000
	   c) Average sales increase - $64,000
	   d) Total jobs created – 951
	   e) Total jobs saved – 295
		March 2016	Academic

2016	Increase over previous year. Evaluate and modify annual targets as appropriate.	April 2017	Academic
2017	Increase over previous year. Evaluate and modify annual targets as appropriate.	March 2018	Academic

14. **LB 605 (6-a-*ii*)**

Implement the second phase of LB 605 to repair, renovate and/or replace specific university facilities.

A capstone report on LB 605 was presented to the Board of Regents in January 2011.

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
2015 Calendar Year	1)	Short-Term Cash/Investments: Exceed average of similar fund types	1) June 2016	Business
	2)	Endowments: Exceed average of similar fund types	2) January 2016 December 2015	
	3)	Debt: Maintain Aa1 rating; exceed 1.15 coverage	3) January 2016 December 2015	
	4)	Capital: Report on Capital Queue	4) Quarterly	
	5)	Human Resources: Meet midpoint of peers in faculty and staff salaries	5) May 2016	
2016 Calendar Year	1)	Short-Term Cash/Investments: Exceed average of similar fund types	1) June 2017	Business
	2)	Endowments: Exceed average of similar fund types	2) January 2017	
	3)	Debt: Maintain Aa1 rating; exceed 1.15 coverage	3) January 2017	
	4)	Capital: Report on Capital Queue	4) Quarterly	
	5)	Human Resources: Meet midpoint of peers in faculty and staff salaries	5) June 2017	
2017 Calendar Year	1)	Short-Term Cash/Investments: Exceed average of similar fund types	1) June 2018	Business
	2)	Endowments: Exceed average of similar fund types	2) January 2018	
	3)	Debt: Maintain Aa1 rating; exceed 1.15 coverage	3) January 2018	
	4)	Capital: Report on Capital Queue	4) Quarterly	
	5)	Human Resources: Meet midpoint of peers in faculty and staff salaries	5) May 2018	

In September 2014 and August 2015, it was stated that the short-term investment item will be considered for sun-setting after a discussion with the Business Affairs Committee.

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2015	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	July 2016	Academic
Fall 2016	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	August 2017	Academic
Fall 2017	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	July 2018	Academic

17. **Global Engagement - Study Abroad (3-d-*i*)**

   Significantly increase the number of undergraduates studying abroad, with the goal of ultimately providing the opportunity for every undergraduate to study abroad.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2014-15	By 2019-20, the University shall increase the number of students who have studied abroad by 50%. Using the 2011-12 academic year as a baseline, when 1,187 students participated in study abroad, the number of students studying abroad by 2019-20 will increase to 1,780.	July 2016	Academic
Academic Year 2015-16	By 2019-20, the number of students who have studies abroad will reach 1,780, an increase of 50% over the number in 2011-12.	August 2017	Academic
Academic Year 2016-17	By 2019-20, the number of students who have studies abroad will reach 1,780, an increase of 50% over the number in 2011-12.	July 2018	Academic

Metric was revised in January 2015 by the Academic Affairs committee with the consent of the incoming chair.

18. **Global Engagement – International Student Enrollment (3-d-*ii*)**
    Significantly increase the number of international undergraduates and graduates studying at the university.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2016	By 2020-21, the University shall increase the number of international students enrolled to 6,036. Using the base academic year 2010-11 when 3,018 international students were enrolled, the University will achieve slightly more than 7% growth compounded each year to reach the goal.	Nov. 2016	Academic
Fall 2017	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Oct. 2017	Academic
Fall 2018	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Nov. 2018	Academic

Base academic year in the metric was corrected from 2009-10 to 2010-11 in November 2013; the number of students was unchanged.

19. **Distance Education (1-g-*i*)**
    The University will offer a variety of its academic programs by distance education through Online Worldwide in an effort to provide access to the University of Nebraska to the people of the state and beyond the boundaries of the state who are unable to enroll in programs offered only on campus.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2015-16	Growth in unduplicated headcount of distance only students, both resident and nonresident, at or above the national average growth for public four-year institutions as reported via IPEDS.	Nov. 2016	Academic
Academic Year 2016-17	Growth in unduplicated headcount of distance only students, both resident and nonresident, at or above the national average growth for public four-year institutions as reported via IPEDS.	Oct. 2017	Academic
Academic Year 2017-18	Growth in unduplicated headcount of distance only students, both resident and nonresident, at or above the national average growth for public four-year institutions as reported via IPEDS.	Nov. 2018	Academic

Annual reporting moved from July to October/November beginning in 2015.
Oct. 2015 - New metric approved by the Academic Affairs committee, but not yet endorsed by the full Board of Regents.

TO: The Board of Regents

                                 Academic Affairs
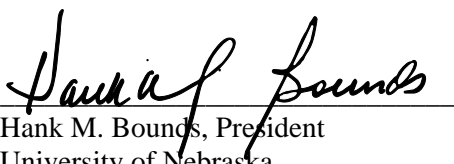
MEETING DATE: September 16, 2016

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: _____
                                 Hank M. Bounds, President
                                 University of Nebraska

DATE: August 22, 2016

Strategic Framework Accountability Measure Reporting and Updating Calendar
Revised for March 18, 2016 meeting

Date	Academic Affairs Committee	Business Affairs Committee
January 29, 2016	~~Graduation Rates [1-b-iii]~~ Faculty Diversity [2-a-iii] ~~Need-based Financial Aid [1-a-iii]~~ ~~Merit-based Scholarships [3-b-ii]~~	Administrative/Business Efficiencies [6-c-ii] *(Endowment, Debt Management, Capital Queue)* (were reported in December 2015)
March 18, 2016	Workforce Development [3-h-i & iii] Entrepreneurship [5-d] Research [4-a-i] Graduation Rates [1-b-iii] (moved from January) Need-based Financial Aid [1-a-iii] (moved from January) Merit-based Scholarships [3-b-ii] (moved from January)	Administrative/Business Efficiencies [6-c-ii] *(Capital Queue)*
April 14, 2016	UNL campus visit with discussion of campus strategic plan and performance indicators.	
May 26, 2016	None	State Funding [1-a-i] Tuition [1-a-ii] Faculty Merit Compensation [2-a-i] Administrative/Business Efficiencies [6-c-ii] *(Short-term Cash/Investments, Capital Queue, HR)*
July 22, 2016	Study Abroad [3-d-i] Student Learning Assessment [6-g]	None
September 2, 2016	UNMC campus visit with discussion of campus strategic plan and performance indicators.	
September 16, 2016	None	Administrative/Business Efficiencies [6-c-ii] *(Capital Queue)*
November 17, 2016	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii] Distance Education [1-g-i]	None

TO: The Board of Regents
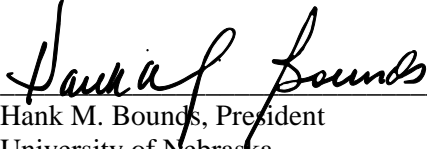
                                       Academic Affairs

MEETING DATE: September 16, 2016

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: _____
                                       Hank M. Bounds, President
                                       University of Nebraska

DATE: August 22, 2016

University of Nebraska Strategic Dashboard Indicators (Updated as of July 22, 2016)

State Funding Change (1.a.i) FY2016-17

Target	Outcome
State funding and cost mgmt.= moderate and predictable tuition	3.4%

(green up arrow)

Tuition Change (1.a.ii) FY 2016-17

Target	Outcome
State funding and cost mgmt.= moderate and predictable tuition	1.75% 2015-16 / 2.5% 2016-17

(green up arrow)

Enrollment Change (1.b.i) Fall 2015

	Target	Outcome
(red down)	UNL= 2.7% increase	+1.0%
(red down)	UNO= 3.0% increase	+2.0%
(red up)	UNK= increase	-2.2%
(green up)	UNMC= increase	+2.5%

Retention (1.b.i) Fall 2014

Target	Outcome
80% retention rate	81.7%

(green up arrow)

Need-Based Aid (1.a.iii) FY2013-14

Target	Outcome
Raise at least $9 million in private funds	Raised $11.8 million

(green up arrow)

Women Faculty (2.a.iii) Fall 2014

Target	Outcome
Increase over 2013	2014=35.00% 2013=35.03%

(red up arrow)

Minority Faculty (2.a.iii) Fall 2014

Target	Outcome
Increase over 2013	2014=19.06% 2013=18.52%

(green up arrow)

Top 25% Enrollment (3.b.i) Fall 2015

Target	Outcome
Increase to 50%	51.3%

(green up arrow)

Nonresident Students (3.c.i) Fall 2015

Target	Outcome
Increase 1.5% over 2013	+7.1%

(green up arrow)

Merit-Based Aid (3.b.ii) FY2013-14

Target	Outcome
Raise at least $9 million in private funds	Raised $16.0 million

(green up arrow)

Study Abroad (3.d.i) AY2014-15

Target	Outcome
50% increase over 2011-12 number by 2019-20	5% increase over prior year

(green up arrow)

International Students (3.d.ii) Fall 2015

Target	Outcome
Double base of 3,018 students by 2019-20	1.9% increase over prior year

(red up arrow)

Distance Education (3.g.i) AY2013-14

Target	Outcome
Increase in-state and out-of-state distance only credit hours by 10% each	In-state =+21% Out-of-state =+8%

(red up arrow)

Six-Year Graduation Rate (1.b.iii) AY2013-14

	Campus	Target	Outcome
(red down)	UNL	Maintain or show progress toward reaching the average six-year graduation rate of peers	2014= -5.5% 2013= -4.8%
(red up)	UNO		2014= 1.5% 2013= -0.9%
(green up)	UNK		2014= 4.9% 2013= 1.2%
	UNMC	Not applicable	Not Applicable

LEGEND:

(green up arrow)	Target Met or Exceeded
(red up arrow)	Progress Toward Target
(red down arrow)	Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of July 22 2016)

	Federal Research Funding Growth (4.a.i) UNL and UNMC FY2014-15					Faculty Salaries (2.a.i) FY2015-16		

	Campus	Target	Outcome		Campus	Target	Outcome	Campus	Target	Outcome

Federal Research Funding Growth (4.a.i):

	Campus	Target	Outcome
↓ (red)	UNL	0.4%	-1.25%

	Campus	Target	Outcome
↓ (red)	UNMC	-2.0	-5.14%

Faculty Salaries (2.a.i):

	Campus	Target	Outcome
↑ (red)	UNL	Significant progress toward exceeding midpoint of peers	2016= -4.2% / 2015= -5.2%
↑ (red)	UNMC		2016= -5.4% / 2015= -7.1%
	UNO		*
	UNK		*

	Indicator	Target	Outcome
↑ (green)	**Four-Year Graduation Guarantee (1.b.iii) AY2012-13**	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.
↑ (green)	**Faculty Salaries (2.a.1) Fall 2015**	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.
↑ (red)	**Entrepreneurship (5.d) 2014-15**	Establish baseline data for: 1) Entrepreneurship coursework hours 2) Entrepreneurship number of students 3) Entrepreneurship seminar attendees 4) Entrepreneurship website visits 5) NU-affiliated companies formed 6) NU Licensing activity 7) Business support-clients served 8) Business support-client investments 9) Business support-sales increases 10) Business support-jobs created 11) Business support-jobs saved	1) 2014=6,811; 2015=8,441 2) 2014=2,292; 2015=2,791 3) 2014=16,486; 2015=12,313 4) 2014=205,266; 2015=152,485 5) 2014=11; 2015=26 6) 2014=200; 2015=206 (patents filed), 2014=38; 2015=43 (patents awarded) 7) 2014=9,542; 2015=8,837 8) 2014=$45,000; 2015=$200,079 9) 2014=$64,000; 2015=$85,843 10) 2014=951; 2015=451 11) 2014=295; 2015=1,173

LEGEND: ↑ (green) Target Met or Exceeded   ↑ (red) Progress Toward Target   ↓ (red) Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of July 22, 2016)

	Indicator	Target	Outcome
⬆	**Workforce Development (3.h.i and 3.h.iii) Fall 2015**	Review new internal and external research on workforce needs and update categories of employment for purposes of aligning university programs to changing needs.	Faculty and state agency research has been reviewed. The University of Nebraska continues to monitor relevant faculty and agency research to identify emerging workforce opportunities and trends in the state.
⬆	**Student Learning Assessment (6.g) Fall 2014**	1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	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. 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 past participation in the administration of the College Assessment of Academic Proficiency (CAAP).
	Business Process Efficiencies (6.c.ii)		
⬆	**Short Term Cash Investments August 2015**	Exceed average of similar fund types.	The 2014 return on the State's Operating Investment Pool (3.1%) exceeded the benchmark value of 2.8%.
⬆	**Endowments December 2015**	Exceed average of similar fund types.	Fund N endowments gained 0.8% for the year ending June 30, 2015, while similar funds gained an average of 2.1% over the same period.
⬆	**Debt December 2015**	Maintain Aa2 rating and exceed 1.15 coverage.	Bond rating maintained at Aa1 and exceeded 1.15 coverage.
⬇	**Human Resources June 2015**	Meet midpoint of peers in faculty and staff salaries.	Faculty salaries at UNL and UNMC are below the midpoint of peers for 2014*.

Notes:
*UNO and UNK salaries are governed by collective bargaining.

LEGEND: ⬆ **Target Met or Exceeded**   ⬆ **Progress Toward Target**   ⬇ **Target Not Met**

TO: The Board of Regents

                               Academic Affairs

MEETING DATE: September 16, 2016

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.

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

SPONSOR: _Hank M. Bounds_ _____
                               Hank M. Bounds, President
                               University of Nebraska

DATE: September 2, 2016

Alignment of University's Strategic Goals with Board of Regents Agenda Items
September 16, 2016

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.**
   - Academic Affairs committee Addressing Nebraska's Nursing Shortage presentation
   - Approval to award degrees and certificates for the 2016-2017 academic year and 2017 summer session at all campuses
   - Approve the amendment to *Board of Regents Policy* RP-5.2.1. related to Admission Standards, Performance Requirements, and SAT scores
   - Approve the amendment to *Board of Regents Policy* RP-5.8.3. related to Tuition Scholarships for Non-Residents and SAT scores
   - Approve the amendment to *Board of Regents Policy* RP-5.8.4. related to Rules for Granting of Nonresident Tuition Scholarships to Children of Alumni of the University and SAT scores
   - Approve the request to create the Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC
   - Approve the request to create the Health Professions Teaching and Technology Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC
   - Approve the request to create the Master of Science in Computer Science Education in the College of Information Science and Technology at UNO
   - Approve the request to create the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at UNO
   - Approve the request to create a Tribal Management and Emergency Services Undergraduate Certificate in the School of Public Administration in the College of Public Affairs and Community Service at UNO
   - Report on the review of multi-departmental academic centers for research, teaching, and/or service

2. **The University of Nebraska will build and sustain undergraduate, graduate, and professional programs of high quality with an emphasis on excellent teaching.**
   - Academic Affairs committee Addressing Nebraska's Nursing Shortage presentation
   - Quarterly personnel report
   - Approve the request to create the Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC
   - Approve the request to create the Health Professions Teaching and Technology Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC
   - Approve the request to create the Master of Science in Computer Science Education in the College of Information Science and Technology at UNO
   - Approve the request to create the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at UNO
   - Approve the request to create a Tribal Management and Emergency Services Undergraduate Certificate in the School of Public Administration in the College of Public Affairs and Community Service at UNO
   - Approve the budget increase for the UNMC College of Nursing – Lincoln Division building project
   - Report on the review of multi-departmental academic centers for research, teaching, and/or service

- Report on renaming the Information Assurance program to the Cybersecurity program in the School of Interdisciplinary Informatics in the College of Information Science and Technology at UNO
- Report on renaming the School of Health, Physical Education and Recreation (HPER) to the School of Health and Kinesiology (HK) in the College of Education at UNO
- Report on renaming the Department of Art and Art History to the Department of Art and Design in the College of Fine Arts and Humanities at UNK
- Report on the renaming of the Department of Music and Performing Arts to the Department of Music, Theatre, and Dance in the College of Fine Arts and Humanities at UNK

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.**
   - Academic Affairs committee Addressing Nebraska's Nursing Shortage presentation
   - Approve the request to create the Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC
   - Approve the request to create the Health Professions Teaching and Technology Post-Baccalaureate Certificate in the College of Allied Health Professions at UNMC
   - Approve the request to create the Master of Science in Computer Science Education in the College of Information Science and Technology at UNO
   - Approve the request to create the Computer Science Education Graduate Certificate in the Department of Computer Science in the College of Information Science and Technology and in the Department of Teacher Education in the College of Education at UNO
   - Approve the request to create a Tribal Management and Emergency Services Undergraduate Certificate in the School of Public Administration in the College of Public Affairs and Community Service at UNO
   - Approve the budget increase for the UNMC College of Nursing – Lincoln Division building project

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.**
   - Academic Affairs committee National Strategic Research Institute Reflections and Projections presentation
   - Approve establishment of the Eastern Nebraska Research and Extension Center at the current ARDC site near Mead, NE and eliminate the formal center designations for the Northeast Research and Extension Center, Southeast Research and Extension Center, and the Agricultural Research and Development Center at UNL
   - Report on the review of multi-departmental academic centers for research, teaching, and/or service

5. **The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.**
   - Approve request of outside employment from Dr. Betty Love, University of Nebraska at Omaha
   - Approve establishment of the Eastern Nebraska Research and Extension Center at the current ARDC site near Mead, NE and eliminate the formal center designations for the Northeast Research and Extension Center, Southeast Research and Extension Center, and the Agricultural Research and Development Center at UNL
   - Report on the review of multi-departmental academic centers for research, teaching, and/or service

6. **The University of Nebraska will be cost effective and accountable to the citizens of the state.**
   - Approve the appointment of Ronnie Green to the Othmer-Topp Endowments Committee
   - Approve the appointment of Ronald Yoder, Matt Williams, Tonn Ostergard and Stephen Goddard to the Nebraska Innovation Campus Development Corporation Board of Directors
   - Approve establishment of the Eastern Nebraska Research and Extension Center at the current ARDC site near Mead, NE and eliminate the formal center designations for the Northeast Research and Extension Center, Southeast Research and Extension Center, and the Agricultural Research and Development Center at UNL
   - Approve the dissolution of the Center for At Risk Children's Services in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at UNL
   - Approve the dissolution of the National Center for Information Technology in Education in the Department of Computer Science and Engineering in the College of Arts and Sciences at UNL
   - Approve the purchase of the SAP HANA database
   - Approve the budget for tenant finish and furnishing for the office space for the Buffett Early Childhood Institute
   - Approve the purchase of real property located at 708 S. 42nd Street, Omaha, Nebraska
   - Approve the budget increase for the UNMC College of Nursing – Lincoln Division building project
   - Approve the financing for the combined building housing the UNL student health center and the UNMC College of Nursing – Lincoln Division
   - Authorize expenditure of up to $4,852,000 for capital improvements for the Campus Recreation, Nebraska Unions and University Housing facilities from the Replacement Fund of the Student Fees and Facilities Revenue Bonds at UNL
   - Authorize the expenditure of up to $1,200,000 from the Replacement Fund of the UNL Parking Revenue Bonds to construct additional parking on East Campus and $549,000 from the Replacement Fund of the UNL Parking Revenue Bonds to improve certain property and equipment
   - Approve the expenditure of $1.5 million in donor funds for construction and finishing of the UNO Academic Space in the UNO Mixed-Use Housing Facility
   - Approve the renaming of the Whittier Research Center the "Prem Paul Research Center at Whittier School" at UNL
   - Approve the naming of the "Dick Collins Sports Equipment Room" in the Health and Sports Center at UNK
   - Approve the naming of the "Yonkers Conference Room" in Room 3106 of the Otolaryngology Department at UNMC
   - Intermediate Design Report on UNMC Global Center for Advanced Interprofessional Learning
   - Approve or accept various regular reports, including:
     - Report on leaves of absences approved during the period July 1, 2015 through June 30, 2016
     - Status Report of Six-Year Capital Plan
     - Quarterly Status of Capital Construction Reports
     - Report on bids and contracts
     - Semi-annual report on licenses
     - Quarterly report on gifts, grants, contracts and bequests
   - Report on Fund B University Program and Facilities Fees for UNL
   - Report of acquisition of land for UNO
   - Report on naming of the UNK press box in Cope Stadium the "Don Briggs Press Box"
   - Report on naming of rooms and spaces in the College of Law's McCollum Hall in honor of the generous gifts bequeathed to the College of Law

TO: The Board of Regents

                                 Academic Affairs

MEETING DATE: September 16, 2016
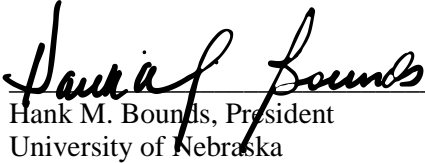
SUBJECT: Personnel Reports

RECOMMENDED ACTION: Report

PREVIOUS ACTION: On December 10, 1994, the Board of Regents amended Section 3.2 of
                                 the *Bylaws of the Board of Regents* to delegate to the President, or
                                 administrative officers designated by the President, authority to make
                                 appointments in the Academic-Administrative staff to faculty positions
                                 and to administrative positions below the rank of Dean and equivalent
                                 ranks. Executive Memorandum No. 13 subsequently delegated authority
                                 to the Chancellors to make Academic-Administrative appointments
                                 below the level of Dean. Such appointments at the rank of assistant
                                 professor or above are required by the *Bylaws of the Board of Regents* to
                                 be reported to the Board after each quarter and maintained on file as
                                 public record in the Office of the Corporation Secretary.
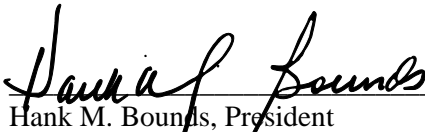
EXPLANATION: This report includes the campus personnel actions for the period of April
                                 1, 2016 through June 30, 2016

                                 In addition, there is a list of new Continuous, Promotion, and Emeritus
                                 appointments which have been made for the academic and fiscal year
                                 2015-2016.

                                 In accordance with Board of Regents policy, President Hank Bounds
                                 certifies that every full-time academic and administrative employee has
                                 received a written performance appraisal for the 2016-2016 academic or
                                 fiscal year as required by RP-4.2.8 Evaluation of Faculty and
                                 Administrators.

                                 A list of University personnel salaries for the 2016-2017 fiscal year is
                                 provided on the University's website at
                                 http://www.nebraska.edu/docs/budget/personnel-roster-2016-17.pdf

APPROVED: _____
                                 Hank M. Bounds, President
                                 University of Nebraska

DATE: August 10, 2016

PERSONNEL REPORT
04/01/2016 - 06/30/2016
UNIVERSITY OF NEBRASKA AT KEARNEY

NEW APPOINTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY	FTE
Benson, Scott	Business Services/Accounts Payable	Director	Special	6/1/2016		100,000 FY	1.00

NEW APPOINTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Liu, Kun	Chemistry	Research Assistant Professor	Special	5/1/2016	8/31/2017	53,600	FY	1.00
Rudrappa, Deepak	School of Biological Sciences	Research Assistant Professor	Special	6/1/2016	5/31/2019	10,250	FY	0.25
Williams, Amy	Athletics	Head Coach-Women's Basketball	Special	4/12/2016		575,000	FY	1.00
Williams, Larry	Management	Research Professor	Special	6/1/2016	8/14/2016	25,000	FY	0.48

NEW APPOINTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Anandappa, Marienne	Food Science and Technology	Research Assistant Professor	Special	6/13/2016		140,000	FY	1.00
DeVries, Lynn	West Central Research and Extension Center	Associate Extension Educator	Special	5/25/2016		58,000	FY	1.00
Galles, Beth	Iowas State University/ University of Nebraska-Lincoln Cooperative Veterinary Medicine Education Program	Assistant Professor Practice	Special	6/6/2016		93,000	FY	1.00
Izard, Jacques	Food Science and Technology	Associate Professor	Specific Term	6/1/2016		110,000	AY	1.00
McKee, Gregory	Agricultural Economics	Professor	Continuous	5/16/2016		140,000	FY	1.00
Murray, Chandra	Northeast Research and Extension Center	Assistant Extension Educator	Special	4/18/2016		50,000	FY	1.00
Nelson, Rex	Southeast Research and Extension Center	Associate Extension Educator	Special	4/1/2016		69,500	FY	1.00
Werle, Rodrigo	West Central Research and Extension Center	Assistant Professor	Specific Term	4/15/2016		85,000	FY	1.00
Wortman, Samuel	Agronomy and Horticulture	Assistant Professor	Specific Term	5/16/2016		90,000	AY	1.00

NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Bierner, Samuel	Physical Medicine and Rehabilitation	Professor	Continuous	4/1/2016		80,000	FY	1.00
		Chairperson (stipend)	Special	4/1/2016		75,000	FY	0.00
Cassidy, Keely	Genetics, Cell Biology and Anatomy	Assistant Professor	Health Prof	6/1/2016	6/30/2017	75,000	FY	1.00
Gih, Daniel	Psychiatry	Assistant Professor	Special	6/1/2016		45,000	FY	1.00
Glenn, Emily	Library of Medicine	Associate Professor	Health Prof	6/1/2016	6/30/2018	68,000	FY	1.00
Gustin, Stephanie	Obstetrics and Gynecology	Assistant Professor	Special	6/1/2016		68,318	FY	0.75
Hopkins, Corey	Pharmaceutical Sciences	Associate Professor	Health Prof	6/27/2016	6/30/2019	125,000	FY	1.00
Hyde, Mia	Physician Assistant Education	Assistant Professor	Special	6/1/2016		99,000	FY	1.00
Kalamaja, Joseph	Anesthesiology	Assistant Professor	Special	4/8/2016		100,000	FY	1.00
Kilstrom, Jonathan	Physician Assistant Education	Assistant Professor	Special	6/7/2016		95,000	FY	1.00
Levy, Deborah	Epidemiology	Interim Chairperson	Special	6/1/2016	8/31/2016	216,000	FY	1.00
	Epidemiology	Professor	Special	6/1/2016		0	FY	1.00
Malena, Daryl	Surgical Specialties	Clinical Assistant Professor	Special	4/1/2016		2,400	FY	0.10

PERSONNEL REPORT
04/01/2016 - 06/30/2016
UNIVERSITY OF NEBRASKA MEDICAL CENTER

NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Maloney, Shannon	Health Promotion, Social and Behavioral Health	Assistant Professor	Special	4/1/2016		87,000	FY	1.00
Mathews, Wayne	Physician Assistant Education	Associate Professor	Health Prof	6/8/2016	6/30/2017	115,000	FY	1.00
		Associate Director (Stipend)	Special	6/8/2016		5,000	FY	0.00
Mirnics, Karoly	Munroe-Meyer Institute	Professor	Special	4/20/2016	7/14/2016	82,500	FY	0.25
Morbach, Julie	Radiation Science Technology Education	Assistant Professor	Health Prof	5/16/2016	6/30/2017	75,000	FY	1.00
Shope, Ronald	Health Promotion, Social, and Behavioral Health	Professor	Special	5/1/2016		22,500	FY	0.25
	Interprofessional Academy of Educators	Educational Researcher (Includes stipend)	Special	5/1/2016		71,500	FY	0.75
Simet, Samantha	Genetics, Cell Biology and Anatomy	Assistant Professor	Health Prof	6/1/2016	6/30/2017	80,000	FY	1.00
Skar, Bryan	Growth and Development	Assistant Professor	Health Prof	6/20/2016	6/30/2019	115,000	FY	1.00
Wang, Hanjun	Anesthesiology	Assistant Professor	Health Prof	4/1/2016	6/30/2019	85,000	FY	1.00
		Research Scientist (Stipend)	Special	4/1/2016		24,000	FY	0.00
Wellsandt, Elizabeth	Physical Therapy Education	Assistant Professor	Health Prof	6/1/2016	6/30/2017	85,000	FY	1.00

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
[1] Purdy, Jill	Finance Office	Director	Special	6/1/2016		110,000	FY	1.00
	Finance Office	Interim Director	Special	4/1/2016	5/31/2016	98,000	FY	1.00

[1] Increase consistent with UNK collective bargaining agreement and receipt of PhD per letter of offer.

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY	FTE
Carr, Timothy	College of Education and Human Sciences	Acting Associate Dean (Includes stipend)	Special	5/9/2016		87,685 FY	0.50
	Nutrition and Health Sciences	Professor	Continuous		5/8/2016	55,749 FY	0.40
	Nutrition and Health Sciences	Chairperson (Includes stipend)	Special	5/9/2016		83,622 FY	0.50
		Chairperson (Includes stipend)	Special		5/8/2016	97,559 FY	0.60
		J.S. Tinstman Professor	Special			10,000 FY	0.00
		J.S. Tinstman Professor	Special			10,000 FY	0.00
Kalmykov, Serge	Physics and Astronomy	Research Assistant Professor	Special	4/1/2016		39,600 FY	0.66
		Research Assistant Professor	Special		3/31/2016	60,000 FY	1.00
Meier, Nathan	Research	Assistant Vice Chancellor	Special	5/2/2016		163,000 FY	1.00
		Director of Research Strategy	Special		5/1/2016	136,185 FY	1.00
Spies, Robert	Buros Center for Testing	Research Associate Professor	Special	5/1/2016		12,301 FY	0.115
		Research Associate Professor	Special		4/30/2016	42,787 FY	0.40

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Bathke, Deborah	School of Natural Resources	Research Associate Professor	Special	5/16/2016	5/17/2017	82,000	FY	1.00
	Earth and Atmospheric Sciences	Associate Professor of Practice	Special		5/15/2016	55,303	AY	1.00
[2] Dam, Karna	Southeast Research and Extension Center	Associate Extension Educator	Special	4/1/2016		63,000	FY	1.00
		Associate Extension Educator	Special		3/31/2016	59,127	FY	1.00
Guru, Ashu	4-H Youth Development	Assistant Professor	Specific Term	6/1/2016		98,000	FY	1.00
	JS Raikes School of Computer Science and Management	Associate Professor of Practice	Special		5/31/2016	110,053	FY	1.00
Ingram, Troy	Northeast Research and Extension Center	Assistant Extension Educator	Special	5/1/2016		67,663	FY	1.00
	Southeast Research and Extension Center	Assistant Extension Educator	Special		4/30/2016	64,441	FY	1.00
Chandirasegaran, Massilamany	Veterinary and Biomedical Sciences	Research Assistant Professor	Special	4/21/2016	4/20/2017	49,000	FY	1.00
		Post-doc Research Associate	Other		4/20/2016	46,463	FY	1.00
Miller, Phillip	Animal Science	Interim Department Head (Includes stipend)	Special	5/23/2016	6/30/2017	127,706	FY	1.00
		Professor	Continuous		5/22/2016	110,568	FY	0.00

[2] Change of duties.

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Mostek, Destiny	Southeast Research and Extension Center	Assistant Extension Educator	Special	5/16/2016		48,000	FY	1.00
	West Central Research and Extension Center	Managerial/Professional	Other		5/15/2016	35,031	FY	1.00
Rasby, Richard	Cooperative Extension Division	Associate Dean (Includes stipend)	Special	5/1/2016		161,996	FY	1.00
		N/A	N/A			0	FY	0.00
	Animal Science	N/A	N/A	5/1/2016		0	FY	0.00
		Professor	Continuous		4/30/2016	125,001	FY	1.00
[3] Rees, Jennifer	Southeast Research and Extension Center	Extension Educator	Special	4/1/2016		73,000	FY	1.00
		Extension Educator	Special		3/31/2016	69,238	FY	1.00
Smith, Adam	Nebraska Forest Service	Assistant Forester	Special	5/1/2016		68,000	FY	1.00
		Managerial/Professional	Other		4/30/2016	48,491	FY	1.00
Stuber, Erica	Nebraska Cooperative Fish and Wildlife	Research Assistant Professor	Special	5/16/2016	5/15/2018	52,000	FY	1.00
		Post-Doc Research Associate	Other		5/15/2016	45,000	FY	1.00

[3] Change of duties.

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
[4] Armitage, James	Internal Medicine	Professor	Continuous			200,411	FY	0.70
		Professor	Continuous			200,411	FY	0.70
	Internal Medicine	Joe Shapiro Chair of Oncology	Special			50,010	FY	0.18
		Joe Shapiro Chair of Oncology	Special			50,010	FY	0.18
	Internal Medicine	Distinguished Cancer Research Professor	Special	2/1/2016	1/31/2021	35,024	FY	0.12
		Distinguished Cancer Research Professor	Special		1/31/2016	35,024	FY	0.12
Beam, Elizabeth	College of Nursing-Omaha Division	Assistant Professor	Special			88,000	FY	1.00
		Assistant Professor	Special			88,000	FY	1.00
	Interprofessional Academy of Educators	Educational Researcher (Stipend)	Special	4/1/2016		5,000	FY	0.00
		N/A	N/A			0	FY	0.00
Chapman, Nora	Pathology and Microbiology	Professor	Special	5/1/2016		59,938	FY	0.50
		Professor	Special		4/30/2016	95,901	FY	0.80

[4] Omitted from prior report.

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
[5,6] Desouza, Cyrus	Internal Medicine	Professor	Continuous			75,995	FY	0.65
		Professor	Continuous			75,995	FY	0.65
		Dorothy Schulz Medical Professorship for Diabetes Research	Special	2/1/2016	1/31/2019	0	FY	0.00
		Dorothy Schulz Medical Professorship for Diabetes Research	Special		1/31/2016	0	FY	0.00
[7] Gigantelli, James	Ophthalmology and Visual Sciences	Professor	Health Prof			99,712	FY	1.00
		Professor	Health Prof			99,712	FY	1.00
		Vice Chairman, Clinical Affairs (Stipend)	Special			4,000	FY	0.00
		Vice Chairman, Clinical Affairs (Stipend)	Special			4,000	FY	0.00
		Interim Chairperson (Stipend)	Special	3/15/2016		75,000	FY	0.00
		N/A	N/A			0	FY	0.00
	College of Medicine	Assistant Dean for Government Affairs (Stipend)	Special			5,000	FY	0.00
		Assistant Dean for Government Affairs (Stipend)	Special			5,000	FY	0.00

[5] Omitted from prior report.

[6] Remaining salary defrayed by VA Nebraska - Western Iowa Health Care System.

[7] Delay in department processing paperwork.

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
[8] Hinrichs, Steven	Pathology and Microbiology	Professor	Continuous			78,569	FY	0.36
		Professor	Continuous			78,569	FY	0.36
		Chairperson (Includes stipend)	Special			141,854	FY	0.60
		Chairperson (Includes stipend)	Special			141,854	FY	0.60
		Stokes-Shackelford Professor of Microbiology	Special	3/1/2016	2/28/2021	8,000	FY	0.04
		Stokes-Shackelford Professor of Microbiology	Special		2/29/2016	8,000	FY	0.04
[9] Jackson, Barbara	Munroe-Meyer Institute	Professor	Health Prof			131,108	FY	1.00
		Professor	Health Prof			131,108	FY	1.00
		N/A	N/A	10/1/2015		0	FY	0.00
		Coordinator (Stipend)	Special		9/30/2015	2,000	FY	0.00
[9,10] Juvvigunta, Vasthala	Internal Medicine	Assistant Professor	Special	3/1/2016		56,000	FY	1.00
		Assistant Professor	Special		2/29/2016	45,920	FY	1.00

[8] Omitted from prior report.

[9] Delay in department processing paperwork.

[10] Market Adjustment.

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Larsen, Jennifer	Research	Vice Chancellor	Special			224,234	FY	0.90
		Vice Chancellor	Special			224,234	FY	0.90
	Internal Medicine	Professor	Continuous			65,645	FY	0.10
		Professor	Continuous			65,645	FY	0.10
		Louise and Morgan Degen Professor of Internal Medicine (Stipend)	Special	4/1/2016	3/31/2021	11,557	FY	0.00
		Louise and Morgan Degen Professor of Internal Medicine (stipend)	Special		3/31/2016	11,557	FY	0.00
[11] Love, Linda	Academic Affairs	Assistant Director, Faculty Development	Special	2/1/2016		75,000	FY	0.88
		Coordinator, Faculty Development	Mgrl-Prof		1/31/2016	65,392	FY	1.00
	Psychiatry	Instructor	Special	2/1/2016		10,000	FY	0.12
		N/A	N/A			0	FY	0.00

[11] Delay in department processing paperwork.

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
McCashland, Timothy	Internal Medicine	Professor	Continuous			83,373	FY	1.00
		Professor	Continuous			83,373	FY	1.00
		N/A	N/A	6/30/2016		0	FY	0.00
		Director, Gasteroenterology Lab (Stipend)	Special		6/29/2016	10,000	FY	0.00
[12] Mirnics, Karoly	Munroe-Meyer Institute	Professor	Special	6/28/2016	7/14/2016	165,000	FY	0.50
		Professor	Special		6/27/2016	82,500	FY	0.25
[13,14] Nguyen, Quan	Ophthalmology and Visual Sciences	Professor (Includes stipend)	Continuous	3/15/2016		247,450	FY	1.00
		Professor	Continuous		3/14/2016	94,980	FY	0.40
		N/A	N/A	3/15/2016		0	FY	0.00
		Chairperson (Includes stipend)	Special		3/14/2016	152,470	FY	0.60
		McGaw Memorial Chair in Medicine	Special			0	FY	0.00
		McGaw Memorial Chair in Medicine	Special			0	FY	0.00

[12] Dr. Mirnics' position as Director of Munroe Meyer Institute begins 7/15/2016 and was approved by the Board of Regents on 3/18/2016.

[13] Delay in department processing paperwork.

[14] Dr. Nguyen continued to receive $10,000 annual administrative stipend from 3/15/2016 to 6/30/2016, the stipend ended 7/1/2016.

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Reinhardt, Adam	Pediatrics	Associate Professor	Health Prof			95,286	FY	1.00
		Associate Professor	Health Prof			95,286	FY	1.00
		N/A	N/A	6/30/2016		0	FY	0.00
		Director, Undergraduate Education	Special		6/29/2016	10,000	FY	0.00
Rizzo, William	Pediatrics	Professor	Health Prof			177,934	FY	1.00
		Professor	Health Prof			177,934	FY	1.00
		Helen Freytag Chair in Pediatrics	Special	4/1/2016	3/31/2021	0	FY	0.00
		N/A	N/A			0	FY	0.00
Smith, Sarah	Internal Medicine	Assistant Professor	Special	5/1/2016		24,060	FY	0.60
		Assistant Professor	Health Prof		4/30/2016	40,100	FY	1.00
Soliman, Amr	Epidemiology	Professor	Continuous			215,898	FY	1.00
		Professor	Continuous			215,898	FY	1.00
		N/A	N/A	6/1/2016		0	FY	0.00
		Chairperson (Stipend)	Special		5/31/2016	5,000	FY	0.00
	College of Public Health	Assistant Dean	Special	6/1/2016	12/31/2016	0	FY	0.00
		N/A	N/A			0	FY	0.00

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Sparks, John	Pediatrics	Professor	Continuous			44,385	FY	0.20
		Professor	Continuous			44,385	FY	0.20
		Chairperson (Includes stipend)	Special			142,274	FY	0.60
		Chairperson (Includes stipend)	Special			142,274	FY	0.60
		Carol Remmer Angle, MD, Presidential Chair in Pediatrics	Special	4/1/2016	3/31/2021	43,800	FY	0.20
		Helen Freytag Chair in Pediatrics	Special		3/31/2016	43,800	FY	0.20
	College of Medicine	Associate Dean, Pediatric Affairs	Special			0	FY	0.00
		Associate Dean, Pediatric Affairs	Special			0	FY	0.00
[15] Swindells, Susan	Internal Medicine	Professor	Continuous			85,251	FY	0.95
		Professor	Continuous			85,251	FY	0.95
		Terry K. Watanabe Distinguished Chair (Stipend)	Special	3/1/2016	2/28/2021	12,180	FY	0.00
		Terry K. Watanabe Distinguished Chair (Stipend)	Special		2/28/2016	12,180	FY	0.00
	Academic Affairs	Director, UNMC Equity Office (Includes stipend)	Special			20,000	FY	0.05
		Director, UNMC Equity Office (Includes stipend)	Special			20,000	FY	0.05

[15] Omitted from prior report.

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
04/01/2016 - 06/30/2016
UNIVERSITY OF NEBRASKA MEDICAL CENTER

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Tracy, Steven	Pathology and Microbiology	Professor	Special	5/1/2016		66,269	FY	0.50
		Professor	Special		4/30/2016	106,030	FY	0.80
Walker, Craig	Radiology	Professor	Continuous			180,371	FY	0.75
		Professor	Continuous			180,371	FY	0.75
		Chairperson (Includes stipend)	Special			70,123	FY	0.25
		Chairperson (Includes stipend)	Special			70,123	FY	0.25
		Howard B. Hunt Centennial Chair	Special	5/1/2016	4/30/2021	0	FY	0.00
		Howard B. Hunt Centennial Chair	Special		4/30/2016	0	FY	0.00
Young, Lufei	College of Nursing-Lincoln Division	Assistant Professor	Special	6/21/2016		9,170	FY	0.10
		Assistant Professor	Special		6/20/2016	82,532	FY	0.90

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Duran, Adrian	Art and Art History	Associate Professor	Specific			61,261	AY	1.00
		Associate Professor	Specific			61,261	AY	1.00
		Acting Division Coordinator (Stipend)	Special	4/1/2016	5/13/2016	600	AY	0.00
		N/A	N/A			0	AY	0.00

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

ADJUSTMENTS

NAME	UNIT	TITLE	APPT TYPE	BEGIN DATE	END DATE	SALARY		FTE
Flint-Malnack, Maria	Buffett Early Childhood Institute	Director, Finance and Administration	Special	5/2/2016		95,000	FY	1.00
	Nebraska Alumni Association	Business Manager	Special		4/29/2016	71,642	FY	1.00
Niemiec, Mary	Online Worldwide	Associate Vice President for Digital Education/Director Online Worldwide	Special	5/1/2016		200,000	FY	1.00
		Associate Vice President for Distance Education/Director Online Worldwide	Special		4/30/2016	182,571	FY	1.00

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

2016 Continuous Appointments

University of Nebraska at Kearney

Name	Unit	Rank on Effective Date	Effective Date
College of Business and Technology			
Eschenbrenner, Brenda	Accounting and Finance	Associate Professor	August 15, 2016
College of Education			
Adkins, Megan	Kinesiology and Sport Sciences	Associate Professor	August 15, 2016
Davis, Eric	Counseling and School Psychology	Associate Professor	August 15, 2016
College of Fine Arts and Humanities			
Bierman, Duane	Music and Performing Arts	Associate Professor	August 15, 2016
College of Natural and Social Sciences			
Schoenebeck, Casey	Biology	Associate Professor	August 15, 2016

2016 Continuous Appointments

University of Nebraska-Lincoln

Name	Unit	Rank on Effective Date	Effective Date
College of Arts and Sciences			
Capuano, Peter	English	Associate Professor	August 15, 2016
Der Matossian, Bedross	History	Associate Professor	August 15, 2016
Detweiler, Carrick	Computer Science and Engineering	Associate Professor	August 15, 2016
Dodds, Eric	Chemistry	Associate Professor	August 15, 2016
Guo, Jiantao	Chemistry	Associate Professor	August 15, 2016
Hillebrecht, Courtney	Political Science	Associate Professor	August 15, 2016
Hong, Xia	Physics and Astronomy	Associate Professor	August 15, 2016
Li, Qingsheng	Biological Sciences	Professor	August 15, 2016
Montooth, Kristi	Biological Sciences	Associate Professor	August 15, 2016
Pfister, Damien	Communication Studies	Associate Professor	August 15, 2016
Sinitskii, Alexander	Chemistry	Associate Professor	August 15, 2016
Stains, Marilyn	Chemistry	Associate Professor	August 15, 2016
Weber, Karrie	Biological Sciences	Associate Professor	August 15, 2016
College of Education and Human Sciences			
Kantamneni, Neeta	Educational Psychology	Associate Professor	August 15, 2016
College of Engineering			
Kidambi, Srivatsan	Chemical and Biomolecular Engineering	Associate Professor	August 15, 2016
Szerszen, Maria	Civil Engineering	Associate Professor	August 15, 2016

2016 Continuous Appointments

University of Nebraska-Lincoln

Name	Unit	Rank on Effective Date	Effective Date
College of Fine and Performing Arts			
Shoemaker, Laurel	Johnny Carson School of Theatre and Film	Associate Professor	August 15, 2016
College of Law			
Blankley, Kristen	Law	Associate Professor	August 15, 2016
Libraries			
Deards, Kiyomi	Libraries	Associate Professor	July 1, 2016
Institute of Agriculture and Natural Resources			
Adamec, Jiri	Biochemistry	Associate Professor	August 15, 2016
Buan, Nicole	Biochemistry	Associate Professor	August 15, 2016
Durden, Tonia	Child, Youth and Family Studies	Associate Professor	July 1, 2016
Forbes, Cory	School of Natural Resources	Associate Professor	July 1, 2016
Harris, Edward	Biochemistry	Associate Professor	August 15, 2016
Kang, Myungkwa	Agricultural Leadership, Education, Communication	Associate Professor	August 15, 2016
Kruger, Gregory	Agronomy and Horticulture	Associate Professor	July 1, 2016
Luebbe, Matthew	Animal Science/Panhandle Research and Extension Center	Associate Professor	July 1, 2016
Wardlow, Brian	School of Natural Resources	Associate Professor	July 1, 2016
Zeng, Lirong	Plant Pathology	Associate Professor	August 15, 2016

2016 Continuous Appointments

University of Nebraska Medical Center

Name	Unit	Rank on Effective Date	Effective Date
College of Allied Health Professions			
Volkman, Kathleen	Physical Therapy Education	Associate Professor	July 1, 2016
College of Dentistry			
Premaraj, Sundaralingam	Growth and Development	Associate Professor	July 1, 2016
College of Medicine			
Are, Chandrakanth	Surgery	Professor	July 1, 2016
Datta, Kaustubh	Biochemistry and Molecular Biology	Professor	July 1, 2016
Gorantla, Santhi	Pharmacology and Experimental Neuroscience	Associate Professor	July 1, 2016
Mishra, Paras Kumar	Cellular and Integrative Physiology	Associate Professor	July 1, 2016
Poluektova, Larisa	Pharmacology and Experimental Neuroscience	Professor	July 1, 2016
Siddappa Nagadenahalli, Byrareddy	Pharmacology and Experimental Neuroscience	Associate Professor	July 1, 2016
Yetman, Angela	Pediatrics	Professor	July 1, 2016
College of Pharmacy			
Klepser, Donald	Pharmacy Practice	Associate Professor	July 1, 2016
College of Public Health			
Su, Dejun	Health Promotion, Social and Behavioral Health	Associate Professor	July 1, 2016
Wilson, Fernando	Health Services, Research and Administration	Associate Professor	July 1, 2016

2016 Continuous Appointments

University of Nebraska at Omaha

Name	Unit	Rank on Effective Date	Effective Date
College of Arts and Sciences			
Allen, Joseph	Psychology	Associate Professor	August 15, 2016
Davis, Paul	Biology	Associate Professor	August 15, 2016
Kilinc, Ramazan	Political Science	Associate Professor	August 15, 2016
Wolfenbarger, Lillian	Biology	Associate Professor	August 15, 2016
College of Communication, Fine Arts and Media			
Duran, Adrian	Art and Art History	Associate Professor	August 15, 2016
Fannin, Karen	Music	Associate Professor	August 15, 2016
College of Education			
Coleman, Jason	Health, Physical Education and Recreation	Associate Professor	August 15, 2016
Franks, Bridget	Teacher Education	Associate Professor	August 15, 2016
Myers, Sara	Health, Physical Education and Recreation	Associate Professor	August 15, 2016
Slivka, Dustin	Health, Physical Education and Recreation	Associate Professor	August 15, 2016
College of Public Affairs and Community Service			
Blaskewicz, Julie	Gerontology	Associate Professor	August 15, 2016
Richardson, Todd	Goodrich Scholarship Program	Associate Professor	August 15, 2016

2016 Promotions

University of Nebraska at Kearney

Name	Unit	Present Rank	New Rank	Effective Date
College of Business and Technology				
Dority, Bree	Economics	Assistant Professor	Associate Professor	August 15, 2016
Flanigan, Rod	Industrial Technology	Assistant Professor	Associate Professor	August 15, 2016
Hill, Toni	Family Studies and Interior Design	Assistant Professor	Associate Professor	August 15, 2016
Meyer, Heather	Marketing and Management Information Systems	Assistant Professor	Associate Professor	August 15, 2016
Tenkorang, Frank	Economics	Associate Professor	Professor	August 15, 2016
College of Education				
Hoehner, Patricia	Educational Administration	Associate Professor	Professor	August 15, 2016
Matyo-Cepero, Jude	Teacher Education	Assistant Professor	Associate Professor	August 15, 2016
College of Fine Arts and Humanities				
DeFilippis, Dayna	Music and Performing Arts	Lecturer	Senior Lecturer	August 15, 2016
DeLorm, Michael	Music and Performing Arts	Lecturer	Senior Lecturer	August 15, 2016
Hartman, Megan	English	Assistant Professor	Associate Professor	August 15, 2016
O'Malley, Maria	English	Assistant Professor	Associate Professor	August 15, 2016
College of Natural and Social Sciences				
Bauer, John	Sociology, Geography and Earth Science	Associate Professor	Professor	August 15, 2016
Pattabiraman, Mahesh	Chemistry	Assistant Professor	Associate Professor	August 15, 2016
Reece, Tim	Physics and Physical Science	Assistant Professor	Associate Professor	August 15, 2016

2016 Promotions

University of Nebraska-Lincoln

Name	Unit	Present Rank	New Rank	Effective Date
College of Arts and Sciences				
Adenwalla, Shireen	Physics and Astronomy	Associate Professor	Professor	August 15, 2016
Bloom, Ken	Physics and Astronomy	Associate Professor	Professor	August 15, 2016
Capuano, Peter	English	Assistant Professor	Associate Professor	August 15, 2016
Chen, Shouyuan	Physics and Astronomy	Research Assistant Professor	Research Associate Professor	July 1, 2016
Cohen, Myra	Computer Science and Engineering	Associate Professor	Professor	August 15, 2016
Der Matossian, Bedross	History	Assistant Professor	Associate Professor	August 15, 2016
Detweiler, Carrick	Computer Science and Engineering	Assistant Professor	Associate Professor	August 15, 2016
Dodds, Eric	Chemistry	Assistant Professor	Associate Professor	August 15, 2016
Donsig, Allan	Mathematics	Associate Professor	Professor	August 15, 2016
Guo, Jiantao	Chemistry	Assistant Professor	Associate Professor	Augut 15, 2016
Hillebrecht, Courtney	Political Science	Assistant Professor	Associate Professor	August 15, 2016
Hong, Xia	Physics and Astronomy	Assistant Professor	Associate Professor	August 15, 2016
Kautz, Jason	Chemistry	Associate Professor of Practice	Professor of Practice	August 15, 2016
Kellas, Jody	Communication Studies	Associate Professor	Professor	August 15, 2016
Komesu, Takashi	Physics and Astronomy	Research Assistant Professor	Research Associate Professor	July 1, 2016
Li, Ming	Psychology	Associate Professor	Professor	August 15, 2016
Li, Qingsheng	Biological Sciences	Associate Professor	Professor	August 15, 2016
Pfister, Damien	Communication Studies	Assistant Professor	Associate Professor	Augsut 15, 2016
Schwadel, Philip	Sociology	Associate Professor	Professor	August 15, 2016
Sinitskii, Alexander	Chemistry	Assistant Professor	Associate Professor	August 15, 2016
Stains, Marilyne	Chemistry	Assistant Professor	Associate Professor	August 15, 2016

2016 Promotions

University of Nebraska-Lincoln

Name	Unit	Present Rank	New Rank	Effective Date
College of Arts and Sciences (continued)				
Storz, Jay	Biological Sciences	Associate Professor	Professor	August 15, 2016
Weber, Karrie	Biological Sciences	Assistant Professor	Associate Professor	August 15, 2016
College of Business Administration				
O'Brien, Jonathan	Management	Associate Professor	Professor	August 15, 2016
Ryan, Jennifer	Management	Associate Professor	Professor	August 15, 2016
Shelley, Marjorie	Accountancy	Associate Professor	Professor	August 15, 2016
College of Education and Human Sciences				
Kantamneni, Neeta	Educational Psychology	Assistant Professor	Associate Professor	August 15, 2016
Kohnke, Candace	Nutrition and Health Sciences	Assistant Professor of Practice	Associate Professor of Practice	August 15, 2016
Pritchett, Kelly	Special Education and Communication Disorders	Assistant Professor of Practice	Associate Professor of Practice	July 1, 2016
Sarroub, Loukia	Teaching, Learning and Teacher Education	Associate Professor	Professor	August 15, 2016
Takahashi, Shinya	Nutrition and Health Sciences	Assistant Professor of Practice	Associate Professor of Practice	August 15, 2016
Trainin, Guy	Teaching, Learning and Teacher Education	Associate Professor	Professor	August 15, 2016
Xia, Yan	Child, Youth and Family Studies	Associate Professor	Professor	August 15, 2016
College of Engineering				
Huang, Jinsong	Mechanical and Materials Engineering	Associate Professor	Professor	August 15, 2016
Khattak, Aemal	Civil Engineering	Associate Professor	Professor	August 15, 2016
Kidambi, Srivatsan	Chemical and Biomolecular Engineering	Assistant Professor	Associate Professor	August 15, 2016
Kim, Yong-Rak	Civil Engineering	Associate Professor	Professor	August 15, 2016

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Name	Unit	Present Rank	New Rank	Effective Date
College of Engineering (continued)				
Nelson, Carl	Mechanical and Materials Engineering	Associate Professor	Professor	August 15, 2016
Nguyen, Lim	Electrical and Computer Engineering	Associate Professor	Professor	August 15, 2016
Qian, Yi	Electrical and Computer Engineering	Associate Professor	Professor	August 15, 2016
Soh, Leen-Kiat	Computer Science and Engineering	Associate Professor	Professor	August 15, 2016
College of Fine and Performing Arts				
Potter, Clark	School of Music	Associate Professor	Professor	August 15, 2016
Shoemaker, Laurel	Johnny Carson School of Theatre and Film	Assistant Professor	Associate Professor	August 15, 2016
College of Journalism and Mass Communications				
Struthers, Amy	Journalism	Associate Professor	Professor	August 15, 2016
College of Law				
Blankley, Kristen	Law	Assistant Professor	Associate Professor	August 15, 2016
University Libraries				
Deards, Kiyomi	Libraries	Assistant Professor	Associate Professor	July 1, 2016
Institute of Agriculture and Natural Resources				
Anderson, Kathleen	Animal Science	Associate Professor	Professor	July 1, 2016
Barker, Bradley	4-H Youth Development	Associate Professor	Professor	July 1, 2016
Bashford, Gregory	Biological Systems Engineering	Associate Professor	Professor	August 15, 2016
Bianchini Huebner, Andreia	Food Science and Technology	Research Assistant Professor	Research Associate Professor	July 1, 2016
Boxler, David	West Central Research and Extension Center	Assistant Extension Educator	Associate Extension Educator	July 1, 2016
Buan, Nicole	Biochemistry	Assistant Professor	Associate Professor	August 15, 2016

Name	Unit	Present Rank	New Rank	Effective Date
Institute of Agriculture and Natural Resources (continued)				
Burkhart-Kriesel, Cheryl	Agricultural Economics/Panhandle Research and Extension Center	Associate Extension Professor	Extension Professor	August 15, 2016
Bush, Trentee	Nebraska College of Technical Agriculture	Assistant Professor	Associate Professor	August 15, 2016
Colgrove, Kayla	Southeast Research and Extension Center	Assistant Extension Educator	Associate Extension Educator	July 1, 2016
Durden, Tonia	Child, Youth and Family Studies	Assistant Professor	Associate Professor	July 1, 2016
Groskopf, Jessica	Panhandle Research and Extension Center	Assistant Extension Educator	Associate Extension Educator	July 1, 2016
Harris, Edward	Biochemistry	Assistant Professor	Associate Professor	August 15, 2016
Johnston, Bethany	Panhandle Research and Extension Center	Associate Extension Educator	Extension Educator	July 1, 2016
Kang, Myungkwa	Agricultural Leadership, Education and Communication	Assistant Professor	Associate Professor	August 15, 2016
Kruger, Gregory	Agronomy and Horticulture	Assistant Professor	Associate Professor	July 1, 2016
Lesoing, Gary	Southeast Research and Extension Center	Associate Extension Educator	Extension Educator	July 1, 2016
Luebbe, Matthew	Animal Science/Panhandle Research and Extension Center	Assistant Professor	Associate Professor	July 1, 2016
Odhiambo, Lameck	Biological Systems Engineering	Research Assistant Professor	Research Associate Professor	July 1, 2016
Pesek, Darci	Southeast Research and Extension Center	Assistant Extension Educator	Associate Extension Educator	July 1, 2016
Sievers, Jeremy	Nebraska College of Technical Agriculture	Assistant Professor	Associate Professor	August 15, 2016
Subbiah, Jeyam	Biological Systems Engineering	Associate Professor	Professor	July 1, 2016
VanDeWalle, Brandy	Southeast Research and Extension Center	Associate Extension Educator	Extension Educator	July 1, 2016
Walahoski, Jill	4-H Youth Development	Associate Extension Professor	Extension Professor	July 1, 2016
You, Jinsheng	School of Natural Resources	Assistant Geoscientist	Associate Geoscientist	July 1, 2016
Zeng, Lirong	Plant Pathology	Assistant Professor	Associate Professor	August 15, 2016

2016 Promotions

University of Nebraska Medical Center

Name	Unit	Present Rank	New Rank	Effective Date
College of Allied Health Professions				
Jones, Tammy	Radiation Science Technology Education	Assistant Professor	Associate Professor	July 1, 2016
Volkman, Kathleen	Physical Therapy Education	Assistant Professor	Associate Professor	July 1, 2016
College of Medicine				
Bailey, Kristina	Internal Medicine	Assistant Professor	Associate Professor	July 1, 2016
Beachy, Micah	Internal Medicine	Assistant Professor	Associate Professor	July 1, 2016
Cooper, Jeffrey	Emergency Medicine	Assistant Professor	Associate Professor	July 1, 2016
Datta, Kaustubh	Biochemistry and Molecular Biology	Associate Professor	Professor	July 1, 2016
Duhachek-Stapelman, Amy	Anesthesiology	Assistant Professor	Associate Professor	July 1, 2016
Ellis, Cynthia	Pediatrics	Associate Professor	Professor	July 1, 2016
Ellis, Sheila	Anesthesiology	Associate Professor	Professor	July 1, 2016
Foster, Kirk	Pathology and Microbiology	Assistant Professor	Associate Professor	July 1, 2016
Ganti, Apar Kishor	Internal Medicine	Associate Professor	Professor	July 1, 2016
Geske, Jenenne	Family Medicine	Assistant Professor	Associate Professor	July 1, 2016
Goede, Matthew	Surgery	Assistant Professor	Associate Professor	July 1, 2016
Griffin Miller, Jennifer	Obstetrics and Gynecology	Assistant Professor	Associate Professor	July 1, 2016
Guda, Chittibabu	Genetics, Cell Biology and Anatomy	Associate Professor	Professor	July 1, 2016
Hernandez, Cynthia	Emergency Medicine	Instructor	Assistant Professor	July 1, 2016
Jain, Maneesh	Biochemistry and Molecular Biology	Assistant Professor	Associate Professor	July 1, 2016
Keim Janssen, Sarah	Genetics, Cell Biology and Anatomy	Assistant Professor	Associate Professor	July 1, 2016
MacTaggart, Jason	Surgery	Assistant Professor	Associate Professor	July 1, 2016
Madhavan, Deepak	Neurological Sciences	Assistant Professor	Associate Professor	July 1, 2016

Name	Unit	Present Rank	New Rank	Effective Date
College of Medicine (continued)				
McBride, Joseph	Radiology	Assistant Professor	Associate Professor	July 1, 2016
Mott, Justin	Biochemistry and Molecular Biology	Assistant Professor	Associate Professor	July 1, 2016
Pendyala, Gurudutt	Anesthesiology	Instructor	Assistant Professor	July 1, 2016
Sayyed, Samer	Internal Medicine	Assistant Professor	Associate Professor	July 1, 2016
Schulte, Thomas	Anesthesiology	Assistant Professor	Associate Professor	July 1, 2016
Shonka, Nicole	Internal Medicine	Assistant Professor	Associate Professor	July 1, 2016
Siebler, Justin	Orthopaedic Surgery	Assistant Professor	Associate Professor	July 1, 2016
Thomas, Heather	Pediatrics	Assistant Professor	Associate Professor	July 1, 2016
Thompson, Austin	Internal Medicine	Associate Professor	Professor	July 1, 2016
Trujillo, Karin	Surgery	Assistant Professor	Associate Professor	July 1, 2016
Um, John	Surgery	Assistant Professor	Associate Professor	July 1, 2016
College of Nursing				
Black, Joyce	Omaha Division	Associate Professor	Professor	July 1, 2016
College of Pharmacy				
Cochran, Gary	Pharmacy Practice	Assistant Professor	Associate Professor	July 1, 2016
College of Public Health				
Lowe, John-Martin	Environmental, Agricultural and Occupational Health	Assistant Professor	Associate Professor	July 1, 2016
Smith, Lynette	Biostatistics	Instructor	Assistant Professor	July 1, 2016
Tibbits, Melissa	Health Promotion, Social and Behavioral Health	Assistant Professor	Associate Professor	July 1, 2016
Eppley Institute				
Opavsky, Rene	Eppley Institute	Assistant Professor	Associate Professor	July 1, 2016

2016 Promotions

University of Nebraska Medical Center

Name	Unit	Present Rank	New Rank	Effective Date
Munroe-Meyer Institute				
Dunaevsky, Anna	Developmental Neuroscience	Associate Professor	Professor	July 1, 2016
Kim, Woo-Yang	Developmental Neuroscience	Assistant Professor	Associate Professor	July 1, 2016
Kuhn, Brett	Psychology	Associate Professor	Professor	July 1, 2016

2016 Promotions

University of Nebraska at Omaha

Name	Unit	Present Rank	New Rank	Effective Date
College of Arts and Sciences				
Allen, Joseph	Psychology	Assistant Professor	Associate Professor	August 15, 2016
Dando, Christina	Geography and Geology	Associate Professor	Professor	August 15, 2016
Davis, Paul	Biology	Assistant Professor	Associate Professor	August 15, 2016
Holloway, Carson	Political Science	Associate Professor	Professor	August 15, 2016
Kilinc, Ramazan	Political Science	Assistant Professor	Associate Professor	August 15, 2016
Kim, Halla	Philosophy	Associate Professor	Professor	August 15, 2016
Murch-Shafer, Karen	Biology	Instructor	Lecturer	August 15, 2016
Parnell, Juliette	Foreign Languages	Associate Professor	Professor	August 15, 2016
Scherer, Mark	History	Associate Professor	Professor	August 15, 2016
Wolfenbarger, Lillian	Biology	Associate Professor	Professor	August 15, 2016
Radosta, Kathy	English	Instructor	Lecturer	August 15, 2016
White, Jeremy	Biology	Instructor	Lecturer	August 15, 2016
College of Communication, Fine Arts and Media				
Fannin, Karen	Music	Assistant Professor	Associate Professor	August 15, 2016
Newman, Nicholas	Art and Art History	Instructor	Lecturer	August 15, 2016
College of Education				
Franks, Bridget	Teacher Education	Assistant Professor	Associate Professor	August 15, 2016
Derrick, Douglas	Interdisciplinary Informatics	Assistant Professor	Associate Professor	August 15, 2016
Myers, Sara	Health, Physical Education and Recreation	Assistant Professor	Associate Professor	August 15, 2016

2016 Promotions

University of Nebraska at Omaha

Name	Unit	Present Rank	New Rank	Effective Date
College of Information Science and Technology				
Fruhling, Ann	Interdisciplinary Informatics	Associate Professor	Professor	August 15, 2016
Subramaniam, Mahadevan	Computer Science	Associate Professor	Professor	August 15, 2016
Youn, Jong-Hoon	Computer Science	Associate Professor	Professor	August 15, 2016
College of Public Affairs and Community Service				
Blaskewicz, Boron	Gerontology	Assistant Professor	Associate Professor	August 15, 2016
Richardson, Todd	Goodrich Scholarship Program	Assistant Professor	Associate Professor	August 15, 2016

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska at Kearney

Name	Unit	Emeritus Rank	Effective Date
Bloomfield, Susanne	English	Professor	August 14, 2015
Dennis, Thomas	Art and Art History	Associate Professor	May 13, 2016
Springer, Joseph	Biology	Professor	August 14, 2015

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska-Lincoln

Name	Unit	Emeritus Rank	Effective Date
Ambrosius, Lloyd	History	Professor	August 16, 2015
Anderson, Timothy	Journalism	Associate Professor of Practice	January 4, 2016
Barton, John Paul	Mechanical and Materials Engineering	Professor	August 16, 2015
Bolin, Robert	University Libraries	Professor	July 1, 2015
Brand, Jennifer	Engineering Research Center	Professor	August 16, 2015
Carr, Jr., Thomas	Modern Languages and Literatures	Professor	August 16, 2015
Cassner, Mary	University Libraries	Professor	July 1, 2015
Creswell, John	Educational Psychology	Professor	September 1, 2015
Crews, Patricia	Textiles, Merchandising and Fashion Design	Professor	July 1, 2015
Deegan, Mary Jo	Sociology	Professor	August 16, 2015
Dunbar, Steven	Mathematics	Professor	August 16, 2015
Edwards, Carolyn Pope	Child, Youth and Family Studies Psychology	Professor Professor	July 1, 2015 July 1, 2015
Epstein, Michael	Special Education and Communication Disorders	Professor	August 16, 2015
Forde, Edward	Art and Art History	Professor	September 1, 2015
Gabb, Betsy Shofstall	Interior Design	Professor	August 16, 2015
Goble, Ronald	Earth and Atmospheric Sciences	Professor	August 16, 2015
Grew, Priscilla	University Museum Earth and Atmospheric Sciences [16]	Director Professor	October 3, 2015 July 1, 2014
Jacobson, Evelyn	Modern Languages and Literatures	Professor	August 16, 2015
Jiang, Hong	Computer Science and Engineering	Professor	August 16, 2015
Kean, Rita	Textiles, Merchandising and Fashion Design	Professor	July 1, 2015
Kirst, Roger	Law	Professor	May 14, 2016

[16] Omitted from prior report.

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska-Lincoln

Name	Unit	Emeritus Rank	Effective Date
Kleimola, Ann	History	Professor	August 16, 2015
Krug, Nathan	Architecture	Associate Professor	August 16, 2015
Lyons, Karen	English	Assistant Professor	July 8, 2015
Lyons, William	Law	Professor	May 14, 2016
McCutcheon, Allan	Survey Research and Methodology Statistics	Professor Professor	August 16, 2015 August 16, 2015
McGowan, Thomas	Teaching, Learning and Teacher Education	Professor	July 1, 2015
Meakin, John	Mathematics	Professor	August 16, 2015
Meers, Gary	Special Education and Communication Disorders	Professor	July 1, 2015
Moore, Helen	Sociology	Professor	May 14, 2016
Morris, Thomas	School of Biological Sciences	Professor	August 16, 2015
Moshman, David	Educational Psychology	Professor	August 16, 2015
Neal, P. Maureen	Art and Art History	Associate Professor	August 16, 2015
O'Hanlon, James	College of Education and Human Sciences	Professor	July 1, 2015
Pedersen, Keith	Durham School of Arch Engineering and Construction	Assistant Professor	August 16, 2015
Pederson, Darryll	Earth and Atmospheric Sciences	Professor	August 16, 2015
Phillips, Kathryn	Teaching, Learning and Teacher Education	Associate Professor of Practice	March 1, 2016
Reid, Robert	Special Education and Communication Disorders	Professor	August 16, 2015
Rinkevich, Thomas	Classics and Religious Studies	Associate Professor	August 16, 2015
Ruchala, Linda	School of Accountancy	Associate Professor	August 16, 2015
Saskova-Pierce, Miluse	Modern Languages and Literatures	Associate Professor	August 16, 2015
Schnepf, Marilynn	Nutrition and Health Sciences	Professor	July 1, 2015
Siegel, Ellin	Special Education and Communication Disorders	Associate Professor	August 16, 2015
Sires, Thomas	Durham School of Architectural Engineering and Construction	Professor	May 14, 2016

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska-Lincoln

Name	Unit	Emeritus Rank	Effective Date
Timm, Delmar	Chemical and Biomolecular Engineering	Professor	August 16, 2015
Trout, Barbara	Textiles, Merchandising and Fashion Design	Professor	January 4, 2016
Van Den Berg, Hendrik	Economics	Professor	August 16, 2015
Vigna, Diane	Textiles, Merchandising and Fashion Design	Associate Professor	July 1, 2015
Wilcox, Brian	Psychology	Professor	July 1, 2015
Wilson, Kathleen	Teaching, Learning and Teacher Education	Associate Professor	August 16, 2015
Works, Robert	Law	Professor	May 14, 2016
Wunder, Susan	Teaching, Learning and Teacher Education	Associate Professor	July 1, 2015

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska-Lincoln IANR

Name	Unit	Emeritus Rank	Effective Date
Anderson, Verne	West Central Research and Extension Center	Extension Educator	July 1, 2015
Baquet, Alan	Agricultural Economics	Professor	July 1, 2015
Bartos, Lorene	Cooperative Extension Division	Associate Extension Educator	November 1, 2015
Brandle, James	School of Natural Resources	Professor	July 1, 2015
Burson, Maureen	Cooperative Extension Division	Extension Educator	January 1, 2016
Cassman, Kenneth	Agronomy and Horticulture	Professor	March 1, 2016
Conley, Dennis	Agricultural Economics	Professor	July 1, 2015
Corr, Alan	West Central Research and Extension Center	Extension Educator	August 12, 2015
Eisenhauer, Dean	Biological Systems Engineering	Professor	July 1, 2015
Fairchild, Patricia	Ag Leadership Education and Communication	Professor	July 1, 2015
Freeman, Patricia	School of Natural Resources	Professor	July 1, 2015
Hall, Anita	Northeast Research and Extension Center	Extension Educator	September 1, 2015
Hergert, Gary	Agronomy and Horticulture	Professor	July 1, 2015
Hubbard, Kenneth	School of Natural Resources	Professor	July 1, 2015
Jones, Clinton	Veterinary and Biomedical Sciences	Professor	September 1, 2015
Kahl, Dennis	Southeast Research and Extension Center	Extension Educator	December 1, 2015
Krumbach, Eileen	Southeast Research and Extension Center	Extension Educator	August 1, 2015
Kuzila, Mark	School of Natural Resources	Professor	July 1, 2015
Marx, David	Statistics	Professor	July 1, 2015
Meduna, Robert	Cooperative Extension Division	Extension Educator	January 1, 2016
Nielsen, Merlyn	Animal Science	Professor	July 1, 2015
Nielsen, Sharon	Cooperative Extension Division	Extension Educator	March 12, 2016
Parkhurst, Anne	Statistics	Professor	July 1, 2015

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska-Lincoln IANR

Name	Unit	Emeritus Rank	Effective Date
Preston, Sandra	Northeast Research and Extension Center	Extension Educator	September 1, 2015
Scharf, Barbara	West Central Research and Extension Center	Extension Educator	July 1, 2015
Schoenholz, Phyllis	Cooperative Extension Division	Extension Educator	August 16, 2015
Shelton, David	Northeast Research and Extension Center	Professor	July 1, 2015
Spreitzer, Robert	Biochemistry	Professor	July 1, 2015
Weeks, Donald	Biochemistry	Professor	July 1, 2015
Westover, Donald	Nebraska Forest Service	Forester	September 1, 2015
Zeece, Michael	Food Science and Technology	Professor	July 1, 2015
Zoubek, Gary	Cooperative Extension Division	Extension Educator	March 1, 2016

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska Medical Center

Name	Unit	Emeritus Rank	Effective Date
Edney, James	Surgery	Professor	September 1, 2015
Fung, Eric	Oral Biology	Professor	June 1, 2016
Hubbard, Anne	Radiology	Professor	January 1, 2016
Hurlbert, Barbara	Anesthesiology	Professor	September 12, 2015
Leibowitz, Michael	Munroe Meyer Institute	Professor	October 1, 2015
Roccaforte, William	Psychiatry	Professor	July 1, 2015
Vandenberg, Edward	Internal Medicine	Associate Professor	April 29, 2016

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska at Omaha

Name	Unit	Emeritus Rank	Effective Date
Bradshaw, Laurence	Art and Art History	Professor	August 15, 2015
Conway, David	Special Education	Associate Professor	June 30, 2016
Day, Gary	Art and Art History	Professor	August 15, 2015
Fawcett, James	Biology	Associate Professor	August 15, 2015
Foltz, Roger	Music	Professor	August 15, 2015
Friehe, Mary	Special Education	Professor	August 15, 2015
Garver, Bruce	History	Professor	August 15, 2015
Gouveia, Lourdes	Sociology	Professor	August 15, 2015
Greer, Donald	Health, Physical Education and Recreation	Associate Professor	August 15, 2015
Hafer, John	Marketing/Management	Associate Professor	August 15, 2015
Hayes, Karen	Educational Leadership	Professor	August 15, 2015
Hill, John	Educational Leadership	Professor	August 15, 2015
Homer, Arthur	Writers Workshop	Professor	August 15, 2015
Kuhlman, Wilma	Teacher Education	Professor	August 15, 2015
Laquer, Frederic	Chemistry	Associate Professor	August 15, 2015
Lorsbach, Thomas	Special Education	Professor	August 15, 2015
Metal-Corbin, Josephine	Health, Physical Education and Recreation	Professor	August 15, 2015
Mitchell, Carol	Teacher Education	Professor	August 15, 2015
Sherer, Michael	Communication	Professor	August 15, 2015
Smith, Peter	Educational Leadership	Associate Professor	August 15, 2015
Topp, Neal	Teacher Education	Professor	August 15, 2015
Zand, Mansour	Computer Science	Professor	August 15, 2015

Emeritus Appointments

07/01/2015 - 06/30/2016

University of Nebraska - NCTA

Name	Unit	Emeritus Rank	Effective Date
Clark, Paul	Nebraska College of Technical Agriculture	Assistant Professor	July 1, 2015

TO: The Board of Regents

                           Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Leaves of Absence for the reporting period July 1, 2015 through
                           June 30, 2016

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of the academic leaves of absences that
                           have been approved by President Bounds and Interim President Linder in
                           accordance with Section 3.4.3.1 of the *Bylaws of the Board of Regents of
                           the University of Nebraska* as amended June 15, 2006.

                           The President may approve leaves of absence, not to exceed one year, to
                           members of the permanent professional staff holding full-time
                           appointments that fall within the guidelines set forth in the *Bylaws*.

SPONSOR: Susan M. Fritz
                           Interim Executive Vice President and Provost

APPROVED: _____
                           Hank M. Bounds, President
                           University of Nebraska

DATE: August 18, 2016

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

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Periodic Review of Multi-Departmental Academic Centers for Research, Teaching, and/or Service

RECOMMENDED ACTION: Report
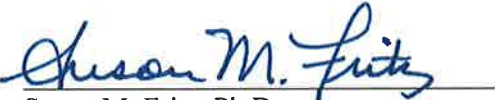
PREVIOUS ACTION: October 9, 2015 – The Multi-Departmental Academic Centers for Research, Teaching, and/or Service that were reviewed in 2014 was reported to the Board of Regents

EXPLANATION: Section 2.11 of the *Bylaws of the Board of Regents* requires the President to conduct periodic reviews of all Multi-Departmental Academic Centers for Research, Teaching and/or Service on a timetable appropriate to the nature of the center but not less frequently than every seven years, and report the results of periodic reviews to the Board of Regents.

This report lists the Multi-Departmental Academic Centers for Research, Teaching and/or Service that were reviewed in 2015, and includes the results of these periodic reviews.

PROJECT COST: None

SOURCE OF FUNDS: None

APPROVED:

Susan M. Fritz, Ph.D.
Executive Vice President and Provost

DATE: August 22, 2016

Campus reviews of University of Nebraska Academic/Research Centers: 2014-2015
[UNCA Review Year 2016]

Center Name	Date Established	Affiliated Unit(s)	Review Process	Results	Next On-Campus Review
UNL (including IANR)					**(Year)**
Bureau of Sociological Research	1964	A&S	Sociology APR	Continue	2021
Center for Advanced Land Management Information Technologies	1986	IANR, SNR	School of Nat Resources APR	Continue	2021
Center for Applied Rural Innovation	2000	IANR, Ag Econ	Ag Econ APR	Proposed for dissolution	n/a
Center for At-Risk Children's Services	2002	EHS, SECD	Spec Ed & Comm Dis APR	Proposed for dissolution	n/a
Center for Digital Research in Humanities	2005	A&S and Libraries	POE renewal every 5 years	Continue	2016
Center for Great Plains Studies	1976	A&S	review by A&S dean every 5 years	Continue	2016
Center for Plains Humanities Alliance	2002	Center for Great Plains Studies	review by A&S dean every 5 years	Continue	2021
Center for the Teaching and Study of Applied Ethics	1985	Law	review by Law dean every 5 years	Continue	2021
Engineering Research Centers (NRI)	1967	VCR	NRI Review every 7 years	Review to occur during 2017	2017
Center for Electro Optics (NRI)	1987	VCR	NRI Review every 7 years	Review to occur during 2017	2017
Center for Nontraditional Manufacturing Research (NRI)	1988	VCR	NRI Review every 7 years	Review to occur during 2017	2017
Great Plains Regional Center for Global Environmental Change (GPRC)	1994	CASNR	School of Nat Resources APR	Proposed for dissolution	n/a
High Plains Regional Climate Center	2005	IANR, SNR	School of Nat Resources APR	Continue	2021
Holland Computing Center	Variable	VCR	VCR Review	Continue	2021
National Center for Information Technology in Education	2001	A&S	Computer Science APR	Proposed for dissolution	n/a
National Drought Mitigation Center	2005	IANR, SNR	School of Nat Resources APR	Continue	2021
Nebraska Center for Materials and Nanoscience	1990	VCR	NRI Review every 7 years	Review to occur during 2017	2017
Nebraska Transportation Center	2006	VCR, CoE	review by VCR & CoE every 7 years	Review to occur during 2018	2018
Research and Extension Facilities					
West Central Research and Extension Center - North Platte	1904	IANR	Internal/External Team Review	Continue	2021
University of Nebraska-Boys Town Center on Child & Family Well Being	2010		Spec Ed & Comm Dis APR	Name change in process to Academy for Child and Family Well-Being	2022
Veterinary Diagnostic Center	1924	IANR, VBMS	Vet & Biomedical Sci APR	Continue	2022
W.M. Keck Center for Mesospin and Quantum Information Systems	Variable	VCR	Nebraska Materials and Nanoscience Center review	Review to occur during 2017	2017

Campus reviews of University of Nebraska Academic/Research Centers: 2014-2015
[UNCA Review Year 2016]

Center Name	Date Established	Affiliated Unit(s)	Review Process	Results	Next On-Campus Review
UNMC					
Center for Advanced Surgical Technology	2005	COM and VCR	Review with VCR	Continue	2021
Center for Biosecurity, Biopreparedness and Emerging Infectious Diseases	Variable	VCR	RRB Review with VCR	Continue	2021
Nebraska Center for Staphylococcal Research	2010	COM and VCR	RRB Review with VCR	Continue	2021
UNO					
Center for Economic Education - Omaha	Variable	Economics/College of Business Administration	CBA accreditation/APC review	Continue	2021
Center for Faculty Excellence	1988	Academic and Student Affairs	Office of Academic and Student Affairs/Sr. Vice Chancellor	Continue	2021
Center for Innovation, Entrepreneurship, and Franchising	1992	College of Business Administration	CBA accreditation/APC review	Continue	2021
International Business Initiative	1991	College of Business Administration	CBA accreditation/APC review	Continue	2021
Juvenile Justice Institute	2003	School of Criminology and Criminal Justice	APC review process	Continue	2021
Nebraska Center for Justice Research	2014	School of Criminology and Criminal Justice	APC review process	Continue	2021

TO:	The Board of Regents
	Academic Affairs
MEETING DATE:	September 16, 2016
SUBJECT:	Renaming the Information Assurance program (including the graduate degrees, undergraduate degrees, certificates, and course designations) to the Cybersecurity program in the School of Interdisciplinary Informatics in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO)
RECOMMENDED ACTION:	Report
PREVIOUS ACTION:	April 13, 2012 – The Board approved the creation of a Master of Science in Information Assurance at UNO.
	June 14, 2007 – The Board approved the creation of a Bachelor of Science in Information Assurance at UNO.
	June 15, 2006 – President Milliken's expedited approval of a Graduate Certificate Program in Information Assurance at UNO was reported to the Board.
EXPLANATION:	The School of Interdisciplinary Informatics (Si2) houses the undergraduate and graduate degree programs in Information Assurance (IA). We propose to change the name of both degree programs, as well as the course designations to Cybersecurity. In conjunction with these programs, we also offer a five-year integrated degree (BS/MS in Information Assurance), which would change simultaneously with the undergraduate and graduate programs.
	The current program name, "Information Assurance," does not adequately explain our program's content to those outside the discipline. It is often necessary to explain that IA is concerned with confidentiality, integrity, and availability of data. Changing the program name to "Cybersecurity" will better convey the program's content to both prospective students and their employers.
	This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.
PROGRAM COST:	$0
SOURCE OF FUNDS:	Not applicable. No new faculty, staff, or additional expenses will be required.
SPONSOR:	B.J. Reed Senior Vice Chancellor for Academic and Student Affairs
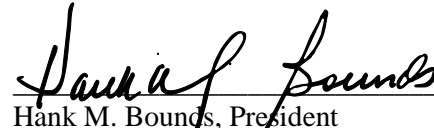
APPROVED:

John Christensen, Chancellor
University of Nebraska at Omaha

Hank M. Bounds, President
University of Nebraska

DATE: August 22, 2016

TO: The Board of Regents

                  Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Renaming the School of Health, Physical Education and Recreation
                  (HPER) to the School of Health and Kinesiology (HK) in the College of
                  Education at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: May 16, 1975 – The Board approved the redesignation of the Department
                  of Health, Physical Education and Recreation as the School of Health,
                  Physical Education and Recreation within the College of Education at
                  UNO.
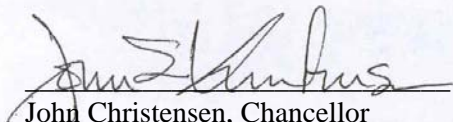
EXPLANATION: The proposed name, School of Health and Kinesiology, better represents
                  the curricular and research focus of the unit. In addition, the name
                  change will position the school to expand and pursue targeted growth
                  areas under this descriptive umbrella title. Additionally, the proposed
                  name represents a wider teaching and research scope and mission
                  consistent with a modern school of health and related human movement
                  sciences.
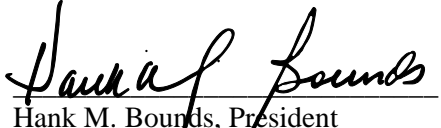
                  This proposal has been reviewed by the Council of Academic Officers; it
                  also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: $0

SOURCE OF FUNDS: N/A

SPONSOR: B.J. Reed
                  Senior Vice Chancellor for Academic and Student Affairs

APPROVED: _____
                  John Christensen, Chancellor
                  University of Nebraska at Omaha

                  _____
                  Hank M. Bounds, President
                  University of Nebraska

DATE: August 22, 2016

TO: The Board of Regents

Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Renaming the Department of Art and Art History to the Department of Art and Design in the College of Fine Arts and Humanities at the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: The Department of Art and Art History at UNK was established prior to modern records of Board approvals.

EXPLANATION: The Department of Art and Art History at UNK seeks to change its name to the "Department of Art and Design." The proposed name change reflects the identity of the department in its current state. It is a more modern name in line with national trends, and will benefit student recruiting and public image.
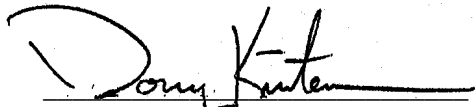
In addition, the current composition of majors includes very few in Art History. Over half of the majors in the department are in Visual Communication and Design, and the case could be made that several of the other areas of study, including printmaking, ceramics, glass, photography, and studio art include elements of design.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: $0

SOURCE OF FUNDS: Not applicable. No new faculty, staff, or additional expenses will be required.

SPONSOR: Charles Bicak
Senior Vice Chancellor for Academic and Student Affairs

APPROVED: _____
Douglas Kristensen, Chancellor
University of Nebraska at Kearney

_____
Hank M. Bounds, President
University of Nebraska

DATE: August 22, 2016

TO: The Board of Regents

                                    Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Renaming the Department of Music and Performing Arts to the Department of Music, Theatre, and Dance in the College of Fine Arts and Humanities at the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: The Department of Music and Performing Arts at UNK was established prior to modern records of Board approvals.
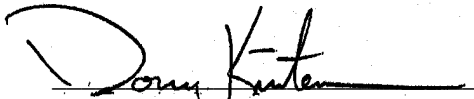
EXPLANATION: The Department of Music and Performing Arts at UNK seeks to change its name to the "Department of Music, Theatre, and Dance." The proposed name communicates the department's disciplinary scope and is in line with our peer institutions. The proposed name change will allow faculty and staff to more effectively market their programs and increase our visibility in the region.

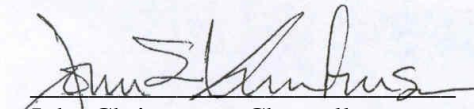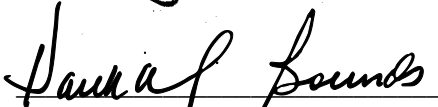   This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: $0

SOURCE OF FUNDS: Not applicable. No new faculty, staff, or additional expenses will be required.

SPONSOR: Charles Bicak
                             Senior Vice Chancellor for Academic and Student Affairs

APPROVED: Douglas Kristensen, Chancellor
                             University of Nebraska at Kearney

                             Hank M. Bounds, President
                             University of Nebraska

DATE: August 22, 2016

TO: The Board of Regents   Addendum IX-D-8

                            Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Business Affairs Committee Approval of Intermediate Design Reports

RECOMMENDED ACTION: Report
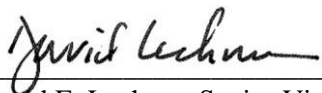
PREVIOUS ACTION: On November 7, 2008, the Board of Regents approved revisions to RP-6.3.6.2.d authorizing the Business Affairs Committee to approve Intermediate Design for projects greater than $2,000,000 and report approval to the Board at the next regular meeting. Approval of Intermediate Design fixes the project scope and budget.

EXPLANATION: Following is an Intermediate Design Report approved by the Business Affairs Committee:

                            UNMC– Global Center for Advanced Interprofessional Learning
                            Program Statement Approved: October 9, 2015
                            Intermediate Design Report: September 16, 2016

	Program Statement	*Intermediate Design*
Total Project Budget:	$102,000,000	$102,000,000
Non Construction Budget:	$40,150,000	$39,850,000
Construction Budget:	$61,850,000	$62,150,000
NSF:	80,380	79,027
GSF:	134,000 + 56,000 Parking	134,448 + 49,294 Parking
Substantial Completion:	June 2018	July 2018

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

APPROVED: _____
                            David E. Lechner, Senior Vice President | CFO
                            University of Nebraska

DATE: August 18, 2016

TO: The Board of Regents   Addendum IX-D-9

  Business Affairs
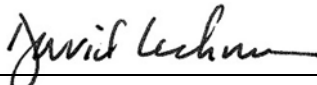
MEETING DATE: September 16, 2016

SUBJECT: Status Report of Six-Year Capital Plan

RECOMMENDED ACTION: Report

EXPLANATION: The Six-Year Capital Plan consists of the campus' highest priority projects, regardless of funding sources, for which they anticipate funding in the next six years. Projects move from the 'On Deck List' to the Plan as funding possibilities progress. An update of the Six-Year Capital Plan is provided on a quarterly basis. The report is available at: http://nebraska.edu/docs/facilities/2016-08-18SixYearCapitalPlan.pdf

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

APPROVED:
David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: August 18, 2016

University of Nebraska
Six-Year Capital Plan
As of August 18, 2016

Unprioritized

Campus	Project Title	Estimate	State Funding	Other Funding	State O & M
State Funded					
UNK	Fine Arts Renovation & Addition	$21,500,000	$21,500,000		TBD
UNK	Otto Olsen II	$30,000,000	$30,000,000		TBD
UNK	Early Childhood Education Center	$6,400,000	$6,400,000		TBD
UNK	Martin Hall Renovation	$8,000,000	$8,000,000		TBD
UNL	Hamilton Hall Chemistry Labs 3rd Floor	$5,000,000	$5,000,000		TBD
UNL	Food Industry Complex Teaching Spaces	$17,000,000	$17,000,000		TBD
UNL	College of Business Administration (old) Renovations	$15,000,000	$15,000,000		
UNO	Nebraska Applied Research Institue (NARI) Building Renovation	$10,000,000	$10,000,000		TBD
UNO	Arts & Sciences Hall Renovation	$12,000,000	$12,000,000		TBD
		$124,900,000	$124,900,000		$0
Non-State Funded					
UNL	C. Y. Thompson Library Renovation	$22,500,000		$22,500,000	TBD
UNL	East Campus Union Renovation and Addition	$25,500,000		$25,500,000	
UNL	Johnny Carson School of Emerging Media Arts	$10,000,000		$10,000,000	TBD (2)
UNMC	College of Dentistry Addition	$15,200,000		$15,200,000	TBD
UNO	Peter Kiewit Institute Addition	$57,800,000		TBD	TBD
UNO	West Center Campus Development	$35,000,000		$35,000,000	TBD
		$166,000,000		$108,200,000	$0
TBD or Mixed Funding					
UN	Fire & Life Safety/Code Compliance	TBD			TBD
UNL	Engineering Complex (Walter Scott, Scott Link, Nebraska Hall) Renovations	$140,000,000	$70,000,000	$70,000,000	TBD
UNL	Mabel Lee/Henzlik Renovation	$35,000,000	$25,000,000	$10,000,000	TBD (4)
UNL	Beadle II	$150,000,000			
		$325,000,000	$95,000,000	$80,000,000	$0

Notes:
(1) Moved from On-Deck
(2) Program approved by the Board of Regents. Increases to be resubmitted for approval.
(3) New Project
(4) May change to represent 40% of 309 Task Force funding over the next 6 years.

University of Nebraska
Six-Year Capital Plan
As of August 18, 2016

On-Deck

Campus	Project Title	Estimate	State Funding	Other Funding	State O & M
State Funded					
NCTA	Master Plan - Campus Renovation	$3,025,000	$3,025,000		TBD
NCTA	Student Union	$8,640,000	$8,640,000		TBD
UNK	Calvin T. Ryan Library Renovation & Addition	$14,580,000	$14,580,000		$442,000
UNK	Cushing Coliseum Renovation & Addition	$2,495,000	$2,495,000		$25,000
UNK	Frank House	$3,405,000	$3,405,000		$69,000
UNK	General Services Building Renovation (Ed Center)	$6,480,000	$6,480,000		$120,000
UNK	Memorial Student Affairs Building	$6,265,000	$6,265,000		$1,543,000
UNK	Thomas Hall Renovation	$3,402,000	$3,402,000		$69,000
UNK	West Center East Wing	$6,805,000	$6,805,000		$100,000
UNL	Greater Nebraska Projects	$7,500,000	$7,500,000		TBD
UNL	Vet Basic Sciences Building Structural Repairs	TBD	TBD		TBD
UNL	Westbrook Music Building Renovation and Expansion	TBD	TBD		TBD
UNO	Durham Science Center Renovation	$20,000,000	$20,000,000		TBD
UNO	Central Services Building	$13,800,000	$13,800,000		TBD
		$96,397,000	$96,397,000		$2,368,000

Notes:

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(3) New Project

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University of Nebraska
Six-Year Capital Plan
As of August 18, 2016

On-Deck

Campus	Project Title	Estimate	State Funding	Other Funding	State O & M
Non-State Funded					
UNL	Cather/Pound Hall & Cather/Pound Dining Demolition	TBD		TBD	TBD
UNL	NIC Golf Facility	TBD			TBD
UNL	Selleck Renovations	$20,000,000		$20,000,000	TBD
UNL	Neihardt Renovations	TBD		TBD	$0
UNMC	Biomedical Technology Center	$25,000,000		$25,000,000	$1,294,000
UNMC	Research Center of Excellence III	$119,000,000		$119,000,000	TBD
UNO	Radio/TV and Communications Facility	$25,300,000		$25,300,000	TBD
UNO	Mammel Hall Addition	$19,600,000		$19,600,000	TBD
UNO	Biomechanics Addition	$11,300,000		$11,300,000	TBD
		$220,200,000		$220,200,000	$1,294,000

TBD or Mixed Funding

Campus	Project Title	Estimate	State Funding	Other Funding	State O & M
UN	Technology Development Center (NCITE)	$17,000,000			TBD
UNK	University Village Tennis Facility	$5,000,000		$5,000,000	TBD
UNL	Museums- Nebraska Hall Specimen Collection Relocation	TBD			TBD
UNL	Textron Redevelopment	TBD			TBD
UNL	Woods Hall Renovation/Reconstruction	TBD			TBD
UNL	Memorial Mall	TBD			
UNL	Whittier Auditorium Renovation	$5,000,000		$5,000,000	TBD
UNL	14th & Avery (X St.) Housing	$52,000,000		$52,000,000	
UNL	Ruth Staples	$12,500,000		$12,500,000	
UNL	15 & Vine Parking Garage	TBD		TBD	
UNMC	Central Utilities Plant Structural Renovation & Boiler Replacement	$10,000,000			TBD
UNMC	College of Nursing Modernization - at Omaha	$9,300,000			TBD
UNMC	Williams Science Hall Modernization (formerly College of Pharmacy)	$13,400,000			TBD
UNMC	Wittson Hall Modernization	$16,300,000			TBD
UNO	Renovation and Addition to CPACS	$18,200,000	TBD	TBD	TBD
		$158,700,000	$0	$74,500,000	$0

Notes:
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(3) New Project
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TO: The Board of Regents   Addendum IX-D-10

                            Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Quarterly Status of Capital Construction Projects
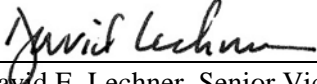
RECOMMENDED ACTION: Report

EXPLANATION: This is a summary report of projects included in the Quarterly Capital
                            Construction Report required by state statute. Inclusion in the report
                            commences with Board of Regents approval and ends one year following
                            substantial completion.

                            The report fulfills the requirements of R.P.6.3.6.2.e and R.P. 6.3.6.4 and
                            contains the campus and project name, designer and contractor,
                            contracting method, contract status, stage of construction, and approved
                            budget categories for the period ending March 31, 2016.
                            The report is available at: http://nebraska.edu/docs/facilities/2016-03-
                            31QuarterlyStatusOfCapitalConstructionProjects.pdf

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

APPROVED: _David E. Lechner_____
                            David E. Lechner, Senior Vice President | CFO
                            University of Nebraska

DATE: August 18, 2016

University of Nebraska
Quarterly Status of Capital Construction Projects
As of June 30, 2016

Health Sciences Education Building

Phase:	Warranty
BoR Project Approved:	3/15/2013
Construction Start:	1/31/2014
Construction Complete:	7/1/2015

Approved Budget

Construction:	$12,849,000
Non Construction:	$6,151,000
Total Project Cost:	$19,000,000
% funds expended:	97%

Funding Source

State Appropriations	$15,000,000
Private/Trust	$4,000,000
Total Funding	$19,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	RDG Planning & Design	3/11/2013	$1,248,000			
Low Responsible Bid	Hausmann Construction	4/3/2014	$11,373,000	7	$336,542	8/10/2015

Public Streets & Utilities to University Village

Phase:	Warranty
BoR Project Approved:	11/20/2014
Construction Start:	
Construction Complete:	

Approved Budget

Construction:	$2,074,118
Non Construction:	$225,882
Total Project Cost:	$2,300,000
% funds expended:	47%

Funding Source

Campus Funds/Cash	$2,300,000
Total Funding	$2,300,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	Alvine Engineering	12/15/2014	$181,000			
Low Responsible Bid	Midlands Contracting, Inc.	6/4/2015	$2,004,118	1	$28,194	12/1/2015

University Village Student Housing

Phase:	On Hold
BoR Project Approved:	4/10/2015
Construction Start:	3/31/2016
Construction Complete:	6/30/2017

Approved Budget

Construction:	$14,000,000
Non Construction:	$2,000,000
Total Project Cost:	$16,000,000
% funds expended:	6%

Funding Source

Revenue Bonds	$12,000,000
Revenue Bonds	$4,000,000
Total Funding	$16,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	Holland Basham Architects	10/5/2015	$1,089,836			
Low Responsible Bid	Contractor TBD		$0			

University of Nebraska
Quarterly Status of Capital Construction Projects

As of June 30, 2016

LINCOLN

17th Street Dining Complex

		Approved Budget		**Contracts**							
Phase:	Construction	Construction:	$24,765,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	11/20/2014	Non Construction:	$8,323,000	Design/Build	Sampson Construction	8/7/2015	$24,500,000	6	$746,806	3/22/2017
Construction Start:	10/30/2015	Total Project Cost:	$33,088,000							
Construction Complete:	3/31/2017	% funds expended:	29%							
		Funding Source								
		Revenue Bonds	$32,088,000							
		Revenue Bonds	$1,000,000							
		Total Funding	$33,088,000							

Behlen Laboratory Renovation (Floors 1-3)

		Approved Budget		**Contracts**							
Phase:	Construction	Construction:	$8,273,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	1/24/2014	Non Construction:	$1,515,000	A/E Consultant Selection	Sinclair Hille Architects	7/8/2014	$587,435	1	$119,051	
Construction Start:	2/27/2015	Total Project Cost:	$9,788,000	Low Responsible Bid	Meco-Henne Contractors, Inc	5/21/2015	$7,750,000	4	($665,490)	8/14/2016
Construction Complete:	2/27/2016	% funds expended:	53%							
		Funding Source								
		Campus Funds/Cash	$6,500,000							
		Private/Trust	$3,288,000							
		Total Funding	$9,788,000							

Breslow Ice Center

		Approved Budget		**Contracts**							
Phase:	Warranty	Construction:	$9,500,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	3/21/2014	Non Construction:	$1,500,000	CM at Risk	Kingery Construction	11/11/2014	$9,261,392	2	$151,132	12/22/2015
Construction Start:	9/29/2014	Total Project Cost:	$11,000,000	Foundation A/E	DLR Group Inc	3/21/2008				
Construction Complete:	8/31/2015	% funds expended:	98%							
		Funding Source								
		Private/Trust	$10,000,000							
		Auxiliary	$1,000,000							
		Total Funding	$11,000,000							

LINCOLN

C.Y. Thompson Learning Commons

Phase:	On Hold
BoR Project Approved:	9/19/2014
Construction Start:	9/30/2015
Construction Complete:	9/30/2016

Approved Budget

Construction:	$16,477,000
Non Construction:	$6,023,000
Total Project Cost:	$22,500,000
% funds expended:	2%

Funding Source

Campus Funds/Cash	$2,500,000
Private/Trust	$20,000,000
Total Funding	$22,500,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	DLR Group Inc	2/11/2015	$1,260,000			
Low Responsible Bid	Contractor TBD		$0			

College of Business Administration Replacement Building

Phase:	Construction
BoR Project Approved:	9/14/2012
Construction Start:	12/29/2014
Construction Complete:	1/30/2017

Approved Budget

Construction:	$67,363,000
Non Construction:	$16,637,000
Total Project Cost:	$84,000,000
% funds expended:	48%

Funding Source

Private/Trust	$84,000,000
Total Funding	$84,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	Alley Poyner Macchietto Arch	3/15/2013	$6,145,000	3	$58,550	
Low Responsible Bid	Hausmann Construction	3/24/2015	$58,148,000	12	$1,532,905	3/14/2017

Devaney Sports Center Replace Exterior Panel System

Phase:	Warranty
BoR Project Approved:	9/14/2012
Construction Start:	3/29/2013
Construction Complete:	9/1/2018

Approved Budget

Construction:	$6,527,799
Non Construction:	$472,201
Total Project Cost:	$7,000,000
% funds expended:	94%

Funding Source

Auxiliary	$7,000,000
Total Funding	$7,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	The Clark Enersen Partners	10/9/2012	$200,000			
Low Responsible Bid	Hausmann Construction	7/29/2014	$5,120,000	6	$121,950	1/30/2016
Low Responsible Bid	Hausmann Construction	3/27/2013	$729,000	5	$345,746	8/22/2014

University of Nebraska
Quarterly Status of Capital Construction Projects
As of June 30, 2016

LINCOLN

East Campus Residential Hall

		Approved Budget		**Contracts**							
Phase:	Construction	Construction:	$31,542,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	11/20/2014	Non Construction:	$5,966,000	Design/Build	Sampson Construction	8/7/2015	$28,500,000			5/1/2017
Construction Start:	8/31/2015	Total Project Cost:	$37,508,000							
Construction Complete:	5/31/2017	% funds expended:	30%							
		Funding Source								
		Revenue Bonds	$35,898,000							
		Revenue Bonds	$800,000							
		Campus Funds/Cash	$810,000							
		Total Funding	$37,508,000							

Health Center & College of Nursing (UNMC/UNL)

		Approved Budget		**Contracts**							
Phase:	Design	Construction:	$33,622,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	6/12/2015	Non Construction:	$7,877,000	A/E Consultant Selection	Alley Poyner Macchietto Arch	11/23/2015	$2,538,000	1	$52,800	
Construction Start:	10/1/2016	Total Project Cost:	$41,499,000	Low Responsible Bid	Contractor TBD		$0			
Construction Complete:	5/1/2018	% funds expended:	4%							
		Funding Source								
		Auxiliary	$23,999,000							
		Other	$5,650,000							
		State Appropriations	$12,000,000							
		Total Funding	$41,649,000							

Library Depository Retrieval Addition

		Approved Budget		**Contracts**							
Phase:	Design	Construction:	$3,692,100	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**
BoR Project Approved:	10/9/2015	Non Construction:	$523,900	A/E Four Year Consultant	The Clark Enersen Partners	10/15/2015	$305,000			
Construction Start:	8/1/2016	Total Project Cost:	$4,216,000	Low Responsible Bid	Contractor TBD		$0			
Construction Complete:	4/1/2017	% funds expended:	6%							
		Funding Source								
		Private/Trust	$4,216,000							
		Total Funding	$4,216,000							

LINCOLN

Love North Learning Commons

Phase:	Warranty
BoR Project Approved:	1/24/2014
Construction Start:	11/28/2014
Construction Complete:	7/1/2015

Approved Budget

Construction:	$7,503,000
Non Construction:	$2,497,000
Total Project Cost:	$10,000,000
% funds expended:	94%

Funding Source

Private/Trust	$6,447,000
Auxiliary	$500,000
Campus Funds/Cash	$3,053,000
Total Funding	$10,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	Holland Basham Architects	3/25/2014	$398,500			
Low Responsible Bid	Sampson Construction	12/16/2014	$6,229,700	5	$460,626	12/6/2015

Manter Hall Renovation

Phase:	Warranty
BoR Project Approved:	1/24/2014
Construction Start:	9/30/2014
Construction Complete:	12/1/2015

Approved Budget

Construction:	$6,972,000
Non Construction:	$1,153,000
Total Project Cost:	$8,125,000
% funds expended:	97%

Funding Source

Campus Funds/Cash	$8,125,000
Total Funding	$8,125,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	HDR Architecture, Inc.	10/2/2013	$385,000	1	$14,615	
Low Responsible Bid	Whiting-Turner	7/16/2015	$6,067,000	4	$442,526	12/18/2015

McCollum Hall Clinics Addition

Phase:	Construction
BoR Project Approved:	9/19/2014
Construction Start:	5/29/2015
Construction Complete:	4/28/2016

Approved Budget

Construction:	$4,294,000
Non Construction:	$795,000
Total Project Cost:	$5,089,000
% funds expended:	38%

Funding Source

Private/Trust	$5,089,000
Total Funding	$5,089,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	The Clark Enersen Partners	9/30/2014	$240,000			
Low Responsible Bid	Cheever Construction	8/11/2015	$3,886,000	3	$85,764	11/11/2016

Morrill Hall 4th Floor Redevelopment

Phase:	On Hold
BoR Project Approved:	6/12/2015
Construction Start:	8/1/2016
Construction Complete:	4/1/2018

Approved Budget

Construction:	$9,612,000
Non Construction:	$1,821,000
Total Project Cost:	$11,433,000
% funds expended:	1%

Funding Source

Private/Trust	$11,433,000
Total Funding	$11,433,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	Kenneth Hahn Architects	7/29/2016	$1,150,000			
Low Responsible Bid	Contractor TBD		$0			

University of Nebraska
Quarterly Status of Capital Construction Projects
As of June 30, 2016

LINCOLN

Nebraska Soccer and Tennis Complex

Phase:	Warranty
BoR Project Approved:	7/18/2013
Construction Start:	5/30/2014
Construction Complete:	1/30/2015

Approved Budget

Construction:	$18,421,000
Non Construction:	$1,979,000
Total Project Cost:	$20,400,000
% funds expended:	100%

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	RDG Planning & Design	11/12/2013	$950,000	1	$11,000	
Low Responsible Bid	Sampson Construction	5/1/2014	$14,224,000	14	$649,968	6/5/2015
Low Responsible Bid	Land Construction	11/6/2013	$693,900	2	($130,959)	2/11/2014

Funding Source

Private/Trust	$20,400,000
Total Funding	$20,400,000

Nebraska Veterinary Diagnostic Center

Phase:	Construction
BoR Project Approved:	1/25/2013
Construction Start:	8/29/2014
Construction Complete:	8/1/2016

Approved Budget

Construction:	$27,337,000
Non Construction:	$9,389,000
Total Project Cost:	$36,726,000
% funds expended:	44%

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	RDG Planning & Design	2/4/2014	$1,330,200	2	$1,743,670	
Low Responsible Bid	Sampson Construction	6/23/2015	$23,159,000	6	$110,890	1/18/2017

Funding Source

State Appropriations	$32,576,000
Private/Trust	$4,150,000
Total Funding	$36,726,000

Quilt House Addition

Phase:	Warranty
BoR Project Approved:	3/15/2013
Construction Start:	
Construction Complete:	

Approved Budget

Construction:	$4,239,635
Non Construction:	$2,760,365
Total Project Cost:	$7,000,000
% funds expended:	71%

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
Foundation A/E	Design Services Gifted		$0			
Low Responsible Bid	Sampson Construction	6/4/2014	$3,659,000	4	$93,832	2/9/2015

Funding Source

Private/Trust	$7,000,000
Total Funding	$7,000,000

MEDICAL CENTER

2016 Utility Energy Infrastructure Upgrade

Phase:	Design
BoR Project Approved:	1/29/2016
Construction Start:	
Construction Complete:	

Approved Budget

Construction:	$13,694,000
Non Construction:	$1,306,000
Total Project Cost:	$15,000,000
% funds expended:	2%

Funding Source

Facilities Corp	$15,000,000
Total Funding	$15,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant under $40k	Morrissey Engineering		$19,200			
Low Responsible Bid	Trane US Inc		$1,011,937	1	$105,337	8/31/2016
Low Responsible Bid	Trane US Inc		$425,000			8/31/2016

Cancer Research Center

Phase:	Construction
BoR Project Approved:	11/29/2012
Construction Start:	8/30/2013
Construction Complete:	3/1/2017

Approved Budget

Construction:	$97,410,000
Non Construction:	$13,590,000
Total Project Cost:	$111,000,000
% funds expended:	75%

Funding Source

Private/Trust	$60,300,000
Campus Funds/Cash	$700,000
State Appropriations	$50,000,000
Total Funding	$111,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
Development Corp	Kiewit Building Group	5/31/2013	$89,729,357	3	$303,117	2/15/2017
Development Corp	HDR Architecture, Inc.	4/22/2013	$6,465,301	1	$95,436	

College of Pharmacy and Center for Drug Discovery

Phase:	Construction
BoR Project Approved:	1/25/2013
Construction Start:	
Construction Complete:	8/1/2015

Approved Budget

Construction:	$28,997,000
Non Construction:	$6,003,000
Total Project Cost:	$35,000,000
% funds expended:	87%

Funding Source

Private/Trust	$35,000,000
Total Funding	$35,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	The Clark Enersen Partners	3/15/2013	$2,075,000			
Low Responsible Bid	Hausmann Construction	5/28/2014	$22,307,555	13	$1,340,659	4/10/2016

University of Nebraska
Quarterly Status of Capital Construction Projects

As of June 30, 2016

CUP Utilities Plant Central - Upgrade Energy Mgmt. and HW System

Phase:	Construction	**Approved Budget**		**Contracts**							
BoR Project Approved:	3/21/2014	Construction:	$5,689,571	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**	
Construction Start:		Non Construction:	$1,376,481	A/E Four Year Consultant	HDR Architecture, Inc.	7/19/2013	$76,000				
Construction Complete:		Total Project Cost:	$7,066,051	Low Responsible Bid	Grunwald Mechanical	7/1/2014	$2,279,000	4	$150,490	6/30/2015	
		% funds expended:	88%								

Funding Source

Campus Funds/Cash	$1,957,145
Revenue Bonds	$6,079,312
Total Funding	$8,036,457

East Utilities Plant Expansion and Electrical Distribution

Phase:	Construction	**Approved Budget**		**Contracts**							
BoR Project Approved:	3/21/2014	Construction:	$6,493,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**	
Construction Start:	4/30/2014	Non Construction:	$2,904,766	A/E Four Year Consultant	HDR Architecture, Inc.	5/13/2013	$77,000	1	$19,400		
Construction Complete:	6/1/2015	Total Project Cost:	$9,397,766	Low Responsible Bid	Boyd Jones Construction	5/1/2014	$3,993,000	11	$225,136	6/1/2015	
		% funds expended:	69%								

Funding Source

Private/Trust	$675,000
Campus Funds/Cash	$7,897,766
LB 309	$825,000
Total Funding	$9,397,766

Global Center for Advanced Interprofessional Learning

Phase:	Design	**Approved Budget**		**Contracts**							
BoR Project Approved:	10/9/2015	Construction:	$61,850,000	**Contracting Method**	**Provider**	**Date**	**Amount**	**CO No.**	**CO Amt.**	**Sub. Comp.**	
Construction Start:	1/1/2017	Non Construction:	$40,150,000	A/E Consultant Selection	The Clark Enersen Partners	3/7/2016	$4,480,000				
Construction Complete:	6/1/2018	Total Project Cost:	$102,000,000	Low Responsible Bid	Contractor TBD		$0				
		% funds expended:	2%								

Funding Source

Private/Trust	$77,000,000
State Appropriations	$25,000,000
Total Funding	$102,000,000

MEDICAL CENTER

Parking Structure Lot 50 Addition

Phase:	Design	
BoR Project Approved:	12/3/2015	
Construction Start:		
Construction Complete:		

Approved Budget

Construction:	$2,920,000
Non Construction:	$380,000
Total Project Cost:	$3,300,000
% funds expended:	55%

Funding Source

Auxiliary	$1,650,000
Other	$1,650,000
Total Funding	$3,300,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	HDR Architecture, Inc.	4/21/2016	$159,000			
Low Responsible Bid	Hawkins Construction	4/15/2016	$2,289,000			8/31/2016

Skywalk - Trulsen to Lauritzen

Phase:	On Hold	
BoR Project Approved:	1/30/2015	
Construction Start:		
Construction Complete:		

Approved Budget

Construction:	$2,250,000
Non Construction:	$250,000
Total Project Cost:	$2,500,000
% funds expended:	5%

Funding Source

Private/Trust	$2,500,000
Total Funding	$2,500,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	RDG Planning & Design	7/5/2016	$180,000			
Low Responsible Bid	Contractor TBD					

Student Life Center Building

Phase:	Construction	
BoR Project Approved:	5/30/2014	
Construction Start:	3/31/2015	
Construction Complete:	3/31/2016	

Approved Budget

Construction:	$5,000,000
Non Construction:	$1,000,000
Total Project Cost:	$6,000,000
% funds expended:	60%

Funding Source

Private/Trust	$6,000,000
Total Funding	$6,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Four Year Consultant	Leo A. Daly Company	11/6/2014	$350,000	1	$28,949	
Low Responsible Bid	Construct, Inc.	7/21/2015	$3,811,800	5	$300,006	5/31/2016

University of Nebraska
Quarterly Status of Capital Construction Projects
As of June 30, 2016

OMAHA

Baxter Arena

Phase:	Warranty
BoR Project Approved:	3/15/2013
Construction Start:	12/1/2013
Construction Complete:	8/1/2015

Approved Budget

Construction:	$68,000,000
Non Construction:	$13,600,000
Total Project Cost:	$81,600,000
% funds expended:	99%

Funding Source

Private/Trust	$39,000,000
Campus Funds/Cash	$3,600,000
Other	$39,000,000
Total Funding	$81,600,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
Development Corp	Kiewit Building Group	10/7/2013	$67,015,488	15	$5,218,250	9/30/2015
Development Corp	HDR Architecture, Inc.	2/8/2013	$4,500,000	2	$739,388	

Milo Bail Student Center Addition

Phase:	Construction
BoR Project Approved:	5/30/2014
Construction Start:	5/15/2015
Construction Complete:	8/1/2016

Approved Budget

Construction:	$16,400,000
Non Construction:	$3,600,000
Total Project Cost:	$20,000,000
% funds expended:	78%

Funding Source

Revolving	$6,300,000
Revenue Bonds	$9,000,000
Campus Funds/Cash	$2,000,000
Revenue Bonds	$2,700,000
Total Funding	$20,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	BCDM Architects	12/11/2014	$1,232,000			
CM at Risk	Weitz Company, LLC	4/1/2015	$15,900,000			8/1/2016

Pacific Parking Garage

Phase:	Construction
BoR Project Approved:	8/6/2015
Construction Start:	11/1/2015
Construction Complete:	8/1/2017

Approved Budget

Construction:	$28,471,900
Non Construction:	$2,828,100
Total Project Cost:	$31,300,000
% funds expended:	21%

Funding Source

Revenue Bonds	$6,300,000
Revenue Bonds	$4,800,000
Revenue Bonds	$20,200,000
Total Funding	$31,300,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
Design/Build	Sampson Construction	12/17/2015	$26,747,000			6/16/2017

University of Nebraska
Quarterly Status of Capital Construction Projects

As of June 30, 2016

Strauss Performing Arts Center Addition & Renovation

Phase:	On Hold
BoR Project Approved:	5/30/2014
Construction Start:	3/1/2015
Construction Complete:	6/1/2016

Approved Budget

Construction:	$10,215,000
Non Construction:	$4,139,000
Total Project Cost:	$14,354,000
% funds expended:	1%

Funding Source

Campus Funds/Cash	$450,000
State Appropriations	$9,000,000
Private/Trust	$8,550,000
Total Funding	$18,000,000

Contracts

Contracting Method	Provider	Date	Amount	CO No.	CO Amt.	Sub. Comp.
A/E Consultant Selection	HDR Architecture, Inc.	11/18/2014	$902,000			
CM at Risk	Weitz Company, LLC	4/1/2015	$28,800			

TO: The Board of Regents   Addendum IX-D-11

                                     Business Affairs

MEETING DATE: September 16, 2016

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 August 18,
                                     2016.

                                     The report outlines the following: type of action; campus; description
                                     and use of the product, service, or project; funding source; approved
                                     budget amount; contract amount; contractor or vendor; and a bid review
                                     or bid explanation if the low responsible bid was not accepted.

SPONSOR: David E. Lechner, Senior Vice President | CFO
                                     University of Nebraska

DATE: August 18, 2016

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction	UNL	17th Street Dining Complex	Bond	$824,989	$750,000	Judds Brothers Construction Co.	Low Responsible Bid
Construction	UNL	City Campus(Multiple) Install New Integrated Fire Alarm Sys for Stadium	Auxiliary	313,300	313,300	Progressive Electric	Low Responsible Bid
Construction	UNL	NCTA Ag Mech Building Estimate Design/Const to replace roof	Task Force Allocations	270,894	270,026	Weathercraft Companies	Low Responsible Bid
Construction	UNL	17th & Vine Fields (City Campus) Replace poles	Revolving	566,155	566,155	Musco Sports Lighting LLC	Sole Source supplier for lighting at outdoor Campus Recreation facilities, allowing staff to remotely manage, schedule and monitor lighting.
Consultant	UNL	Morrill Hall 4th Floor Renovation	Trust	1,150,000	1,150,000	Kenneth Hahn Architects	A/E Selection
Construction Contract	UNMC	Lozier Outpatient Center/Truhlsen Eye Institute Skywalk	Cash	2,500,000	2,050,625	MCL	Low Responsible Bid
General Services, Supplies & Commodities	UNL	Computer Programming Services	Federal Funds	300,000	300,000	Concentric Corporation	Sole Source supplier for National Drought Mitigation Center projects to allow Center to maintain development of grant project code according to this supplier's original design.
General Services, Supplies & Commodities	UNL	Audio Visual Equipment for UNL Television	Revolving Funds	266,105	266,105	Grass Valley Equipment	Low Responsible Bid

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

TO: The Board of Regents   Addendum IX-D-12

                             Business Affairs

MEETING DATE: September 16, 2016
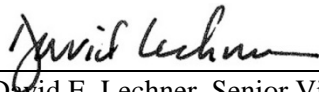
SUBJECT: Semi-Annual Report of Licenses

RECOMMENDED ACTION: Report

EXPLANATION: The attached report is a summary of licenses as provided by the
                             campuses pursuant to Regents Policy RP-6.3.1.4.v (2) of the Board of
                             Regents of the University of Nebraska for the period ending June 30,
                             2016.

                             The report outlines the following: type of action; campus; description
                             and use of the product, service, or project; term of the license; and
                             financial terms of the license.

APPROVED: _David E. Lechner, Senior Vice President | CFO_____
                             David E. Lechner, Senior Vice President | CFO
                             University of Nebraska

DATE: August 18, 2016

SEMI-ANNUAL REPORT OF LICENSES
THROUGH JUNE 30, 2016

Type of Action	Campus	Licensee	Description of Product/Service	Term of License	Contractual Requirements
Intellectual Property License (Exclusive)	UNMC	Yottle	POC Genetic Testing	Life of Patents	Royalty bearing, Minimum Royalties, Patent Cost Reimbursement, Equity
Research Tools License (Non-Exclusive)	UNMC	Idera Pharmaceuticals, Inc.	Cell Lines	Perpetuity	License fee, Annual license fee
Intellectual Property License (Non-Exclusive)	UNMC	MCMY PT Corporation	Fall risk education	5 years	Credit UNMC and creators
Intellectual Property License (Non-Exclusive)	UNMC	Fillmore Country Hospital	Fall risk education	5 years	Credit UNMC and creators
Intellectual Property License (Option)	UNO	J. Brasch Co., LLC	Gait Analysis	12 Months	Patent Cost Reimbursement
Research Tools License (Non-Exclusive)	UNMC	vivoPharm LLC	Cell Line	Perpetuity	License fee, Sublicense fees
Intellectual Property License (Exclusive)	UNMC	HealthChart LLC	Diagnostic Assay	Life of Patents	License fee, Royalty bearing, Minimum Royalties, Patent Cost Reimbursement
Intellectual Property License (Option)	UNMC	Bohe Biotech, LLC	Drug Delivery System	3 Months	Development milestone, Sunk Patent Costs
Research Tools License (Non-Exclusive)	UNMC	EMD Millipore Corporation	Antibody	Perpetuity	License fee, Royalty bearing
Intellectual Property License (Exclusive)	UNMC	Shannon Pharmaceuticals, LLC	Drug Delivery System	Life of Patents	License fee, Royalty bearing, Minimum Royalties, Patent Cost Reimbursement

Business Affairs

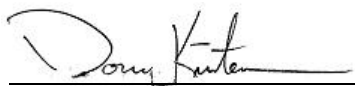MEETING DATE: September 16, 2016

SUBJECT: University of Nebraska at Kearney
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter April 1, 2016 through June 30, 2016.

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/15-9/30/15	$1,328,621	$ 4,737,110	$0	$ 9,695	$ 6,075,426
10/1/15-12/31/15	1,071,931	283,891	0	0	1,355,822
1/1/16-3/31/16	1,007,567	3,987,659	0	111,242	5,106,468
4/1/16-6/30/16	985,720	1,143,233	0	6,993	2,135,946
Fiscal YTD Totals	$4,393,839	$10,151,893	$0	$127,930	$14,673,662
2014-15 Totals	$4,988,320	$ 9,345,299	$0	$616,724	$14,950,343
2013-14 Totals	$2,977,844	$ 9,812,292	$0	$18,6767	$12,976,903

A - Gifts of $100,000 and more are itemized on the attached pages
B - Grants of $1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of $400,000 and more are itemized on the attached pages

SPONSOR: Jon Watts
Vice Chancellor for Business and Finance

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

DATE: August 18, 2016

UNIVERSITY OF NEBRASKA AT KEARNEY
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER APRIL 1, 2016 - JUNE 30, 2016

Gifts/Bequests $100,000 and over

Donor	Purpose	Amount
NU Foundation	NU Foundation Scholarships	$ 403,992
	Subtotal	$ 403,992
	Total amount of gifts under $100,000	581,728
	Total Gifts for the Quarter	$ 985,720

* *

Grants $1,000,000 and over

Grantor	Grantee Department	Purpose	Amount
None			
	Subtotal		$ 0
	Total amount of all Grants under $1,000,000		1,143,233
	Total Grants for the Quarter		$1,143,233

* *

Contracts $400,000 and over

Grantor	Grantee Department	Purpose	Amount
None			
	Subtotal		$ 0
	Total amount of all Contracts under $400,000		6,993
	Total Contracts for the Quarter		$ 6,993

TO: The Board of Regents

                             Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: University of Nebraska-Lincoln
                             Report of Gifts, Grants, Contracts and Bequests accepted during the
                             Quarter April 1, 2016 through June 30, 2016

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/15-9/30/2015	$303,049	$72,524,547	$0	$5,573,422	$78,401,018
10/1/15-12/31/2015	1,072,777	29,903,543	0	6,900,176	37,876,496
1/1/16-3/31/2016	635,431	44,371,446	0	5,677,788	50,684,665
4/1/16-6/30/2016	768,551	94,495,287	0	5,588,977	100,852,815
Fiscal YTD Totals	$2,779,808	$241,294,823	$0	$23,740,363	$267,814,994
2014-15 Totals	$124,386	$193,871,561	$0	$24,018,784	$218,014,731
2013-14 Totals	$352,102	$186,223,701	$7,000	$31,736,667	$218,319,470

A - Gifts of $100,000 or more are itemized on the attached pages
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C - All bequests are itemized on the attached pages
D - Contracts of $400,000 and more are itemized on the attached pages
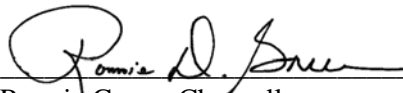
SPONSOR: Prem S. Paul
                             Vice Chancellor for Research & Economic Development

APPROVED: _____
                             Ronnie Green, Chancellor
                             University of Nebraska-Lincoln

DATE: August 18, 2016

Gifts/Bequests $100,000 and over

Donor	Purpose	Amount
U.S. Bank	Sculpture by George Rickey for New CBA Building	$400,000
	Subtotal	$400,000
	Total amount of gifts under $100,000	368,551
	Total Gifts for the Quarter	$768,551

* *

Grants $1,000,000 and over

Grantor	Grantee Department	Purpose	Amount
Dept of Education	Vice Chancellor for Student Affairs	Federal Financial Aid to Students-Pell Grant	$17,656,935
Dept of Agriculture-NIFA	Cooperative Extension	FFY 2016 Smith Lever Regular Capacity Funds	5,125,957
NU Foundation	Vice Chancellor for Student Affairs	Undergraduate Scholarships FY 15-16	4,532,983
Dept of Agriculture-NIFA	Agricultural Research Division	FY 2016 Hatch Regular Capacity Funds	3,058,816
Dept of Energy	Center for Biotechnology	Systems Analysis of the Physiological and Molecular Mechanisms of Sorghum Nitrogen Use Efficiency, Water Use Efficiency and Interactions with the Soil Microbiome	2,632,952
Dept of Agriculture-ARS	Agricultural Research Division	U.S. Meat Animal Research Center	2,500,000
DHHS-Nat Inst Gen Medical Sci	Department of Nutrition and Health Sciences	COBRE: Nebraska Center for the Prevention of Obesity Diseases through Dietary Molecules	2,196,204
NSF-EPSCoR	Department of Biochemistry	RII Track-1: Center for Root and Rhizobiome Innovation (CRRI)	1,924,313
Dept of Agriculture-FS	NE State Forest Service	Cooperative Forestry Program	1,841,117
Dept of Agriculture-NIFA	Department of Nutrition and Health Sciences	Molecular Signatures of New Bioactive Compounds in Humans: Cows Milk MicroRNAs	1,785,715

NSF	Department of Physics and Astronomy	Materials Research Science and Engineering Center: Polarization and Spin	1,600,000
Dept of Agriculture-NIFA	Agricultural Research Division	FY 2016 Hatch Multistate Research Capacity Funds	1,240,252
Ne Dept Roads	Nebraska LTAP (Local Technical Assistance Program) – Center	Nebraska Local Technical Assistance Program FY 2017	1,118,920
Intl Ctr for Biosaline Agriculture	School of Natural Resources	Development of the MENA Regional Drought Management System	1,025,440

		Subtotal	$48,239,604
		Total amount of all Grants under $1,000,000	46,255,683
		Total Grants for the Quarter	$94,495,287

* *

Contracts $400,000 and over

Grantor	Grantee Department	Purpose	Amount
Natl Strategic Rsch Inst (NSRI)	Department of Physics and Astronomy	Low Dose Tomographic System Based on a Novel Narrowband, Tunable, Multi-MeV X-Ray Source	$495,147
DOD-Defense Threat Reduction Agency	Department of Electrical and Computer Engineering	Ultra-Low-Power Long-Duration Programmable Remote Radiation Monitoring Sensor Electronics	450,457
DOD-Office of Naval Research	Department of Electrical and Computer Engineering	Portable Fiber Laser System and Method to Remove Pits and Cracks on Sensitized Surfaces of Aluminum Alloys	450,001

		Subtotal	$1,395,605
		Total amount of all Grants under $1,000,000	4,193,372
		Total Grants for the Quarter	$5,588,977

TO: The Board of Regents

                             Business Affairs

MEETING DATE: September 16, 2016
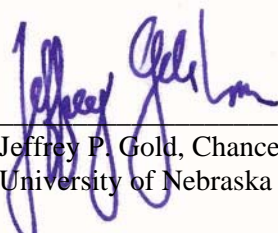
SUBJECT: University of Nebraska Medical Center
                             Report of Gifts, Grants, Contracts and Bequests accepted during the
                             Quarter April 1, 2016, through June 30, 2016

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/2015-9/30/2016	$256,547	$42,524,247	$0	$42,524,247	$54,798,383
10/1/15-12/31/2016	243,810	243,810	0	243,810	20,842,358
1/1/2015-3/31/2016	242,821	21,736,441	0	21,736,441	36,353,454
4/1/2015-6/30/2016	158,421	25,387,000	0	10,349,009	35,894,430
	_____	_____	_____	_____	_____
Fiscal YTD Totals	$901,600	$97,516,833	$0	$49,470,192	$147,888,624
2014-15 Totals	$1,448,584	$78,501,879	$0	$34,905,853	$114,856,316
2013-14 Totals	$1,588,378	$75,223,340	$0	$39,040,458	$115,852,176

A - Gifts of $100,000 and more are itemized on the attached pages
B - Grants of $1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of $400,000 and more are itemized on the attached pages

SPONSOR: Jennifer L. Larsen
                  Vice Chancellor of Research

APPROVED: _____
                  Jeffrey P. Gold, Chancellor
                  University of Nebraska Medical Center

DATE: August 18, 2016

UNIVERSITY OF NEBRASKA MEDICAL CENTER
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER APRIL 1 – JUNE 30, 2016

Gifts/Bequests $100,000 and over

Donor	Purpose	Amount
	Subtotal	$106,579
	Total amount of gifts under $100,000	51,663
	Total Gifts for the Quarter	$158,422

* *

Grants $1,000,000 and over

Grantor	Grantee Department	Purpose	Amount
DHHS/NIH/NIAID	Pathology/Microbiology	Staphylococcal Biofilm and Disease	$ 1,973,027
DHHS/NIH/NIGMS	Genetics Cell Biology & Anatomy	Nebraska Research Network in Functional Genomics	3,438,029
	Subtotal		$5,411,056
	Total amount of all Grants under $1,000,000		19,975,944
	Total Grants for the Quarter		$25,387,000

* *

Contracts $400,000 and over

Grantor	Grantee Department	Purpose	Amount
Astellas Pharma Europe B.V.	Ophthalmology and Visual Sciences	Astellas Image Analysis (Reading Center)	$ 681,660
NE DHHS	Int Med Infectious Diseases	AIDS Drug Assistance Program [ADAP] Ryan White Title II Program (Part B)	3,110,644
University of Maryland	Surgery-General Surgery	Non-Invasive Treatment of Abdominal Aortic Aneurysm Clinical Trial (N-TA3CT)	1,303,293
	Subtotal		$5,095,597
	Total amount of all Contracts under $400,000		5,253,412
	Total Contracts for the Quarter		$10,349,009

TO: The Board of Regents

                           Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: University of Nebraska at Omaha
                           Report of Gifts, Grants, Contracts and Bequests accepted during the
                           Quarter April 1, 2016 through June 30, 2016.

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/15-9/30/2015	$1,553,696	$10,408,346	$59,333	$1,418,467	$13,439,842
10/1/15-12/31/2015	3,491,571	5,221,596	0	272,777	8,985,944
1/1/16-3/31/2016	2,587,973	9,601,341	2,716	649,091	12,841,120
4/1/16-6/30/2016	2,039,260	6,490,494	1,561,083	883,800	10,974,637
	_____	_____	_____	_____	_____
Fiscal YTD Totals	$9,672,500	$31,721,777	$1,623,132	$3,224,135	$46,241,543
2014-2015 Totals	$6,790,816	$35,673,562	$10,302	$1,485,533	$43,960,214
2013-2014 Totals	$6,153,674	$32,757,715	$17,222	$1,112,733	$40,041,345

A - Gifts of $100,000 and more are itemized on the attached pages
B - Grants of $1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of $400,000 and more are itemized on the attached pages

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

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

DATE: August 18, 2016

UNIVERSITY OF NEBRASKA AT OMAHA
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER APRIL 1 - JUNE 30, 2016

Gifts $100,000 and over

Donor	Purpose	Amount
NU Foundation	Service Learning Academy	$110,499
NU Foundation	Scholarships Second Semester	210,163
NU Foundation	Professorships Second Semester	276,092
	Subtotal	$596,754
	Total amount of gifts under $100,000	1,442,506
	Total Gifts for the Quarter	$2,039,260

* *

Grants $1,000,000 and over

Grantor	Grantee Department	Purpose	Amount
NIH	Biomechanics	COBRE	$2,052,054
fhi 360	International Studies	KU-BU Partnership	1,253,320
	Subtotal		$3,305,374
	Total amount of all Grants under $1,000,000		3,185,120
	Total Grants for the Quarter		$6,490,494

* *

Bequests

Donor	Purpose	Amount
Jack & Joyce Schuchart	Unrestricted Gift	$1,505
Bruce H. Clark Trust	Scholarships	1,559,578
	Subtotal	$1,561,083
	Total Bequests for the Quarter	$1,561,083

* *

Contracts $400,000 and over

Grantor	Grantee Department	Purpose	Amount
			$0
	Subtotal		$0
	Total amount of all Contracts under $400,000		883,800
	Total Contracts for the Quarter		$883,800

TO: The Board of Regents Addendum IX-D-14

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Redirect a portion of Fund B University Program and Facilities Fees for an East Campus Union Project

RECOMMENDED ACTION: Report.

PREVIOUS ACTION: March 18, 2016 – The Board of Regents approved the Fund B University Program and Facilities Fees (UPFF) 2016-17 Allocation for the University of Nebraska-Lincoln (UNL)

UPFF Fund B Category	Approved Allocation 2015-16	Recommended Allocation 2016-17	
Facilities:			
Recreation	$920,000	$928,000	
Existing Debt Service	4,245,626	4,245,626	
Nebraska Unions	4,622,707	4,892,233	
Campus Recreation	7,526,683	7,891,223	
Health Center	6,259,544	6,310,064	
Transit Services	1,221,000	1,273,837	
Total	$24,795,560	$25,540,983	
Cost/Student/Semester:			Increase
6 CH or less	$321.16	$333.79	$12.63/3.9%
7 CH or more	574.58	584.20	9.62/1.7

EXPLANATION: In March of 2016, the Board of Regents approved the Fund B fee increase shown above. That allocation, within the "Nebraska Unions" line item, had a $38 fee that was assessed to pay for the 1999 addition to the City campus union. Those bonds were retired in July of this year.

UNL's student affairs seeks approval to continue the $38 fee assessed for the Nebraska Unions but redirect that fee for the purpose of renovating the East Campus Student Union. All Fund B items receive student input prior to coming to the board and, accordingly, the ASUN approved continuing the fee via ASUN Government Bill #23 on February 19, 2016.

UNL proposed to "bank" the cash generated from this fee during fiscal 2017 and 2018 to create a cash down payment for the East Campus Union. When the Nebraska East Union bonds are issued, the $38/semester UPFF fee would be used to repay the bonds.

This action results in no change to the fee level approved by the Board, nor changes the allocation. Therefore, it is included as a report item.

This proposed action was reviewed with the Business Affairs Committee.
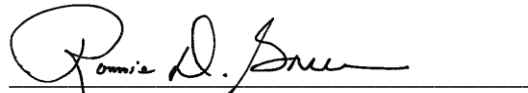

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: Juan N. Franco
          Vice Chancellor for Student Affairs

          Christine A. Jackson
          Vice Chancellor for Business & Finance

APPROVED: _____
          Ronnie D. Green, Chancellor
          University of Nebraska-Lincoln

DATE: August 18, 2016

TO: The Board of Regents   Addendum IX-D-15

                                Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Acquisition of 3.334 acres adjacent to UNO's Baxter Arena at 6410
                                Arbor Street, Douglas County, Nebraska from 6300 Arbor Street LLC.

RECOMMENDED ACTION: Report
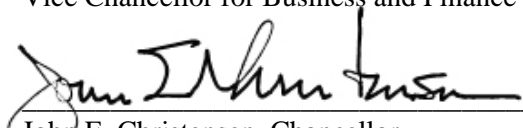
PREVIOUS ACTION: None

EXPLANATION: 6300 Arbor Street, LLC contributed land at 6410 Arbor Street to the
                                University for the price of $0.00 in contemplation and expectation that a
                                surface parking lot will be constructed by the University.

                                The attached Report on Need for Acquisition provides additional
                                information on the property as well as maps and the legal description.

PROJECT COST: None

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

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

DATE: August 18, 2016

WILLIAM E. CONLEY
VICE CHANCELLOR FOR BUSINESS AND FINANCE

Date: June 16, 2016

To: Hank Bounds, President

From: Bill Conley, Vice Chancellor for Business and Finance *Bill*

Re: **REPORT ON NEED FOR ACQUISITION --**
         Acquisition of 3.334 acres adjacent to UNO's Baxter Arena at 6410 Arbor Street, Douglas County, Nebraska from 6300 Arbor Street LLC.

Pursuant to Regent Policy 6.2.3(5) (Acquisitions of Real Property valued at $250,000.00 or less) the University of Nebraska at Omaha plans to acquire the real property located at 6410 Arbor Street, Douglas County, Nebraska. The acquisition price of None and No/100 dollars ($0.00), is the agreed upon price of the seller (6300 Arbor Street LLC).

As background:
- On March 15, 2013, the University of Nebraska Board of Regents approved the formation of the University/Community Facility Development Corporation which created a non-profit 501(c)(3) entity to assist the Board of Regents in planning, designing and constructing the Baxter Arena.
- On February 25, 2015, the University/Community Facility Development Corporation, on behalf of the Board of Regents, entered into a Parking and Traffic Control Agreement, a Parking Agreement and a License Agreement with 6300 Arbor Street, LLC (Aksarben Future Trust) relating to traffic and parking matters surrounding the arena, which was under construction at that time.
- One aspect of these agreements called for 6300 Arbor Street, LLC to provide a parcel of land at 6410 Arbor Street for the University to construct a surface parking lot (of approximately 300 stalls). The agreement stipulated that the University would fund the construction cost and 6300 Arbor Street, LLC would have up to five (5) years to either reimburse the University for these costs or to donate the land to the University.
- 6300 Arbor Street, LLC has agreed to contribute this land to the University at this time in contemplation and expectation that the surface parking lot will be constructed by the University.

Pursuant to RP 6.2.3(5), the following information provides the verification of the need for this acquisition:

1. <u>Justification of Need</u>. The 6410 Arbor Street property is adjacent to UNO's Baxter Arena bounded by 64th Street on the west and Arbor Street on the South. The location is ideal for development of additional parking to serve the new UNO Baxter Arena. Due to the foresight of the Aksarben Future Trust and 6300 Arbor Street, LLC this property has been offered to the University of Nebraska, at no cost, for the development of a surface parking lot.

2. <u>Legal Description</u>. See attached legal description.

3. <u>General Descriptions of any Buildings</u>. None.

4. <u>Past and Present Use of the Property</u>. The property was a portion of the former location of a trailer park and out buildings. All of those facilities have been removed by the owner.

5. <u>Land Use Zoning</u>. The property is zoned as commercial.

6. <u>Estimated Value</u>. Less than $250,000. Due to the nature of the agreements already entered into with 6300 Arbor Street, LLC. (Aksarben Future Trust) an appraisal is not recommended as there is no cost for acquiring ownership of the land.

7. <u>Environmental Assessment</u>. A Phase I Environmental Site Assessment report was completed in 2013 along with the ALTA survey and title commitment. No evidence of recognized environmental conditions in connection with the property.

8. <u>Impact on Master Plan</u>. The acquisition of this land was contemplated in the campus facilities master plan (2013) and fits the mission of the University.

cc: Chancellor John Christensen
        Dave Lechner

Legal Description

AKSARBEN VILLAGE SOUTH

LOT 1, BEING A REPLATTING OF PART OF LOTS 18 THROUGH 21, INCLUSIVE AKSARBEN ACRES, A SUBDIVISION, AS SURVEYED, PLATTED AND RECORDED IN DOUGLAS COUNTY, EXCEPT THAT PORTION OF SAID LOTS 18 AND 19 DEDICATED FOR ARBOR STREET RIGHT OF WAY AS DESCRIBED IN INSTRUMENT NUMBER 2014093435, TOGETHER WITH PART OF THE SOUTHEAST QUARTER OF SECTION 25, TOWNSHIP 15 NORTH, RANGE 12 EAST OF THE 6TH P.M., LYING EAST OF AND ABUTTING THE EAST RIGHT OF WAY LINE OF 64TH AVENUE AND SOUTH OF AND ABUTTING THE SOUTH LINES OF SAID LOTS 19 THROUGH 21 AND NORTH OF AND ABUTTING THE NORTH RIGHT OF WAY LINE OF THE M.U.D RIGHT OF WAY LINE DESCRIBED IN INSTRUMENT NUMBER 2014034700, AND ALSO TOGETHER WITH THAT PART OF CASTELLAR STREET LYING EAST OF 64TH AVENUE, ABUTTING PORTIONS OF THE SOUTH LINE OF LOT 12, AKSARBEN ACRES AND THE NORTH LINES OF SAID LOTS 19 THROUGH 21 AND ALSO ABUTTING A PORTION OF THE SOUTH LINE OF LOT 1, AKSARBEN PLACE, A SUBDIVISION, AS SURVEYED, PLATTED AND RECORDED IN DOUGLAS COUNTY, NEBRASKA, AND ALSO TOGETHER WITH A PORTION OF VACATED CASTELLAR STREET ABUTTING A PORTION OF SAID LOTS 18 AND 19, AKSARBEN ACRES

Maps
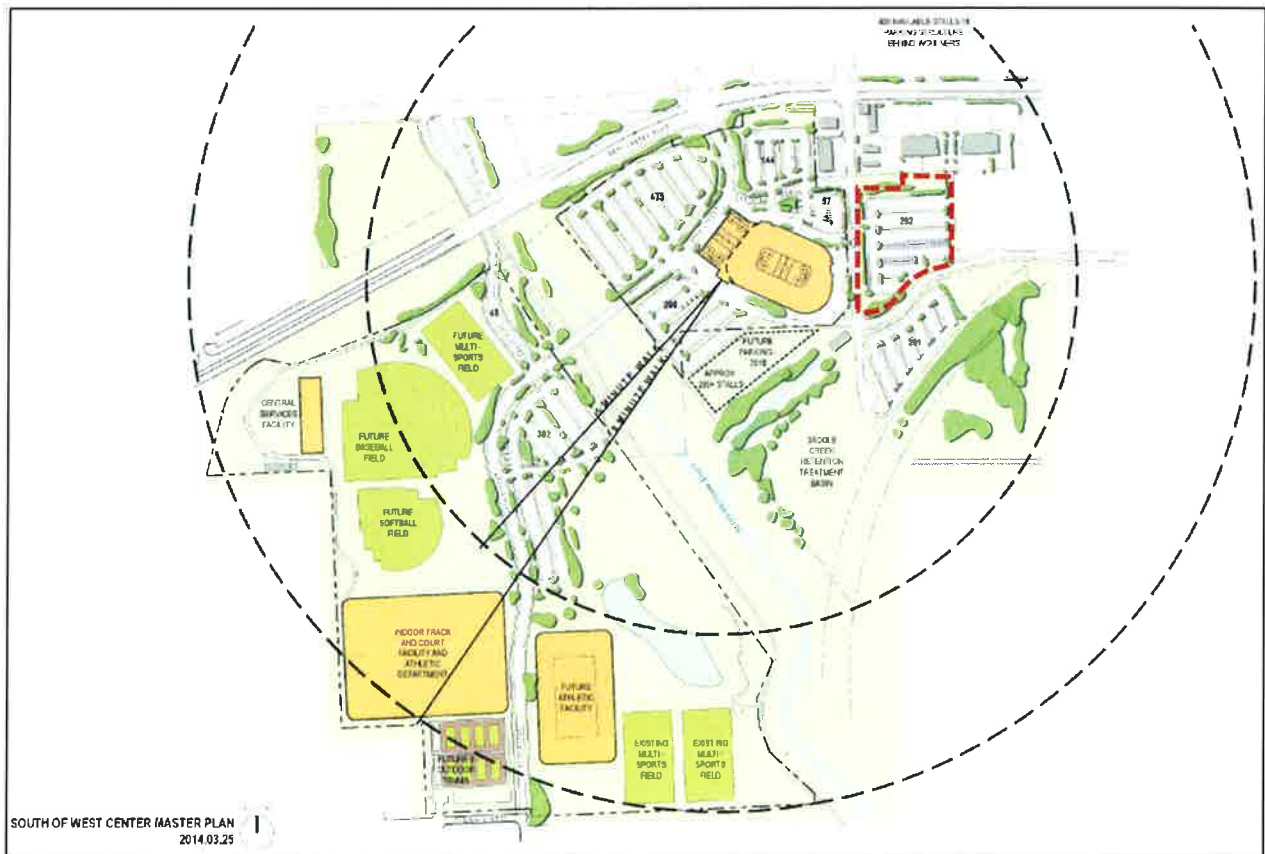
SOUTH OF WEST CENTER MASTER PLAN
2014.03.25

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Naming the University of Nebraska at Kearney Press Box in Cope Stadium

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: Don Briggs, served meritoriously as the Lopers sports information director (SID) for an unprecedented 33 years (1958-90). He began his KSC/UNK tenure as a journalism and English teacher and later would serve as adviser to The Antelope Newspaper, Blue & Gold Yearbook, and Student Senate. Briggs was inducted into the National Association of Intercollegiate Athletics (NAIA) Hall of Fame in 1971, the College Sports Information Directors of America (CoSIDA) Hall of Fame in 1987, and the UNK Athletic Hall of Fame in 1991. During his Loper career, Briggs twice received the NAIA Award of Merit, served as President of the NAIA Sports Information Directors Association, and was the NAIA District 11 information director for two decades. For more than 20 years, he served as the press room coordinator for the NAIA track and field championships and for the NAIA national basketball tournament in Kansas City. Not surprisingly, he received the Pearson Award (the NAIA's highest SID honor) in 1980. Briggs wrote the history of Loper athletics (1905-2000) and earned UNK's Distinguished Alumni Service Award and the Kearney Hub Freedom Award for volunteer service in 2004.
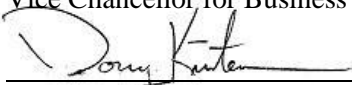
By naming the Don Briggs Press Box, the Board of Regents expresses on behalf of the University of Nebraska at Kearney its deepest gratitude and appreciation to Mr. Briggs for his exemplary service to the University of Nebraska.
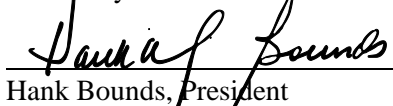
PROJECT COST: None

ON-GOING FISCAL IMPACT: None

SOURCE OF FUNDS: None

SPONSOR: Jon Watts
                         Vice Chancellor for Business and Finance

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

                         _____
                         Hank Bounds, President
                         University of Nebraska

DATE: August 18, 2016

TO: The Board of Regents   Addendum IX-D-17

Business Affairs

MEETING DATE: September 16, 2016

SUBJECT: Naming of rooms and spaces in the College of Law's McCollum Hall in
                       honor of the generous gifts bequeathed to the College of Law.

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Bounds and Chancellor Green have approved the following
                       namings in the College of Law's McCollum Hall:
                       - the reception area "In Honor of Ira David Beynon, College of
                         Law Class of 1919" in recognition of a donation by his
                         daughter, Esther Beynon;
                       - the conference room "Deryl and Ramona Hamann Conference
                         Room";
                       - the student lounge and library "Gift of John and Elizabeth
                         Anderson";
                       - the classroom "In Honor of Professors James (Jim) Lake and
                         Lawrence (Larry) Berger", in recognition of a donation by
                         George and S. Kyker Krauss; and
                       - the courtroom "Judge Donald R. and Janice C. Ross Courtroom"
                         in recognition of contributions by the family of Judge Donald R.
                         and Janice C. Ross and Eva Logan. Separate signage within the
                         courtroom will recognize Eva Logan.

                       By naming the meeting rooms and spaces within the College of Law, the
                       Board of Regents expresses on behalf of the University of Nebraska-
                       Lincoln its deepest gratitude and appreciation for the families support of
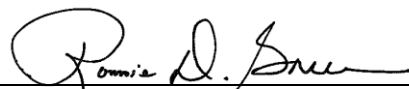   the University of Nebraska.

APPROVED: _____
                       Ronnie D. Green, Chancellor
                       University of Nebraska-Lincoln

:   _____
                       Hank M. Bounds, President
                       University of Nebraska

DATE: August 18, 2016

<div align="right">
Lincoln, Nebraska
July 22, 2016
</div>

The Board of Regents of the University of Nebraska met on July 22, 2016, at 8:30 a.m. in the board room at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advance publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1.

In compliance with the provisions of *Neb. Rev. Stat.* § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first floor lobby of Varner Hall. In addition, copies of such notice were sent to the Lincoln Journal Star, Omaha World Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, and the Lincoln office of the Associated Press on July 14, 2016.

Regents present:
Timothy Clare
Howard Hawks
Jim Pillen
Kent Schroeder, Chairman
Bob Whitehouse, Vice Chairman
Rachel Flaugh, University of Nebraska at Kearney
Spencer Hartman, University of Nebraska-Lincoln
Daniel Cloonan, University of Nebraska Medical Center
Patrick Davlin, University of Nebraska at Omaha

Not present:
Hal Daub
Bob Phares
Robert Schafer

University officials present:
Hank M. Bounds, President
Susan M. Fritz, Executive Vice President and Provost
Carmen K. Maurer, Corporation Secretary
Douglas A. Kristensen, Chancellor, University of Nebraska at Kearney
Jeffrey P. Gold, Chancellor, University of Nebraska Medical Center
John E. Christensen, Chancellor, University of Nebraska at Omaha
David E. Lechner, Senior Vice President for Business and Finance | CFO
Joel D. Pedersen, Vice President and General Counsel
Matthew C. Hammons, Interim Vice President for University Affairs
Ronald E. Yoder, Interim Vice President of Agriculture and Natural Resources

Not present:
Ronnie D. Green, Chancellor, University of Nebraska-Lincoln

I.	**CALL TO ORDER**
II.	**ROLL CALL**

The Board convened at 8:30 a.m. in the Board room of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska on July 22, 2016. Attendance is indicated above.

III.	**APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS**
Motion	Moved by Whitehouse and seconded by Hawks to approve the minutes and ratify the actions of the regularly scheduled meeting on May 25, 2016.
Action	Student Opinion: Voting Aye: Davlin, Flaugh, Hartman, and Cloonan. Voting Aye: Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Daub, Phares, and Schafer. Motion carried.

Chairman Schroeder announced the location of the Open Meetings Act in the board room.

IV.	**HEARINGS**
	None
V.	**PUBLIC COMMENT**
	None
VI.	**CONSENT AGENDA**
	A. ACADEMIC AFFAIRS
Motion	Moved by Whitehouse and seconded by Clare to approve item VI-A-1
VI-A-1	President's Personnel Recommendations
Action	Student Opinion: Voting Aye: Flaugh, Hartman, Cloonan, and Davlin. Voting Aye: Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Phares, Schafer, and Daub. Motion carried.
	President Bounds welcomed Jon Watts, University of Nebraska at Kearney Vice Chancellor for Business and Finance, and Lance Perez, Interim Dean for the College of Engineering.
VII.	**ADMINISTRATIVE AGENDA**
	A. ACADEMIC AFFAIRS
Motion	Moved by Pillen and seconded by Clare to approve item VII-A-1
VII-A-1	Approval is requested to create the PhD in Complex Biosystems administered by the Office of Graduate Studies at the University of Nebraska-Lincoln
Action	Student Opinion: Voting Aye: Hartman, Cloonan, Davlin, and Flaugh. Voting Aye: Pillen, Schroeder, Whitehouse, Clare, and Hawks. Not Present: Phares, Schafer, and Daub. Motion carried.
Motion	Moved by Cloonan and seconded by Hawks to approve item VII-A-2
VII-A-2	Approval is requested to create the PhD in Gerontology in the Department of Gerontology in the College of Public Affairs and Community Service at the University of Nebraska at Omaha
Action	Student Opinion: Voting Aye: Cloonan, Davlin, Flaugh, and Hartman. Voting Aye: Pillen, Schroeder, Whitehouse, Clare, and Hawks. Not Present: Schafer, Daub, and Phares. Motion carried.
Motion	Moved by Whitehouse and seconded by Cloonan to approve item VII-A-3
VII-A-3	Approval is requested to create a Gender and Leadership Undergraduate Certificate in the Women's and Gender Studies Program in the College of Arts and Sciences at the University of Nebraska at Omaha
Action	Student Opinion: Voting Aye: Davlin, Flaugh, Hartman, and Cloonan. Voting Aye: Schroeder, Whitehouse, Clare, Hawks, and Pillen. Not Present: Schafer, Daub, and Phares. Motion carried.
Motion	Moved by Hawks and seconded by Pillen to approve item VII-A-4
VII-A-4	Approval is requested to consolidate the MA and MS degrees in Special Education to a single MS degree in the Department of Special Education and Communication Disorders in the College of Education at the University of Nebraska at Omaha

Action	Student Opinion: Voting Aye: Flaugh, Hartman, Cloonan, and Davlin. Voting Aye: Schroeder, Whitehouse, Clare, Hawks, and Pillen. Not Present: Daub, Phares, and Schafer. Motion carried.

B.   BUSINESS AFFAIRS

Motion	Moved by Clare and seconded by Whitehouse to approve item VII-B-1
	University of Nebraska
VII-B-1	Approve the FY 2017-18 and FY 2018-19 University of Nebraska State Appropriation Biennial Operating Budget Request guidelines
	There was discussion
Action	Student Opinion: Voting Aye: Hartman, Cloonan, Davlin, and Flaugh. Voting Aye: Whitehouse, Clare, Hawks, Pillen, and Schroeder. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Clare and seconded by Pillen to approve item VII-B-2
	Nebraska College of Technical Agriculture
VII-B-2	Approve the FY 2017-18 and FY 2018-19 Nebraska College of Technical Agriculture Biennial Operating Budget Request guidelines
	There was discussion
Action	Student Opinion: Voting Aye: Cloonan, Davlin, Flaugh, and Hartman. Voting Aye: Clare, Hawks, Pillen, Schroeder, and Whitehouse. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Cloonan and seconded by Hawks to approve item VII-B-3
	University of Nebraska at Kearney
VII-B-3	Approve the use of Construction Management at Risk project delivery method for the New University Village Student Housing at the University of Nebraska at Kearney
	There was discussion
Action	Student Opinion: Voting Aye: Davlin, Flaugh, Hartman, and Cloonan. Voting Aye: Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Hartman and approved by Pillen to approve item VII-B-4
	University of Nebraska-Lincoln
VII-B-4	Approve a two-year contract with Unizin for the purchase of Canvas and approve a two-year contract with Turnitin for the University of Nebraska-Lincoln
	There was discussion
Action	Student Opinion: Voting Aye: Flaugh, Hartman, Cloonan, and Davlin. Voting Aye: Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Phares, Schafer, and Daub. Motion carried.
Motion	Moved by Cloonan and seconded by Whitehouse to approve item VII-B-5
VII-B-5	Approve the selection of Kenneth Hahn Architects to provide design consultant services for the Morrill Hall 4th Floor Redevelopment at the University of Nebraska at Lincoln

Action	Student Opinion: Voting Aye: Hartman, Cloonan, Davlin, and Flaugh. Voting Aye: Pillen, Schroeder, Whitehouse, Clare, and Hawks. Not Present: Phares, Schafer, and Daub. Motion carried.
Motion	Moved by Hawks and seconded by Pillen to approve itemVII-B-6
VII-B-6	Approve the sole source purchase of a Regenerative Laser Amplifier System at the University of Nebraska-Lincoln
Action	Student Opinion: Voting Aye: Cloonan, Davlin, Flaugh, and Hartman. Voting Aye: Pillen, Schroeder, Whitehouse, Clare, and Hawks. Not Present: Schafer, Daub, and Phares. Motion carried.
Motion	Moved by Hawks and seconded by Whitehouse to approve item VII-B-7
	University of Nebraska Medical Center
VII-B-7	Approve the sale of a parcel of land at 3921 Mason Street, Omaha, Nebraska, to Nebraska Medicine to provide a site for the construction of Nebraska Medicine's Integrated Service Center
	There was discussion
Action	Student Opinion: Voting Aye: Davlin, Flaugh, Hartman, and Cloonan. Voting Aye: Schroeder, Whitehouse, Clare, Hawks, and Pillen. Not Present: Schafer, Daub, and Phares. Motion carried.
Motion	Moved by Whitehouse and seconded by Clare to approve item VII-B-8
VII-B-8	Approve the interlocal agreement with the City of Omaha to vacate the 40th Street right-of-way between Emile Street and Leavenworth Street
Action	Student Opinion: Voting Aye: Flaugh, Hartman, Cloonan, and Davlin. Voting Aye: Schroeder, Whitehouse, Clare, Hawks, and Pillen. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Cloonan and seconded by Flaugh to approve item VII-B-9
VII-B-9	Approve acceptance of a gift to build an 82-foot lighted glass tower designed by Omaha artist Jun Kaneko to be placed in front of the Fred & Pamela Buffett Cancer Center and the naming of the tower as "Search"
	There was discussion
Action	Student Opinion: Voting Aye: Hartman, Cloonan, Davlin, and Flaugh. Voting Aye: Whitehouse, Clare, Hawks, Pillen, and Schroeder. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Pillen and seconded by Clare to approve item VII-B-10
	University of Nebraska at Omaha
VII-B-10	Approve the updated Program Statement and Budget for the Willis A. and Janet S. Strauss Performing Arts Center Addition & Renovation
	There was discussion
Action	Student Opinion: Voting Aye: Cloonan, Davlin, Flaugh, and Hartman. Voting Aye: Clare, Hawks, Pillen, Schroeder, and Whitehouse. Not Present: Daub, Phares, and Schafer. Motion carried.
Motion	Moved by Hawks and seconded by Clare to approve item VII-B-11

Additional Item – University of Nebraska at Omaha

VII-B-11   Approve naming the UNO Pacific Campus the "Scott Campus"

                  There was discussion

Action   Student Opinion: Voting Aye: Davlin, Flaugh, Hartman, and Cloonan. Voting Aye:
                  Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Daub, Phares, and
                  Schafer. Motion carried.

                  C.   FOR INFORMATION ONLY

VII-C-1   University of Nebraska Strategic Planning Framework

VII-C-2   University of Nebraska Strategic Framework Accountability Measures

VII-C-3   Calendar of establishing and reporting accountability measures

VII-C-4   University of Nebraska Strategic Dashboard Indicators

VII-C-5   Board of Regents agenda items related to the University of Nebraska Strategic Framework

                  D.   REPORTS

VII-D-1   Renaming the Department of Art and Art History to the School of Art, Art History and
                  Design in the Hixson-Lied College of Fine and Performing Arts at the University of
                  Nebraska-Lincoln

VII-D-2   Renaming the Division of Radiation Science Technology Education to the Department of
                  Medical Imaging and Therapeutic Sciences in the College of Allied Health Professions at
                  the University of Nebraska Medical Center

VII-D-3   Strategic Framework Report: Global Engagement - Study Abroad [3-d.i]

VII-D-4   Strategic Framework Report: Assessing Student Learning Outcomes: Licensure Results
                  [6-g.iii]

VII-D-5   Intermediate Design Report on UNL– Health Center/UNMC College of Nursing– Lincoln
                  Division

VII-D-6   Bids and Contracts Report

VII-D-7   Report on Debt Refinancing

VII-D-8   Naming of rooms and other spaces in the UNMC Center for Drug Discovery and the
                  Lozier Center for Pharmacy Sciences and Education

VII-D-9   Revisions to rules and regulations for faculty and student self-government organizations:
                  Bylaws of the Faculty of the University of Nebraska Library of Medicine

                  Chairman Schroeder accepted the reports on behalf of the Board

VIII.   **ADDITIONAL BUSINESS**

Motion   Moved by Whitehouse and seconded by Pillen that the Board go into closed session as
                  authorized by Neb. Rev. Stat. § 84-1410 for the protection of the public interest, and to
                  prevent needless injury to the reputation of persons who have not requested a public

                  a.   Honorary Degrees;
                  b.   Personnel matters involving members of the University staff; and
                  c.   Strategy session with respect to possible acquisition of facilities and property by the
                        University of Nebraska.

                  Chairman Schroeder declared that the closed session would be strictly limited to a
                  discussion of:

a. Honorary Degrees;
b. Personnel matters involving members of the University staff; and
c. Strategy session with respect to possible acquisition of facilities and property by the University of Nebraska.

Action

Student Opinion: Voting Aye: Flaugh, Hartman, Cloonan, and Davlin. Voting Aye: Hawks, Pillen, Schroeder, Whitehouse, and Clare. Not Present: Phares, Schafer, and Daub. Motion carried.

The Board went into closed session at 9:28 a.m. The Board reconvened the open meeting at 10:07 a.m.

ADJOURNMENT

There being no further business, the meeting was adjourned by Chairman Schroeder at 10:08 a.m.

Respectfully submitted,

_____
Carmen K. Maurer
Corporation Secretary

_____
Kent A. Schroeder
Chairman of the Board