
**COORDINATING COMMISSION FOR POSTSECONDARY
EDUCATION**

October 11, 2012
Nebraska State Capitol, Room 1113
Lincoln, Nebraska

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON OCTOBER 11, 2012. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

DR. RON HUNTER, CHAIR

*Meeting called to order at 8:33
a.m.*

CALL TO ORDER AND INTRODUCTIONS

Chair Ron Hunter called the meeting to order at 8:33 a.m. and asked for introductions.

Commissioners Present

Colleen Adam	Eric Seacrest
Clark Anderson	Dr. Joyce Simmons
Riko Bishop	W. Scott Wilson
Dr. Deborah A. Frison	John Winkleblack
Dr. Ron Hunter	Carol Zink
Mary Lauritzen	

Commission Staff Present

Dr. Kathleen Fimple	Dr. Barbara McCuen
Dr. Marshall Hill	Dr. Carna Pfeil
Jason Keese	Helen Pope
Kadi Lukesh	Mike Wernhoff

*Minutes of September 19, 2012
Commission meeting approved*

MINUTES OF SEPTEMBER 19, 2012 COMMISSION MEETING

Commissioner Lauritzen moved that the September 19, 2012 minutes be approved. Commissioner Winkleblack seconded the motion. A roll call vote was taken; Commissioner Zink abstained with all other Commissioners present voting yes.

Chairman's report

CHAIRMAN'S REPORT

Chair Hunter thanked the Coordinating Commission staff for the tremendous amount of work that they have put into preparing the budget reports that cycle around every two years and will be presented today.

Kadi Lukesh presents Quarterly Budget Report

EXECUTIVE DIRECTOR'S REPORT

Dr. Marshall Hill called on Kadi Lukesh, Bookkeeper/Budget Coordinator & Office Manager, to present the Quarterly Budget Report. Ms. Lukesh discussed the First Quarter of Fiscal Year 2012-2013.

Dr. Hill announces staff change

Dr. Hill announced a recent staff change. Katherine Green has decided not to return to the Commission after her leave of absence. She will be working with the family-owned business. A search for her replacement will begin soon. Dr. Hill noted that the source of funding for this position is 90% federal grant and 10% state funds.

Dr. Hill discusses state authorization issue

Dr. Hill stated that he continues to work on the state authorization issue. The Midwestern Higher Education Compact formed an advisory committee that he is part of. He will be traveling to Chicago next week to meet with that committee.

Commissioner Frison stepped out of the meeting at 9:07 a.m. She rejoined the meeting at 9:25 a.m.

Jocelyn Perkins, Careers for Kids

COLLEGE ACCESS CHALLENGE GRANT UPDATE

Dr. Carna Pfeil, Associate Director for Finance and Administration, introduced Jocelyn Perkins, Grant Coordinator for Omaha Public Schools. Ms. Perkins gave a presentation on the Careers for Kids Program. She stated that Careers for Kids is a vision that Dr. Dick Davis has for low-income, less fortunate students to change their lives one day at a time. She provided a handout on the statistics/success of the program and touched on the four components of the Careers for Kids program. They are to, 1) prepare students for academic, career and college success, 2) facilitate a variety of college preparation activities and career experiences, 3) support each student in their postsecondary goals with one-on-one and small group sessions, and 4) provide a foundation for each student to develop the skills and knowledge needed for successful employment and a living-wage career. Ms. Perkins thanked the Commission for its support of the Careers for Kids program, and answered questions from the Commissioners.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

Chair Hunter closed the public hearing on Matters of General Concern.

*Public Hearing on Budget,
Construction and Financial Aid
Committee Items*

*Ron Withem, University of
Nebraska*

*Chris Kabourek, University of
Nebraska*

*Dr. Pfeil presents 2013-2015
Biennial Operating Budget
Recommendations*

*2013-2015 Biennial Operating
Budget Recommendation
approved*

*Mr. Wemhoff presents the 2013-
2015 Biennial Capital
Construction Budget
Recommendations and
Prioritization*

**PUBLIC HEARING ON BUDGET, CONSTRUCTION AND FINANCIAL
AID COMMITTEE ITEMS**

Ron Withem, Director of Government Relations from the University of Nebraska Central Administration, introduced himself and noted that the staff has put together a very positive report on the budget recommendation that indicates a commitment to the funding of higher education in the state. He stated that although there may be some differences to work out with the Legislature and Appropriations Committee, the University shares and supports the Commission's concern for the recommended appropriation and improvements to the University of Nebraska and to the Nebraska College of Technical Agriculture in Curtis.

Chris Kabourek, the University's Assistant Vice President/Director of Budget & Planning, introduced himself and spoke briefly on internal need-based student financial aid programs. He offered to answer questions from the Commissioners.

Chair Hunter closed the public hearing on Budget, Construction and Financial Aid Committee Items

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

**2013-2015 Biennial Public Postsecondary Education Operating
Budget Recommendations**

Commissioner Bishop introduced Dr. Pfeil to present the 2013-2015 Biennial Public Postsecondary Education Operating Budget Recommendations. Dr. Pfeil presented the report, focusing on sections that had been discussed and modified by the Budget, Construction & Financial Aid Committee. Several areas of the report generated discussion and minor revisions. Dr. Pfeil stated that after the recommendations are approved today by the Commission, any required changes will be made, and the report is due to the Governor and Appropriations Committee on October 15.

Commissioner Bishop, on behalf of the Budget, Construction and Financial Aid Committee, moved to approve the 2013-2015 Biennial Operating Budget Recommendation as amended. A roll call vote was taken with all Commissioners present voting yes.

Adjourned for break at 10:41 a.m. Meeting resumed at 11:02 a.m.

**2013-2015 Biennial Public Postsecondary Education Capital
Construction Budget Recommendations and Prioritization**

Commissioner Bishop called on Mike Wemhoff, Facilities Officer, to provide the 2013-2015 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization report. Mr. Wemhoff presented the report, breaking it down into two areas: the "big picture", and individual modifications to the institutions' requests. In terms of the big picture, funding for capital construction in Nebraska has fared well compared to other states. The three priorities that the Commission

stresses will be fire safety, finishing partially completed projects, and the general upkeep of the existing facilities.

2013-2015 Biennial Capital Construction Budget Recommendations and Prioritization approved

Commissioner Bishop, on behalf of the Budget, Construction and Financial Aid Committee, moved to recommend approval of the proposed Capital Construction Budget Recommendations and Prioritization for the 2013-2015 Biennium as modified. A roll call vote was taken with all Commissioners present voting yes.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS
There was no testimony regarding Academic Programs Committee Items.

Chair Hunter closed the Public Hearing on Academic Programs Committee Items.

ACADEMIC PROGRAMS COMMITTEE

Wright Career College – Accounting (BS)

Application to Modify a Recurrent Authorization to Operate Wright Career College – Accounting (BS)

The Academic Programs Committee recommends approval of the proposed application to modify the recurrent authorization to operate for Wright Career College to include Accounting (BS).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to the Commissioners. Dr. Fimple pointed out that Nebraska state regulations require that any person who wants to sit for the CPA exam must have graduated from a regionally accredited institution. Wright Career College is not regionally accredited. Therefore, Commission staff requested the college include a statement in their catalog regarding this issue for the benefit of any student who might be considering the CPA exam in the future. WCC has provided a statement that will be included in the catalog with the accounting program description.

Wright Career College – Accounting (BS) Recurrent Authorization to Operate approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the modification to the recurrent authorization to operate for Wright Career College to include the BS in accounting with the following conditions, 1) approval is received from ACICS prior to the college offering the program, and 2) a statement is included in published information regarding Nebraska's requirement that CPA candidates graduate from a regionally accredited institution. A roll call vote was taken with all Commissioners present voting yes.

New Joint Programs, Administrative Restructuring, and Center Renaming

Information Items: Report on name changes, deletions, reasonable and moderate extensions, and other institutional activities relating to existing programs

New Joint Programs between UNL and UNO

1. Social Gerontology (Juris Doctorate and Master of Arts)

*New Joint Programs,
Administrative Restructuring, and
Center Renaming, continued*

2. Gerontology (Juris Doctorate and Graduate Certificate)
3. Social Gerontology (Master of Legal Studies and Master of Arts)

Administrative Restructuring

UNL's PhD in Child, Youth and Family Studies with a specialization in Gerontology will be counted as a degree awarded by UNO.

*Dr. Fimple discusses UNL's PhD
in Child, Youth and Family
Studies*

Dr. Fimple stated that UNL's PhD in Child, Youth and Family Studies is offered in Omaha and the specialization in Gerontology comes primarily from UNO, since it has a gerontology program. The degree will be awarded by UNL, but it will be counted as a degree awarded by UNO.

Center Renaming

Water Center to the *Nebraska Water Center*

Existing Program Review

Information Item: Existing Program Review

Commissioner Zink presented the Existing Program Review approved by the Executive Director and offered to answer general questions.

University of Nebraska-Lincoln

Architectural Studies – BSD

Architecture – MS, MArch

Interior Design – BSD

Landscape Architecture – BSD, BLA

Community and Regional Planning – MCRP

Law – JD

Legal Studies – MLS

Space, Cyber and Telecommunications Law – LLM

Metropolitan Community College

Legal Studies – AAS, Certificate

Commissioner Zink concluded the Academic Programs Committee report on behalf of the Academic Programs Committee.

*Public Hearing on Planning and
Consumer Information
Committee Items*

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony regarding Planning and Consumer Information Committee Items.

Chair Hunter Closed the Public Hearing on Planning and Consumer Information Committee Items.

*Section C (Faculty & Salaries) of
the 2011-2012 Factual Look at
Higher Education in Nebraska*

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen introduced Dr. Barbara McCuen, Research Coordinator, to present Section C (Faculty & Salaries) of the *2011-2012 Factual Look at Higher Education in Nebraska*.

Dr. McCuen presents the report

Dr. McCuen distributed a handout to the Commissioners and provided a [PowerPoint](#) presentation on Section C, which covers faculty and salaries. Dr. McCuen stated this is the third and final report of this year's *Factual Look*, and this report reflects the numbers of full-time instructional faculty and the average salaries of full-time instructional faculty at public and independent schools.

*Next Commission Meeting:
December 6, 2012*

FUTURE MEETINGS

The next meeting of the Commission is scheduled for Thursday, December 6, 2012. The meeting will be held in The Apothecary Building, 5th Floor, 140 North 8th Street, Lincoln.

*Commissioner Anderson and
Zink comments*

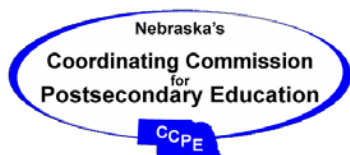
COMMISSIONER COMMENTS

Commissioners Anderson and Zink offered meeting facility options for the 2013 Commission meetings.

Meeting adjourned at 12:17 p.m.

ADJOURNMENT

The meeting adjourned at 12:17 p.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln,
College of Agricultural Sciences and
Natural Resources

Program: Applied Climate Science

Award: Bachelor of Science (BS)

**Institution's Existing Degree(s) in
Same or Similar Discipline:** BS in Environmental Studies with an option
in applied climate science (College of
Agricultural Sciences and Natural
Resources)
BS in Meteorology/Climatology (College of
Arts and Sciences)

Proposal Received by Commission: October 29, 2012

Proposed Start Date: August 2014

Description

Since 2007, the College of Agricultural Sciences and Natural Resources has offered an option in applied climate science under the Environmental Studies degree program. The purpose of the proposed program is to offer a complete major in applied climate science in order to provide students a foundation for understanding earth's climate system and its components, as well as interactions with and impacts on other environmental components and human societies. The program would consist of a total of 120 semester credit hours with 32 hours in applied climate science courses, 6-7 hours in introductory natural resources courses, 16 hours of math and quantitative methods, 23 hours of natural and physical sciences, 21 hours of general education courses, and 21-22 hours of specialization and elective courses. Through their choice of electives, students would be able to focus on specific areas such as agroecosystems, geospatial technologies, wildlife, livestock, hazard assessment, or human dimensions and environmental policy.

The Department of Earth and Atmospheric Sciences in UNL's College of Arts and Sciences offers a BS degree in meteorology/climatology. The meteorology/climatology program is weighted heavily in meteorology courses (six of the eight required courses) and prepares students particularly for positions in forecasting weather. The proposed program would have a wider variety of courses with a greater focus on climate (the long-term observed weather patterns). The two degree programs would share two introductory courses. There are also elective courses in the applied climate science proposed degree program from the meteorology courses in earth and atmospheric sciences. The proposal included a letter from the chair of the Earth and Atmospheric Sciences Department supporting the proposed program and noting that the sharing of a few introductory courses would be a benefit to students as they select their educational pathway.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<u> √ </u>

The proposal states that an improved understanding of weather and climate is of increasing importance to regional, national, and international agendas. UNL cites a recent study by the National Oceanic and Atmospheric Administration (NOAA) indicating that approximately one-third of the U.S. Gross Domestic Product is sensitive to weather and climate, potentially affecting close to \$4 trillion/year. A second study found that weather variability affected approximately 3.4% (\$260 billion) of the U.S. economic output per year.

The University also reports that the National Weather Service, historically an employer of meteorologists, has begun placing a greater emphasis on climate and will establish a focal point in climate at each of the 123 Weather Service offices in the U.S. The National Science Foundation is funding a Climate Change Education Partnership Program that calls for the development of a workforce with interdisciplinary training that fosters understanding of the complex issues of sustainability in a changing climate. And the United Nations International Strategy for Disaster Reduction has proposed a framework with strategies to address climate variability and change in order to reduce disaster risks.

Like employment in many academic fields, climatology jobs are difficult to attach a title to and therefore difficult to search for in the Nebraska Department of Labor's (DOL) database. The DOL has a category for "atmospheric and space scientists" but does not give an estimate of annual openings. The annual salary listed by the DOL is \$87,505.

The proposal reports that in 2011 there were a record number (14) of weather and climate disasters in the United States. And we know that in 2012 there were major wild fires, severe drought, and most recently "Super storm" Sandy. An understanding of climate, the impact on societies, and potential responses to climatic events are clearly important to the U.S. and the world.

B. Demand for the Program

High-----Low
<u> √ </u>

The proposal states that the U.S. Department of Interior has established eight regional Climate Science Centers (CSC) in the U.S. as well as 22 Landscape Conservation Cooperatives (LCC). UNL's School of Natural Resources is involved with or connected to several of the CSCs and LCCs, a relationship that could provide employment for UNL applied climate science students.

The applied climate science option under environmental studies had its first graduate in 2010. Since then three additional students have selected this option. UNL estimates five students would enroll in the BS program in applied climate science in the first year, with ten in the second year, and ten additional in the subsequent years. By comparison, UNL reports that the Department of Earth and Atmospheric Sciences maintains an average of 80 undergraduate majors and graduate students. Given these figures and the need for climatologists, the projected enrollments are reasonable.

C. Avoidance of Unnecessary Duplication

High-----Low
<input checked="" type="checkbox"/>

There are no applied climate science baccalaureate degrees offered in Nebraska. As discussed in the description on page 1, UNL's College of Arts and Sciences offers a BS degree in meteorology/climatology with a different focus from the proposed program. Creighton University also has a baccalaureate degree in atmospheric science similar to UNL's meteorology/climatology major. Many neighboring states offer programs in meteorology. The proposal notes that Iowa State University has a climate science program initiative focused on developing an externally funded research program that may eventually add an education component. Nationally, there are few comparable programs. For example, San Jose State offers a BS in meteorology with a concentration in climate science and the University of Northern Illinois is developing a concentration in applied climate science within the meteorology program.

D. Resources: Faculty/Staff

High-----Low
<input checked="" type="checkbox"/>

UNL reports that no new courses would be needed to implement the program, although a new capstone course may be developed as the program evolves. Faculty who teach the courses are from the School of Natural Resources, which is comprised of faculty from the Institute of Agriculture and Natural Resources and the College of Arts and Sciences who focus on natural resources and environmental issues. Most have conducted extensive research and secured external funding.

Three of the required courses for the proposed program are currently offered every other year. The proposal includes one new full-time faculty member to allow these courses to be taught every year, to advise students, and to conduct research. An additional graduate assistant would also be needed to assist with courses, especially the capstone course. The proposal notes that another graduate assistant may be needed in the future in the College of Arts and Sciences to handle the additional enrollments in the labs associated with the introductory courses. The faculty member and one graduate assistant are included in the budget. The budget also includes .20 FTE professional staff for recruiting and advising and .10 FTE support staff.

E. Resources: Physical Facilities/Equipment

High-----Low
<input checked="" type="checkbox"/>

The program would be housed on East Campus in Hardin Hall, the home of the School of Natural Resources (SNR). Remodeled in 2004-06, the building houses more than 75 faculty, 85 staff, and nearly 150 graduate students. There are three computer teaching labs and one lab that students can access 24 hours per day. Lecture rooms are connected to the SNR computer network and have whiteboards and audio-visual equipment that includes a computer projector. The building also has webinar capabilities, allowing guest lectures and interaction with other institutions via the internet.

F. Resources: Library/Information Access

High-----Low
<input checked="" type="checkbox"/>

Since UNL has both undergraduate and graduate programs in meteorology/climatology as well as the applied climate science option in environmental studies, there should be sufficient information resources available to sustain the program.

G. Budget

Although the budget indicates “new state funds” and does not identify the source, the expected revenue from tuition and fees would more than cover the needed state funds.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNL

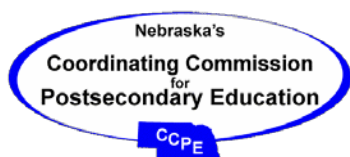
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$835,353	Reallocated Funds	
General Operating	\$25,000	New State Funds	\$857,353
Library		New Local Funds	
Facilities		Tuition and Fees	\$965,210
Equipment		Other	
Five-Year TOTAL	\$860,353	Five-Year TOTAL	\$1,822,563

Committee Comment: All the courses needed for this program are currently offered at UNL. The meteorology/climatology program has a different focus and generally prepares students for different employment opportunities than the proposed program. The two programs and their respective colleges have worked together to design a curriculum that will utilize existing resources within each, and provide flexibility to students in their first year as they determine which program path they wish to pursue.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2017.**

NOTE: The proposal included the description of an 18 credit hour minor in climate change studies. A minor in this area would appear to be a good option for students in other fields of study. The Commission does not approve minors, but appreciates UNL’s inclusion of this information.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	University of Nebraska
Name of new unit:	Rural Futures Institute
Programs included in new unit:	Numerous programs across campuses related to rural issues (see description)
Proposal received by Commission:	October 29, 2012
Proposed start date:	Fiscal Year 2012-13

Description

In 2002 the university created the system-wide Rural Initiative which was funded for \$1.5 million over the 2001-03 biennium and has continued to receive funding since that time. In 2008 an external review team reported: "There is the need for a new paradigm, new models, and new ways of thinking about how to optimize institutional capacity for rural revitalization." In response, the university is proposing the Rural Futures Institute to refocus institutional work in this field.

The proposed institute would be a research, education, and policy institute that supports transdisciplinary collaborations, encompassing faculty and programs across all University of Nebraska campuses. The purpose is to address challenges and issues having an impact on rural areas of Nebraska and throughout the world. Programs that might participate include agriculture and natural resources (UNL IANR, UNL Law, NCTA), rural health (UNMC), rural education (UNL, UNO, UNK), and rural development and community planning (UNO, UNK, UNL).

The work of the institute would be dictated, at least in part, by the rural communities themselves. The institute would assist communities and regions, especially those in economic decline, to determine their desired direction for the future by convening and facilitating meetings of stakeholders and policy makers. This would be followed by assistance in achieving the community's goals through provision of information, access to best practices, arranging meetings with people in positions to assist with the community's goals, providing the community with student interns, etc. The institute would also, where appropriate, seek funding for projects that would benefit rural communities.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Demonstrated Need and Demand

High-----Low				

The university reports that approximately 15 percent of the U.S. population resides in rural areas, but 90 percent of U.S. land is considered rural. The resources we depend upon, such as food, water, energy, fiber, and minerals, are located or originate in rural areas. The same is true for many of our recreational resources. During the 20th century, with improved crops and machinery, farm sizes increased while the number of farms decreased. This resulted in a decline in total rural population and had a major impact on rural communities. This phenomenon has been especially pronounced in the Great Plains.

Land-grant universities have been criticized for not being more responsive to the unintended consequences of increased agricultural productivity, particularly the secondary impacts on rural community life and vitality. The proposal states that the University of Nebraska believes “it can and should be doing more—and the Rural Futures Institute can be that catalyst.”

In developing the concept for the Rural Futures Institute, over an 18-month period the university collected data from NU faculty and staff on all campuses, conducted 17 focus group meetings with community stakeholders, and held the first Rural Futures Conference, involving 28 states and three countries. Many of the recommendations from those processes were incorporated into the proposed mission for the institute.

While descriptions of several aspects of the proposed Institute were provided, virtually no information on specific outcomes expected was presented. A better understanding of outcomes expected from the programs of the proposed Institute would be helpful in order for the Commission to make an informed assessment of Need and Demand for the Institute

B. Resources: Faculty/Staff

High-----Low				
	√			

The university reports that the institute would be led by a board of directors with fiduciary responsibility and an advisory council composed of university representatives as well as people from business, government, funders, and community organizations. An executive director would provide administrative expertise and “visionary leadership”. The institute would also have an associate director of engagement. UNL Extension has a special relationship with rural communities and Extension personnel would have a prominent role within the institute.

The budget identifies one faculty position for the second half of the first year, then three faculty in year two and six in each subsequent year. Included in these figures are the executive director, the associate director, and NU faculty fellows. There are also two full-time staff and a half-time IT position (information technology).

C. Resources: Physical Facilities/Equipment

The proposed institute would initially be housed on or near the University of Nebraska-Lincoln campus; eventually other locations would be considered, especially an off-campus rural setting. While a specific location has not been identified, the budget lists \$250,000 in the first year for remodeling of office space for the director and staff. The budget includes \$20,000 in each of years 4 and 5 for the development of an online Rural Futures journal.

D. Budget

The proposal states that funds from UNL's portion of Rural Initiative funding would be rolled into the new institute to provide base funding. The university would leverage these resources and the expertise of faculty to secure additional funding through gifts, grants, and contracts.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by the University of Nebraska

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$4,402,809	Reallocated Funds	\$5,777,261
General Operating	\$715,934	New State Funds	
Library	\$40,000	New Local Funds	
Facilities	\$250,000	Other -conference support	\$1,000,000
Other ¹	\$7,976,584	-youth engagement support	\$84,299
		-named fellow program	\$942,550
		-additional external funding ²	\$5,751,000
Five-Year TOTAL	\$13,385,327	Five-Year TOTAL	\$13,554,110

¹Includes expenses for a conference, visiting scholars program, visiting fellows program, internship program, youth engagement program, an innovative engagement award, and an "online Rural Futures Masters certificate program".

²Includes gifts, contracts, and grants.

Committee Comment:

The new organizational structure is appropriate for a land grant institution, especially one in the Great Plains where rural depopulation is significant. The extension of activities to the campuses beyond UNL would bring additional, valuable resources to the institute, and would provide a better opportunity to reach more of the rural areas of the state.

Committee Recommendation:

Insufficient information was available for the Academic Programs Committee to formulate a recommendation on this proposal. The committee looks forward to hearing additional details from the university.

If approval is granted by the Commission, it would not constitute CCPE endorsement of new facilities or programs, including the online Rural Futures Masters certificate program referenced in the budget.

October 29, 2012

Dr. Marshall Hill
Executive Director
Coordinating Commission for
Postsecondary Education
140 N. 8th Street, Suite 300
Lincoln, NE 68509

RECEIVED
OCT 29 2012
Coordinating Commission
for Postsecondary Ed.

Dear Marshall:

Enclosed is a copy of the proposal to establish the Rural Futures Institute at the University of Nebraska. This proposal was approved by the Board of Regents at the October 26, 2012 meeting.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Susan M. Fritz
Interim Executive Vice President and Provost

Enclosure

c: President James B. Milliken
Senior Vice Chancellor Ellen Weissinger
Vice President and Harlan Vice Chancellor Ronnie Green

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Establish the Rural Futures Institute at the University of Nebraska

RECOMMENDED ACTION: Approval is requested to establish the Rural Futures Institute at the University of Nebraska

PREVIOUS ACTION: July 15, 2000 – The Board approved the FY 2001-2003 University of Nebraska biennial operating budget request, which included \$1,500,000 over two years of the biennium to support focused public service/engagement in rural communities across the state of Nebraska.

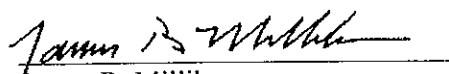
EXPLANATION: To address challenges and issues impacting many rural regions in Nebraska and throughout the world, the University seeks to establish the Rural Futures Institute. The new institute will assist rural regions in evolving through innovation and entrepreneurship by mobilizing the resources of the University of Nebraska and its partners. This mobilization will create knowledge and action to support people and places to achieve their desired futures. The Institute will be a research, education, and policy institute that supports transdisciplinary collaborations and emphasizes engagement with stakeholders by identifying issues, setting goals, and developing programming. The University will leverage Rural Initiative resources and University faculty expertise to secure private gifts, and competitive grants and contracts, as well as increasing over time the investment of University funds.

This proposal has been reviewed by the Council of Academic Officers.

PROGRAM COSTS: Total cost for first full year – FY2014 – \$1,760,400

SOURCE OF FUNDS: Reallocation of UNL's portion of the Rural Initiative funding (\$1,062,777 recurring and \$795,056 carryover funds)

SPONSOR: Ronnie D. Green
Vice President, Agriculture and Natural Resources,
University of Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources,
University of Nebraska-Lincoln

RECOMMENDED: 
James B. Milliken
President

DATE: October 2, 2012

The Rural Futures Institute

Name of the Institution: University of Nebraska

Name of Program involved: Interdisciplinary, university-wide initiative

Other Programs offered in this field by this Institution: The University of Nebraska has significant investment in a wide array of programs scattered across all four campuses which directly impact rural people and places. Examples include programs in agriculture and natural resources (UNL IANR, UNL Law, and Nebraska College of Technical Agriculture), rural health (UNMC) rural education (UNL, UNO, and UNK), and rural development and community planning (UNO, UNK, and UNL)

Administrative Units for the Institute:

University of Nebraska, Office of the President

Date Approved by Governing Board: TBA

Proposed Date the Institute will be initiated: FY2012-13

1. Purpose and Context for the Institute

It's no secret that many rural regions in Nebraska and throughout the world have struggled in recent decades to remain vibrant and competitive as they face trends of declining population, increased median age, and other changing dynamics. Believing the University could play an important role in preparing rural individuals and communities to meet these challenges and embrace the opportunities of the future, the University of Nebraska created the system-wide Rural Initiative (RI) in 2002.

A 2008 external review team of the Rural Initiative reported that:

- "If the University of Nebraska truly holds rural issues up as a priority, and wants to be recognized for its commitment to rural Nebraska, then this effort needs a highly visible presence and stature within the NU system. That will help enable it to become a vehicle for transformative change across all four campuses."
- "There is the need for a new paradigm, new models, and new ways of thinking about how to optimize institutional capacity for rural revitalization." "Conventional just isn't going to do it."

To address the review team's recommendations, the University of Nebraska seeks to refocus this important effort by establishing the Rural Futures Institute (RFI) – dedicated to asking hard questions of how rural regions need to evolve in the future, rather than attempting to preserve a past that was built around a completely different set of dynamics than those found in today's information and technology-based economy.

The work of the RFI will be informed by its core values. The core values of an organization can be thought of as those belief systems which form the foundation upon which the organization's work is

performed. In an ever-changing world, core values remain constant and represent the basic elements of how an organization goes about its work. The core values of the RFI are described as:

- ❖ **Inclusive:** Recognizes that all voices are needed, respected and welcomed; and that the work of the RFI is largely about serving the broad public interest, including those who are vulnerable and the legitimate interests of urban stakeholders. Also, “the youth voice” is often missing despite the fact this population has the greatest stake in the future. Their voice must be heard at every juncture and in a meaningful (not token) role.
- ❖ **Transdisciplinary:** Utilizes a broad range of views and expertise, including community-based knowledge, to address contemporary rural issues and develop strategies for the future. Some of the most exciting and creative work of the RFI is likely to come (a), at the interstice of existing disciplines, and (b), in integrating local knowledge and expertise with that found in the academe.
- ❖ **Creative:** Acknowledges that creativity is the foundation for both innovation and entrepreneurship. Taken together, they are the key opportunities for transformational impact, both within communities and higher education institutions.
- ❖ **Reflective and Collaborative:** Creates learning communities and networks of rural residents/leaders, academics and institutional partners. These networks provide new knowledge and insight from the past and continuously and critically assess, evaluate and perform mid-course adjustments to pursue positive change. Networks, rather than a hierarchy, are central to the RFI because networks tend, by their nature, to be flexible, which facilitates learning, innovation, the development of social capital and the sharing of scarce resources. All are necessary if the RFI and its partners, including community partners (both rural and urban), are to maximize opportunities.
- ❖ **Bold:** Encourages the advancement of bold ideas, realizing they are often higher risk, in exchange for potentially higher rewards. Strategies and tactics are often too tightly tied to what has happened in the past (i.e., path dependent) and are neither very creative nor inspirational. This applies to rural communities as well as higher education and other institutions.
- ❖ **Opportunistic and Resilient:** Expands the capacity of academic institutions, as well as rural people and places, to respond quickly and effectively to expected and unexpected events, resulting in more strategic and resilient responses to ever-changing circumstances.
- ❖ **Capacity Building:** Recognizes that focusing on opportunities and challenges is not enough. The RFI must also focus on expanding the capacity of all stakeholders to respond quickly and effectively to future events.
- ❖ **All Serving:** Insures work of the RFI will focus its work on advancing the genuine economic interests of all, including opportunities for those who work to own the fruits of their labor through self-employment.
- ❖ **Sustainable:** Requires that the RFI has a long-term perspective to ensure sustained effectiveness and that a community’s progress and viability are defined by the triple bottom line of economic, social, and environmental considerations.

RFI Vision: The Rural Futures Institute will be an internationally recognized leader for increasing community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures.

RFI Mission: Building upon the strengths and assets of rural Nebraska, the Great Plains, and globally, the Rural Futures Institute, through a culture of innovation and entrepreneurship, will mobilize the resources and talents of the University of Nebraska and its partners, including community partners, to create knowledge and action that supports rural people and places to achieve unique paths to their desired futures.

2. Need and Demand for the Institute

Globalization and other unprecedented factors and trends are now changing our world at an ever increasing rate. This creates additional challenges, but it also creates opportunities for rural Nebraskans. Approximately 15 percent of the U.S. population resides in rural America, but 90 percent of the land is contained therein. Thus, most of the resources we depend upon—food, water, energy, fiber and minerals as well as recreational resources – are located or originate in rural areas. The rapid increase in world demand for these resources provides growth opportunities for rural communities across Nebraska, the Great Plains, and globally. To succeed, the region – rural and urban alike – must anticipate and take advantage of an ever-changing environment. Change is inevitable; progress is optional.

While the University of Nebraska, as a land-grant institution, can take pride in the fact it has played a vital role over the years in bringing new scientific breakthroughs to farmers and ranchers, today's rural landscape is much different. As farm and ranch operations grew in size and as the total number of farm operations declined, there has been widespread rural population loss and the decline/demise of many smaller rural towns and communities. Nowhere has this been more pronounced than in the rural Great Plains region.

The land-grant university system has been criticized for not being more concerned and responsive to the unintended consequence of increased agricultural productivity; specifically, the secondary impacts on rural community life and vitality. To be sure, a number of land-grant universities, including the University of Nebraska, have made some efforts to address the broader challenges and opportunities facing rural people and places, but it has not been enough. The University of Nebraska believes it can and should be doing more – and the Rural Futures Institute can be that catalyst.

Envisioning the Rural Futures Institute: As mentioned previously, a 2008 external review of the Rural Initiative stated that if the University was to have a successful rural focused enterprise, it needed to have a highly visible presence and stature within the NU system with a new paradigm, new models, and new ways of thinking. One of the first charges President J.B. Milliken presented to Vice President Ronnie Green upon arrival at the University was to address the concerns raised in the Rural Initiative External Review report.

In the early months of 2011, internal discussions were held which led to a preliminary concept for the RFI. This concept was shared in a NU system-wide webinar led by President Milliken and Vice President Green. In the spring of 2011 survey data was collected from NU faculty and staff across the University's campuses regarding their thoughts and interest in collaborating with this effort. In April, a think tank of university, regional and national experts in community planning, design and development was convened to probe their thoughts about what a successful rural focused effort should entail for it to have a major impact on rural regions and communities.

From September 2011 to April 2012, seventeen focus groups composed of NU faculty and staff, community stakeholders, and partners were held, both on campuses and in communities scattered across the state. Over 350 individuals participated and provided feedback into how a Rural Futures Institute should be structured and what its focus should be.

In May 2012 the first Rural Futures Conference was held. The purpose of the conference was to convene some of the best minds from Nebraska, other states throughout the U.S., and globally to help the University think through carefully and expeditiously the further development and refinement of the RFI. Over 465 people attended from twenty-eight states and three countries. Twenty land-grant universities were represented. Recommendations that came out of the conference included: it should be regional – (Great Plains region) while also focusing on nationally and internationally relevant work; it should be nimble, bold and pro-active; its work needs to be driven by community/regional priorities; RFI work should encourage transdisciplinary, cross institutional collaborations; there should be a strong focus on youth; and its programming should engage with rural stakeholders early and often in the process.

In June and July 2012, a small team assimilated the recommendations from all of the conversations held over the past 18 months. This information was the basis for a framework drafting workshop held in late July. Participants included representatives of all four University of Nebraska campuses, the Board of Regents, other land-grant universities, non-profit organizations, Nebraska communities, USDA Rural Development, private universities and community colleges. The workshop results have been compiled in **Rural Futures Institute Framework: An Initial Guide to Deliberations and Decision Making** and upon which this proposal document is based.

3. Adequacy of Resources

Redirect the annual internal funding of approximately one million dollars supporting the Rural Initiative to establish the funding base for the Rural Futures Institute. The University will leverage these resources and the expertise of University faculty to secure additional funding through private gifts, and competitive grants and contracts. These funds will be used to launch significant discovery, learning and engagement programs and build partnerships with rural regions, non-profit organizations, and state agencies, as well as national and international research, policy and education institutions to "increase community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures."

4. Organizational Structure and Administration

The Rural Futures Institute will be a university-wide institute incorporating faculty and students from all four campuses of the University of Nebraska. It will initially be housed on or near the University of Nebraska-Lincoln campus.

The mission of the RFI emphasizes the need for “a culture of innovation and entrepreneurship”. The first place to demonstrate a commitment to such a culture is in the governance philosophy of the RFI. The governance and functionality of the RFI must allow it to be pro-active, flexible, and nimble with the ability to quickly make mid-course adjustments and corrections to adapt to a rapidly changing external environment and associated opportunities and challenges.

Consequently, the governance and the organizational framework for the RFI should be designed creatively to take advantage of the reputation, resources and relationships of the University of Nebraska while, at the same time, respecting the critical role other organizations and institutions will need to play in the RFI. A variety of mechanisms could be put in place to achieve this goal. In terms of legal structures, one such approach would be to establish a subsidiary 501(c) (3) organization similar in concept to the Innovation Campus Development Corporation at the University of Nebraska. However, that decision need not be made at the outset. It is recommended that minimal time be spent upfront on the various legal and organizational structures that could be considered and that NU will be the RFI's initial administrative home. Ultimately, form follows function and whatever is put in place initially can be adjusted and changed as needed as the RFI moves through its initial incubation period. A commitment to re-visit organizational options after 2-3 years is all that is needed initially.

The governance system of the RFI should allow broad representation from campuses, partners, and stakeholders; support a culture that is pro-active, flexible and nimble; attract funding from both public and private sources; have a deep and broad impact on the culture of the University; and maintain the capacity to evolve as needed.

- **Board of Directors and Advisory Council:** The RFI Board of Directors will have fiduciary responsibility and will work with the Executive Director to provide the overall strategic direction and stewardship for the RFI and its program of work. The Board of Directors should be relatively small (9-15 members) with a majority of the Board of Directors representing the University of Nebraska and including the President and/or Vice President for Agriculture and Natural Resources and the Chancellors of each of the four campuses. The remaining Board members will lend expertise and external validity/perspective and may come from other land-grant universities, funders, private business, government, communities and non-government organizations. Representation by young adults should also be a priority consideration. In addition to the Board of Directors, an Advisory Council will be formed to provide a broader base of informal input, direction, feedback and support to the RFI and its Executive Director than would be possible from a relatively small Board of Directors. The Board of Directors will establish specific guidelines for Advisory Council membership but must strive to have a broad and diverse membership base focused on the big picture and futuristic in its orientation.

- **Executive Director:** Recruiting and hiring an Executive Director should be an immediate priority for the RFI. The Executive Director should have appropriate academic credentials and standing; but that is not nearly enough, regardless of how strong the academic credentials are. The Executive Director must also have an extraordinary skill set: (a) as a social entrepreneur and (b) in building relationships. The latter must include a particularly strong propensity for building strong and robust relationships with non-academic individuals and entities, including grass roots organizations, community residents and funders. The director needs to be outward focused and not consumed by day-to-day operational matters. The latter can be handled by a strong support staff. The Executive Director will report to the NU Vice President of Agriculture and Natural Resources. The Executive Director will provide the visionary leadership and administrative experience to establish the RFI as a global leader in Rural Futures. The Executive Director will have strong drive and a sense of mission, and the ability to raise funds.

- **Associate Director for Engagement:** The Associate Director will be responsible for building and maintaining strong working relationships both internal and external to the University. The success of the RFI will depend upon creating a culture of collaboration across the campuses and colleges of the University as well as building a strong network of external partners. The Associate Director will also be responsible for developing stakeholder engagement strategies that build and sustain the perceived value of the RFI among its constituents.

- **Other Organizational and Structural Considerations:** The following organizational guidelines and principles should steer the initial development of the RFI, all of which must be built upon a solid foundation of strong relationships, trust and transparency. The focus should be on what is best for rural people and places rather than what is best for the organizations and institutions affiliated with the RFI:

- ❖ Avoid creating a hierarchical approach; instead, think more in terms of a flat organization utilizing organic collaborations, hubs/spokes, nodes and fluid networks. Purposefully build relationships and consensus across all four NU campuses and with other higher education institutions, communities and other external stakeholders. This “distributed model” could lead to the RFI becoming an umbrella organization with nodes located at partnering institutions across the region and beyond. Additionally, it is important to ensure the RFI operates in a way that it is always seen as an asset and a partner, not a competitor.
- ❖ In addition to a Board of Directors and an Advisory Council, formal or informal programmatic interest groups, caucuses and committees could likely serve an important purpose. A youth advisory interest group is a top priority.
- ❖ A rather small core staff for the RFI is envisioned and administrative overhead needs to be minimized vis-à-vis programmatic investments. The success of the RFI should NOT be measured by the size of its personnel complement.
- ❖ As a general rule, faculty will not be permanently budgeted in the RFI. Faculty and staff will move in and out of the RFI networks and teams depending on the expertise

needed to address the opportunity or issue at hand. Faculty and staff-affiliate appointments will be available for both NU personnel and for non-NU personnel, including visiting scholar, fellowships and practice in residence arrangements. In addition, bold partnerships may be considered such as sharing faculty across institutions. For example, Iowa State and the University of Wisconsin are currently recruiting for a shared extension faculty position in leadership development.

- ❖ Within NU, the RFI needs to be mainstreamed across all four campuses and have easy access to the resources that the NU System has to offer. Formal arrangements should be considered to foster these cross-campus relationships. All campuses need to see themselves as a significant component of the RFI. Working effectively across campuses will require strong leadership from the President and the four campus Chancellors need to encourage participation. During the time faculty and staff are affiliated with the Institute, the RFI responsibilities need to be written into position descriptions on which their performance is measured. Special efforts should be made to ensure that the RFI is not perceived as UNL-centric or IANR-centric.
- ❖ The relationship between the RFI and several specific units that already exist within NU must be defined immediately in order to avoid confusion and concern over duplication or overlapping responsibilities. Examples include UNL Extension Entrepreneurship, the Center for Applied Rural Innovation, and UNK's Center for Rural Research and Development
- ❖ UNL Extension has earned the trust and respect of rural communities. It has built and sustained productive relationships between and within University of Nebraska campuses and Nebraska communities, as well as with institutions and individuals in the Great Plains and globally. Some Extension staff and community partners are already engaged in rural development work. Therefore Extension can and should be a key partner and asset for the RFI. However, just as the vision and mission of the RFI calls for change in how the University of Nebraska's teaching and research work is pursued, it also challenges Extension to grow and change. To be an effective partner, Extension will need to strengthen and expand its rural development expertise and work. In addition to its current focus on technical, subject-matter expertise, Extension should strengthen or add civic, cultural, and educational process expertise related to the facilitation of public dialogue and deliberation with diverse audiences, and the planning and organizing of community development initiatives and projects. To help the RFI fulfill its vision, Extension will also have to work to connect the full diversity of people and communities with a wider range of university departments far beyond what is found in IANR, including the arts, humanities, and design fields. To facilitate a close relationship between Extension and the RFI, consideration should be given to the Dean and Director of UNL Extension having a formal leadership role within the RFI structure.

- ❖ It is also important to recognize there are components and units within higher education other than Extension that also have relationships with communities at the grass roots level. There are also many examples within partnering organizations that can provide trusted access into communities and these established relationships should be utilized.
- ❖ The location of the RFI administrative office is important for both practical and symbolic reasons. For practical reasons, the initial location will be in Lincoln. However, over time – especially in the world of connectivity – this decision could be reconsidered. An off-campus rural location has certain practical advantages and also sends a powerful symbolic message.

5. RFI Programs

The RFI is a research, education and policy institute that strongly supports transdisciplinary collaborative work that emphasizes a culture of engagement with stakeholders from identifying issues, setting goals, to developing programming to address the opportunities and challenges rural people and places will face in pursuing their preferred futures. It will focus on three primary missions:

- a. Conduct applied research that is identified by and in collaboration with rural stakeholders;
- b. Develop science-based programming that helps meet stakeholder identified goals, the results of which can be extended to other regions;
- c. Provide greater and more meaningful interaction between students and rural people and places.

Lofty statements about culture and core values are often simply window dressing. Having the stated core values and culture of the RFI reflected in programmatic elements will build the RFI's credibility and effectiveness. RFI projects and initiatives will be supported only if they involve more than one of NU's four campuses, have a transdisciplinary dimension, involve a strong collaborative relationship with colleagues and institutional partners beyond NU, and if they engage with rural stakeholders.

Grass Roots Effort: Helping communities and regions discover their desired future direction and empowering them to move forward is a critical role of the RFI. The fundamental philosophy is that of democratic self-determination. In some cases this will require a lengthy process and substantial time commitment. Hence, not all communities can or should be immediately reached. Priority consideration should be given to focusing on those who are ready and willing, including those open to multi-community and regional approaches.

The RFI can provide both information and a neutral/safe space to engage communities in important dialogues about their futures, including the importance of regional and multi-community collaboration. In all cases, the RFI must be seen as an enabler; and not be perceived in a prescriptive mode or as a problem solver, per se. Campus resources can contribute to "problem solving" but it must be in collaboration with local knowledge and expertise rather than in isolation.

The RFI can also become a leader in how these community conversations occur. Evidence-based dialogue is only one approach. Other examples include public deliberation via the National Issue Forums Institute, study circles via Everyday Democracy, and the Art of Hosting movement.

As a consequence of such conversations, communities and regions gain a better understanding of their larger man-made and natural environments (e.g., think globally, act locally); future trends; the challenges and opportunities created; and the consequences of their choices – economic, social and environmental. Coupled with an asset-based approach, this can give birth to the spirit that “we can do more”.

Such activities should be designed to build lasting and deep connections with communities and stakeholders as well as the robust partnerships used to provide feedback to campus on priority research, service learning opportunities and other programming that the RFI and its partners should consider.

Engagement, Discovery and Learning: The terminology most commonly used to describe the three traditional functions of the land grant system is activity-oriented: extension, research and teaching. However, the associated outcomes from these activities are engagement, discovery and learning, respectively. These three functions need to be represented in the RFI but in an integrated fashion and with the purposeful intention that all activities will result in benefits accruing to rural people and places. For example, research or discovery for the sake of publication alone is not enough. Related to all three functions, the RFI should aspire to be a global leader in how universities interact with communities and regions.

Within the engagement, discovery and learning functions there are two widely different roles the RFI needs to consider: one is the catalyzing/incubating function; and the other is the direct funding and/or undertaking of projects. The latter is self-evident. The catalyzing/incubating role can be thought of as process oriented and not linked to the traditional listing of “deliverables”. In other words, this type of role will focus on convening, facilitating peer exchange, accelerating network development, brokering, identifying best practices, navigating and serving as a central resource or clearinghouse.

Student Involvement: The RFI should be designed from the outset to lend itself to student involvement, including service learning, internships and practicum experiences. Special opportunities for student involvement exist in areas that may otherwise be overlooked such as the arts and humanities. Another opportunity is to link senior high school students simultaneously to community projects and dual credit for college, including college-level service learning classes. It will be important to manage expectations of both the students and the communities.

Special Relationship to Institutions of Higher Education: Although the RFI is being incubated and led by the University of Nebraska, it will be most successful if it is built upon strong collaborative partnerships with a broad array of public and private higher education partners. Additionally, NU is a

land-grant university and this provides a unique opportunity for the RFI to link to other states via the land-grant network. During the Rural Futures Conference, representatives from other land-grant universities met and identified potential roles or activities for the RFI. These identified roles are applicable for collaborating with all institutions of higher learning and other partners.

- Linking, leveraging, aligning and mobilizing existing assets.
- Serving as a focal point or coordinating hub for good information and building institutional capacity.
- Helping to build teams across institutions.
- Serving as an “incubator” for pilots and experiments; or, to use an agricultural metaphor, creating “community vitality test plots”.
- Organizing in-service offerings for academic personnel.
- Addressing the barriers that limit the sharing of personnel across institutions and state boundaries.
- Organizing continuing education offerings for professional groups in rural areas.

At the conference, the land-grant representatives also identified the following as necessary next steps for engaging other higher education partners:

- Develop a compelling but succinct message to communicate and “sell” the RFI within their respective institutions.
- Compile an asset map of the Great Plains region to learn what strengths each institution brings to the table and then bring the assets together to share in some type of consortium model or approach.
- Hold a smaller conference in which representatives of the participating institutions come away with an initial plan to take on small manageable problems or projects as an initial step on which to build further collaborations.
- Continued involvement in the further development of the RFI, e.g., to have representation on a Board of Directors and/or Advisory Council.

Scalability and Transferability: It will be essential to make programmatic decisions and look at the portfolio of the RFI’s programs and initiatives in a holistic and integrated way in order to (a) tease out the commonalities that can trigger transferability of “lessons learned” and (b) bring to scale those investments that have widespread applicability.

Continual External Scanning and Funding Philosophy: The RFI should constantly reassess its role in the changing world and adjust as necessary. The RFI should be reflective and learn from past investments but simultaneously be reflexive and oriented to the future. The RFI can be a catalyst and organizing hub for creating these bold and innovative ideas and in securing resources to move them forward.

6. Partnerships

The success of the Rural Futures Institute is predicated on building strong partnerships across the University, with the stakeholders and communities in rural Nebraska, with sister institutions and business organizations, as well as non-profits and state agencies engaged in activities to better the lives of rural citizens in Nebraska, the Great Plains Region and beyond. As mentioned earlier, it is anticipated that Extension will be a key partner and that relationship is being explored. Partnering with other institutions of higher education, especially our sister Land-Grant Universities in the region is essential to efficiently access and use scarce public university resources. The Rural Futures Conference provided an opportunity to identify additional potential partners who are excited to join with the RFI in this important work. Expressions of interest from representatives of communities, faculty, non-profit organizations, regional institutes, land-grant universities, and international institutions of higher education, both during the conference and in follow-up conversations after the conference, were received by University of Nebraska representatives.

7. Constituencies to be Served

The first and most important constituency of the RFI should be the people of Nebraska. However, the RFI should and will be much larger than Nebraska. Public universities in the twenty-first century will be carrying out the land-grant tradition if they harness their talent and resources around great challenges. By taking the lead in the RFI effort, the University of Nebraska can be a place for leadership in addressing challenges of rural futures, not just for Nebraska, but across the nation and around the world. As a public educational and research institution, the University of Nebraska is uniquely positioned to take on the challenge of leading an effort to build vibrant rural futures by serving as a catalyst for change.

The overwhelming response and huge expression of interest to the inaugural May 2012 Rural Futures Conference, demonstrates how important rural futures are to so many people. The time is right to build strong and meaningful collaborations, not only among faculty and staff across all the University of Nebraska campuses, but with a broad range of external partners who have knowledge, expertise, and most importantly, a desire to build resilient and sustainable rural futures.

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

Evaluation and metrics are essential elements that must be addressed by the RFI. These important considerations require much more thought and attention as the RFI builds its programming focus. For example, reversing the trajectories of various megatrends is an outcome that is almost certain to be beyond the scope of the RFI. However, within a programmatic theme, improving the capacity of those living in rural communities to foresee/understand these megatrends and to shape their impact is not an unrealistic goal for the RFI. A "developmental evaluation" framework may be the best way to think

about how to gain the most understanding and continuous learning and to close the feedback loop for ongoing improvement associated with the work of the RFI.

The use of a developmental evaluation framework does not preclude the use of more traditional process and outcome measures. Such measures will be particularly useful in assessing the RFI's specific programs and activities. Some examples of the types of metrics that may be employed depending upon the nature of the project or program are:

- Did NU redefine scholarship? (5-year goal)
- Curriculum development tailored to the life skills that matter in the Great Plains, including more emphasis on entrepreneurship.
- Community-driven outcomes, i.e., did the RFI do what the community asked?
- Community-level indicators (many of which are long-term indicators):
 - People can live where they want and still have reasonable access to necessary services
 - Greater citizen inclusion and growth in democratic participation
 - Development and nurturing of more networks across organizations and institutions
 - Development of new strategies and opportunities
 - Greater technological connectivity and utilization
 - Larger proportion of young people going to college and returning to rural areas
 - Reciprocity of professional licenses

9. Centrality to the Role and Mission of the University

The RFI will address the following objectives of the University's Strategic Framework – research and creative activity, enhanced undergraduate and graduate educational opportunities, workforce and economic development, and outreach and engagement with the state.

In addition, the RFI vision statement: "The Rural Futures Institute will be an internationally recognized leader for increasing community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures." and its mission: "Building upon the strengths and assets in rural Nebraska, the Great Plains, and globally, the RFI, through a culture of innovation and entrepreneurship, will mobilize the resources and talents of the University of Nebraska and its partners, including community partners, to create knowledge and action that supports rural people and places to achieve unique paths to their desired futures." strongly align with the University's goal 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.

The RFI provides a mechanism whereby resources of the four campuses can be linked together in cooperative efforts. Also, deep collaborations are a foundational element of the RFI, meaning strong partnerships with other institutions of higher education are a key component of its programmatic strategy. Both of these correspond to portions of the University's role and mission statement that

encourages: "Where appropriate, the resources of the four campuses should be linked in cooperative efforts" and "the University should encourage and support regional and national programs with other institutions of higher education." Like the Daugherty Water For Food Institute, the knowledge and capacities gained in Nebraska and the Great Plains Region can be shared and applied in similar rural regions across the globe.

TABLE 1: PROJECTED EXPENSES - RURAL FUTURES INSTITUTE

Personnel **	(FY2013) Year 1 *			(FY 2014) Year 2			(FY2015) Year 3			(FY2016) Year 4			(FY2017) Year 5			Total	
	FTE	Cost		FTE	Cost		FTE	Cost		FTE	Cost		FTE	Cost		FTE	Cost
Faculty ¹	0.5	\$125,000		3	\$458,750		6	\$817,806		6	\$846,429		6	\$876,054		6	\$3,124,039
Non-teaching staff:																	
Professional ²	1.25	\$80,000		2.5	\$165,600		2.5	\$171,396		2.5	\$177,395		2.5	\$183,604		2.5	\$777,995
Graduate Fellows	0			0			2	\$70,000		4	\$140,000		4	\$144,900		4	\$354,900
Non-teaching staff:																	
Support	0.5	\$15,000		1	\$31,050		1	\$32,137		1	\$33,262		1	\$34,426		1	\$145,875
Subtotal	2.25	\$220,000		6.5	\$655,400		11.5	\$1,091,339		13.5	\$1,197,086		13.5	\$1,238,984		13.5	\$4,402,809
Operating																	
General Operating ³		\$100,000			\$150,000			\$150,000			\$155,250			\$160,684			\$715,934
Equipment ⁴		\$0			\$0			\$0			\$0			\$0			\$0
New or renovated space ⁵		\$250,000			\$0			\$0			\$0			\$0			\$250,000
Library/Information Resources ⁶		\$0			\$0			\$0			\$20,000			\$20,000			\$40,000
Other ⁷		\$275,000			\$955,000			\$2,169,450			\$2,251,356			\$2,325,778			\$7,976,584
Subtotal		\$625,000			\$1,105,000			\$2,319,450			\$2,426,606			\$2,506,462			\$8,982,518
Total Expenses	2.25	\$845,000		6.5	\$1,760,400		11.5	\$3,410,789		13.5	\$3,623,692		13.5	\$3,745,446		13.5	\$13,385,327

* Year One is only for six months (January 2013 through June 2013).

** Personnel expenditures reflect the importance of engaging with rural individuals and communities and building a web of networks to achieve the goals of the Institute. Benefits are included. 3.5% inflation rate.

¹ Includes the Executive Director and Associate Director for Engagement, and NU faculty fellows.

² Includes 2 fulltime staff and a half-time IT position.

³ Costs rise significantly due to expenses associated with coordinating programs with communities and partners across the region as programming grows.

⁴ N/A

⁵ Includes remodeling of office space for Executive Director and staff.

⁶ Includes funds for costs associated with development of an online Rural Futures journal.

⁷ Additional Other Expenses: includes RFI Conference; research & engagement grants; teaching & engagement grants; visiting scholars program; visiting fellows program; undergraduate internship program; youth engagement program; fellow research and engagement support; online Rural Futures Masters certificate program; and a RFI Innovative Engagement Award.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - RURAL FUTURES INSTITUTE

	(FY2013) Year 1 *	(FY2014) Year 2	(FY2015) Year 3	(FY2016) Year 4	(FY2017) Year 5	Total
Reallocation of Existing Funds ¹	\$845,000	\$1,068,091	\$1,490,089	\$1,289,888	\$1,084,193	\$5,777,261
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ³						\$0
Other Funding ⁴						\$0
a. Conference support		\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
b. Youth engagement support		20,000	\$20,700	\$21,425	\$22,174	\$84,299
c. Named fellow program			\$150,000	\$310,500	\$482,050	\$942,550
d. Additional external funding		500,000	1,500,000	\$1,750,000	\$2,000,000	\$5,750,000
Total Revenue ⁵	\$845,000	\$1,838,091	\$3,410,789	\$3,621,813 ⁶	\$3,838,417	\$13,554,110

* Year One is only for six months (January 2013 through June 2013).

¹ These funds are from UNL's portion of Rural Initiative funding that will be rolled into the new Institute to provide the base funding (\$1,062,777). Available funds (approximately \$600,000 for the remainder of FY2013) are increased by a one-time source of \$795,056 carry-over funds from Rural Initiative. Beginning with FY2014, we assume annual increases of .05.

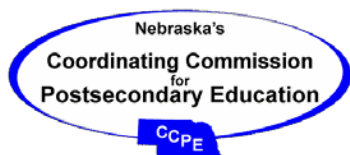
² N/A

³ N/A

⁴ External funding through private donations and sponsorships will help support Institute programming.

⁵ Revenues are not expected to match expenses.

⁶ Carry-over funds from Year 2 will be used to cover the difference between expenses and revenues.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska at Omaha

Name of the new unit: Center for Urban Sustainability

Programs included in the new unit: Diverse programs from across campus that would contribute to the study of urban sustainability

Proposal Received by the Commission: October 29, 2012

Proposed Start Date: Spring 2013

Description

A rapidly increasing world population, growth in global competition for markets and jobs, and the resulting demand for food, water, energy, and other natural resources form the backdrop for the proposed center. As an academic and research unit, the center would address issues regarding how the nation and the world will sustain quality of life, especially in urban centers where the pressure is greatest, with fewer resources. The center would also investigate the challenge of using fewer resources to reduce harmful practices which have an impact on the planet's ecosystems.

The proposed center would engage faculty from all six colleges on the UNO campus, coordinating interdisciplinary research projects. Examples of departments with compatible research interests include biology, geography, environmental studies, economics, health/physical education, and urban studies. UNL's Colleges of Engineering and Architecture may also partner in the center, as well as businesses, government entities, and foundations.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Demonstrated Need and Appropriateness of the Unit

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

UNO reports that a feasibility study team interviewed key stakeholders across the University of Nebraska system regarding the possible creation of an urban sustainability center. The team also examined other centers across the United States with similar missions such as Purdue University's Center for Global Urban Sustainability and Indiana University's Center for Urban Policy and the Environment.

As examples of the activities the center might conduct, the proposal stated that the center would work with businesses to install, test, assess, and market new products and technologies related to sustainability, renewable energies, construction, building materials, and energy monitoring. The center would focus on new practices, knowledge, and opportunities for developing green

jobs and starting green businesses. A special facet of the center's work would be to partner with K-12 schools to develop and deliver urban sustainability education programs.

There is no comparable unit at any other public institution in Nebraska. The proposal provided good documentation on the center's consistency with UNO's strategic goals, the NU Strategic Framework, and the Commission's *Comprehensive Plan*.

B. Resources: Faculty/Staff

High-----Low				
		√		

Faculty members with expertise in sustainability would be drawn from across the six UNO colleges and UNL. An initial part-time director would be appointed from the UNO faculty with a permanent director and staff hired as soon as the funding becomes available. The budget lists a part-time director, part-time faculty member, part-time grant writer, and part-time staff assistant in the first two years, with the positions all converting to full-time in year 3.

C. Resources: Physical Facilities/Equipment

High-----Low				
		√		

UNO reports that a permanent location has not yet been identified. However, as an interdisciplinary unit, the work of the proposed center would be accomplished utilizing existing instructional and research facilities throughout the UNO campus. The initial administrative offices for the center would be located near the part-time director. As the center grows and funding increases, UNO would establish a permanent physical home for the administrative functions of the center.

D. Budget

In the first year, the center would be supported by Academic Excellence funds reallocated by the Office of Academic and Student Affairs. As the center develops, support would rely more heavily on grants, contracts, and private donations.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS as reported by UNO

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$2,487,712	Reallocated Funds	\$1,061,826
General Operating	\$125,000	New State Funds	
Equipment	\$200,000	New Local Funds	
Facilities		Other: grants/contracts	\$1,450,000
Library		Other: private donations	\$1,650,000
Other: seed grants	\$980,000		
Five-Year TOTAL	\$3,792,712	Five-Year TOTAL	\$4,161,826

Committee Comment: One strength of the proposal is that the growth in expenditures would be determined by the funds raised in donations, grants, or contracts. UNO, whose mission, in part, is to serve the needs of the urban community in Nebraska, is an appropriate location for the center.

Committee Recommendation: Approve.

Approval of the center does not constitute future approval of any new instructional programs related to the center's work.

Review Process for Low-Producing Programs

(reviewed by the Academic Programs Committee, 2-7-08)

Interdisciplinary baccalaureate programs that do not meet the threshold of seven graduates per year, averaged over a five year period, will complete the program review form (including the number of graduates and need for the program) but will not require justification for low production and will not require any follow-up reporting to the Commission if:

- The program is an individualized, custom-designed program for a single student. The program has no specified curriculum and no designated participating departments, but can have a specified school or college. Student credit hours are attributed to the departments offering the courses the student selects.
This definition includes these current programs: Interdisciplinary Studies (CSC, WSC, UNO), Individualized Program of Studies (UNL), and University Studies (UNL).

OR

- The program has an identified curriculum focused on a specific area of study, draws courses from two or more departments, and has two or less courses of its own (i.e., courses identified solely with the program and not cross-listed in another discipline). Student credit hours are attributed to the participating departments offering the courses in the curriculum, with the exception of the one or two courses specific to the program. The program averages at least two graduates per year.
For example, a European Studies program offers a BA and graduates an average of 2.4 students per year. It has an identified curriculum that includes relevant courses in the social sciences, arts, and languages. The program itself only offers a capstone seminar.

2011-2012 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2006-2011)						
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNL	Individualized Program of Studies	N/A*	BA	1.6				
			BS	1.6				
UNO	Interdisciplinary Studies	N/A*	BA	0.8				
			BS	1.0				
WSC	Interdisciplinary Studies	358	BS	4.0				

*Interdisciplinary

Institution	Program	5 yr Average (2006-2011)						
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNL	Environmental Studies	N/A*	BA	6.2				
			BS	3.2				
			BSES	12.4				
UNL	Ethnic Studies	588	BA	3.8				
			BS	0.0				
UNL	Film Studies	N/A*	BA	14.0				
UNO	General Science	N/A*	BGS	1.2				
			BA	2.6				
UNL	Global Studies	N/A*	BA	56.2				
			BS	0.0				
			BJ	0.8				
UNL	Latin American Studies	N/A*	BA	2.4				
			BS	0.0				
UNO	Women & Gender Studies	981	BA	2.0				
			BGS	0.2				
UNL	Women & Gender Studies	N/A*	BA	5.4				
			BS	0.2				
			BJ	0.2				

*Interdisciplinary

Commission Thresholds

Number of Degrees/Awards in this Program (the mean of the prior 5 years)

Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

Student Credit Hour Production by Department Per Full-Time Equivalent Faculty (the mean of the prior 5 years)

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300

All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)

275

2011-2012 Programs Requiring Additional Review

** (Item in bold is under Commission Threshold)

			Five Year Average (2006-11)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNL	Great Plains Studies	BA BS	0.6 0.0	N/A*	N/A*	N/A*	This program is appropriate for students who are planning a career in business, education, law, planning, policy analysis, agriculture, or history in the plains region. The 5-year average degrees awarded are below Coordinating Commission for Postsecondary Education thresholds, but Great Plains Studies remains an attractive minor. New leadership of the Center for Great Plains Studies and current curricular revisions have the potential to increase the number of students	Continue	Continue, with a report on student demand due 10/15/2016.	
UNL	University Studies	BA BS	0.0 0.0	N/A*	N/A*	N/A*	The major offers students an opportunity to construct a cross-disciplinary program of study. The College of Arts and Sciences and the Hixson-Lied College of Fine and Performing Arts are exploring opportunities to retool the degree for the purposes of a general studies degree completion program.	Continue	Continue, with a report on the status of the program in light of retooling due 6/30/2013.	

*Interdisciplinary

**Grazing Livestock Systems—BS
Center for Grassland Studies
School of Natural Resources
University of Nebraska-Lincoln
Follow-up Reports**

Background

- In **2010** the Commission reviewed programs in UNL's School of Natural Resources. The average SCH/FTE for the school was 332, exceeding the Commission productivity threshold of 300. The average number of graduates for grazing livestock systems was 3.8 (Commission threshold is 7.0). UNL reported that the grazing livestock systems program was growing, with the number of graduates the previous two years (7 and 6) approaching thresholds.
- The Commission **continued the program with a report on degrees awarded.**

Summary of UNL's Report

- The average number of graduates was 5.4. The program is housed in the Center for Grassland Studies within the School of Natural Resources. However, it is interdisciplinary, with faculty from the Departments of Animal Science, Agricultural Economics, and Agronomy and Horticulture coordinating the program.
- The program's advisory council, employers from the grazing industry, and federal agencies have indicated that graduates from this multi-disciplinary program are better prepared than those with single-disciplinary educations.
- The animal agriculture industry is the prime revenue source for the state and it faces increasing environmental and societal challenges. The sustainability of animal agriculture is closely linked to the sustainability of water resources.
- The only course specific to the program is an internship. All remaining courses come from faculty in other existing programs whose FTE assignments are in their home departments, resulting in little additional cost to offer the program.

Committee Comment

The SCH/FTE in the School of Natural Resources increased from 332 to 434, with the average total student credit hours increasing from 2,646 to 4,170. The number of graduates in grazing livestock systems increased significantly—from 3.8 to 5.4 in just three years.

Committee Recommendation

Continue the program.

[The next regular program review is due June 30, 2016.]

**Grassland Ecology and Management—BS
(previously Range Science and Rangeland Ecosystems)
University of Nebraska-Lincoln
Follow-up Report**

Background

- In **1997** the Commission reviewed the Range Science program. The average number of graduates was 1.4. The program had been created in 1990 and UNL expected the enrollments to increase as it became more well-known. The Commission **continued the program with a report on need and demand.**
- In **2000** UNL reported that the name of the program had been changed in 1999 to Rangeland Ecosystems with a focus on multiple uses of rangeland. A new grazing livestock systems major would focus specifically on livestock production on rangeland. The Commission **continued the program** with the expectation that the next regular review would address the impact of program changes on enrollment and graduation rates.
- In **2010** the Commission reviewed the programs in its regular review cycle. UNL reported:
 - In 2001, the program's name and focus had been changed from Rangeland Ecosystems to Grassland Ecology and Management. The average number of graduates for rangeland ecosystems was .4. There were no graduates from the grassland ecology and management program. (Commission threshold is 7.0).
 - The average SCH/FTE for grassland ecology and management was 450, exceeding the Commission productivity threshold of 300.
 - There had been approximately six students enrolled in the program for the previous three years. UNL expected one or two students to graduate in the coming years.
 - The courses also serve students in other programs.
 - The Commission **continued the program with a report on enrollment and graduation rates.**

Summary of UNL's Report

- The average SCH/FTE was 535. The graduation rate remained at .4, with one graduate in each of the previous two years.
- The program was new in 2001 and the number of students formally declaring the major was slowly increasing.
- This is the only program of its type in the state, addressing topics such as habitat destruction, invasive species, and stabilization of local flora and fauna.
- Much of Nebraska is grassland and there is a need to increase the instruction and research in this area that is critical to the sustainability of our society.
- The program serves a small but important employment and expertise niche for the state and the importance is not readily assessed in terms of numbers of students graduating.
- The courses also serve students in agronomy, horticulture, animal science, and the School of Natural Resources. Elimination of the program would not free up resources or decrease course offerings.

Committee Comment

This program has struggled to find its place in the College of Agricultural Sciences and Natural Resources. The increase in SCH/FTE from 450 to 535 indicates an increase in enrollments. The program is appropriate for UNL given the university's land grant status, the prominence of agriculture, and the natural vegetation of Nebraska, providing there is student demand.

Neither Kansas State University nor Iowa State University has a similar program. Kansas State does have a major research project on grassland ecology and basic range science. Colorado State University offers a BS in Rangeland Ecology and the University of Montana has a range management and grassland ecology emphasis within its resource conservation degree.

Although the graduation rates are low, there is little additional cost to offer the program. Enrollments are growing and, should the Commission continue the program, the committee recommends that UNL make efforts to increase the program's graduation rate.

Committee Recommendation

The committee would like more information on the need for this program and its relationship to the grazing livestock systems program. Therefore, there is no committee recommendation.

[The next regular program review would be due June 30, 2016.]

**Water Science—BS
School of Natural Resources
University of Nebraska-Lincoln
Follow-up Report**

Background

- In **2003** the Commission reviewed programs in UNL's School of Natural Resource Sciences, which was created in 1997. The average SCH/FTE was 532, exceeding the Commission productivity threshold of 300. The average number of graduates for Water Science was 4.8 (Commission threshold is 7.0). Other programs in the School exceeded thresholds and they along with Water Science were **continued**.
- In **2010** the Commission again reviewed programs in the School of Natural Resources. The average SCH/FTE was 332, exceeding the Commission productivity threshold. The average number of graduates for Water Science was 1.2. UNL reported that Water Science had struggled in recent years to define itself. New organization and emphasis on water law and policy and watershed management was expected to increase the number of students.
- The Commission **continued the program with a report on student demand**.

Summary of UNL's Report

- Increasing worldwide demand on water resources has resulted in a corresponding increase in the demand for professionals who can help sustain quality water supplies and resolve water-use conflicts. There is no other source within the state for students to obtain this knowledge.
- The state is a natural laboratory for water use because of the east-west gradient of precipitation and its location above an aquifer.
- The program is of central importance to the future development of a sustainable society in Nebraska
- The program serves a small but important employment and expertise niche for the state and the importance is not readily assessed in terms of numbers of students graduating.
- The average number of graduates in Water Science was 2.6. The average SCH/FTE was 434.

Staff Comment

The SCH/FTE for the School of Natural Resources increased from 332 to 434, with the average total student credit hours increasing from 2,646 to 4,170. The number of water science graduates also increased, although it is still well below threshold. Neither figure has rebounded to the levels reported in 2003.

The geology program in the College of Arts and Sciences offers an area of emphasis in hydrological sciences and environmental geosciences. Some of the geology courses are included in the water science curriculum that offers options in aquatic ecology, hydrology, water law and policy, water quality, and watershed management. The geology area of emphasis is narrower, including courses on geochemistry, soil geomorphology, and landscape evolution.

The report does not mention the newly established (fall 2010) Water for Food Institute at the University of Nebraska. It is possible that the institute would serve as a recruitment tool that would increase the number of majors and graduates.

Staff Recommendation

Continue the program.

[The next regular program review is due June 30, 2016.]

**Agricultural and Biological Systems Engineering—MS
Department of Biological Systems Engineering
University of Nebraska-Lincoln
Follow-up Report**

Background

- In **2010** the Commission reviewed programs in UNL's Department of Biological Systems Engineering. The department, located on UNL's East Campus, offers programs in three areas: biological engineering, agricultural engineering, and mechanized systems management. The first two are administered through the College of Engineering while the third is administered through the College of Agricultural Sciences and Natural Resources.
- The average SCH/FTE for the department was 445, exceeding the Commission productivity threshold of 300. The BS in agricultural engineering averaged 7.6 graduates, the BS in biological systems engineering averaged 14.6 graduates, and the BS in mechanized systems management averaged 18 graduates, all exceeding the Commission productivity threshold of seven over a five year period. Two of the master's programs, however, did not meet the Commission threshold of five graduates. The MS in agricultural and biological systems engineering, considered here, averaged 3.2 graduates. UNL acknowledged that the program was below threshold, but that students had the skills necessary for industries essential to the state's economy.
- The Commission **continued the program with a report on student demand.**

Summary of UNL's Report

- The MS in agricultural and biological systems engineering averaged 5.4 graduates over the previous five years, exceeding the Commission threshold.
- The program is not duplicated in Nebraska.
- The program uses existing faculty and educational laboratory and field facilities necessary for other programs.

Staff Comment

The agricultural and biological systems engineering MS program now exceeds Commission thresholds for number of graduates, primarily due to a large graduating class in 2011.

Staff Recommendation

Continue the program.

[The next regular program review is due June 30, 2016.]

**Mechanized Systems Management—MS
Department of Biological Systems Engineering
University of Nebraska-Lincoln
Follow-up Report**

Background

- In **2010** the Commission reviewed programs in UNL's Department of Biological Systems Engineering. The average SCH/FTE was 445, exceeding the Commission productivity threshold of 300. The three baccalaureate programs offered by the department all exceeded the Commission's threshold for average number of graduates (seven over a five year period), with the BS in mechanized systems management averaging 18 graduates. The MS in mechanized systems management averaged 1.4 graduates. UNL acknowledged that the program was below threshold, but that students had the skills necessary for industries essential to the state's economy.
- The Commission **continued the program with a report on student demand and an expanded statement of state need.**

Summary of UNL's Report

- The MS in mechanized systems management averaged 1.2 graduates.
- For the past several years, starting salaries for students holding a BS in mechanized systems management have been so high (\$49,000) that students were not interested in spending the time and money for an MS. However, the demand for BS students may have peaked and future research will require more sophisticated training, slowing the growth in starting salaries and pushing more students into graduate programs.
- The program is not duplicated in Nebraska. The mechanized systems management program is one of only four of its type in agriculture in the U.S.
- The program uses existing faculty and educational laboratory and field facilities necessary for other programs.

Staff Comment

Mechanized systems management programs prepare students to manage machines, natural resources, people, and money in engineered systems. The skills can be applied to a variety of engineering settings, but at UNL the focus is on agricultural systems such as irrigation and product processing.

The mechanized systems management graduate program declined slightly in number of graduates, but UNL provided a reasonable explanation for the decrease and the small number. The next program review, due in four years, would show an increase in the number of graduates if UNL's prediction is correct that the demand for BS students has peaked.

Staff Recommendation

The committee would like more information on this program and its relationship to the agricultural and biological systems engineering program. Therefore, there is no committee recommendation.

[The next regular program review would be due June 30, 2016.]

**Fire Science Technology-AAS, Diploma
Mid-Plains Community College
Follow-up Report**

Background:

- In **2010** the Commission reviewed the Fire Science Technology program at Mid-Plains Community College.
- The AAS program averaged 1.4 graduates; there were no graduates from the diploma program. The SCH/FTE averaged 345.
- Mid-Plains reported that the program had been restructured to a four semester time frame with good response.
- The restructuring was contributing to an increase in retention and recruiting.
- Many students had completed the requirements for a diploma but not applied to receive one. The college intended to contact them.
- The Commission **continued the program with a report** on enrollments and completion rates.

Summary of Institution's Report, November 2011:

- In the previous five years, two diplomas were awarded (.4 average) and six degrees (1.2 average). The SCH/FTE was 266.
- There were 15 students who had completed program requirements since 2003 who would be contacted to encourage them to apply for graduation. There were also 13 students in-progress for a diploma.
- Since 2003, 117 students had taken one or two classes to increase their skill level.
- The restructuring had not aided in retention or recruiting in recent years. The college had recently hired a part-time fire science coordinator.
- The college administration had committed to focusing on the implementation of a "Fire Science Academy". The academy would serve traditional full-time students seeking a diploma or degree as well as providing training for area fire departments. The Ogallala fire department had been contacted to discuss its needs.
- A business plan and budget would be created for the academy to determine viability.

Following receipt of this report, Commission staff discovered that the business plan and budget were to be presented to the MPCC governing board in early 2012. Staff delayed taking the follow-up report to the Academic Programs Committee since the intent of the plan was to determine program viability, and asked MPCC for additional information once the board had acted.

Summary of Institution's Report, June 2012:

- The fire science program was moved to the April 2012 meeting of the MPCC Governing Board. The board asked that a summary of need be presented at its May meeting.
- There are 55 fire departments in the MPCC area, 53 of which are staffed by volunteers. About 40% were polled and 100% of those were supportive of the new program plan. The departments were excited about customized training, some of which would be delivered at their local stations.

- MPCC staff recommended that the curriculum be modified to align with the National Fire Academy model curriculum. This would make the program more consistent with others of its kind and therefore improve transferability. Two new courses would be needed, with the existing courses modified to varying degrees to align with the model curriculum.
- The goal of the program would be to serve the traditional student interested in fire fighting, to provide area fire departments with continuing education and certification, and to become a training academy for specialized fire fighting and administrative certification.
- In the near future, Nebraska fire fighters/departments will be required to earn CEUs in order to qualify for public funds. The program would offer 12 credit hour certification packages that would meet this need and also count in the graduation numbers for certificates.
- The MPCC staff also recommended approaching the State Fire Marshall's office about the college offering fire courses for them. The State Fire Training Division does not currently have the resources to cover the training requested by fire departments across the state, resulting in waiting lists.
- McCook will work with MPCC to provide all the training resources the college will need. North Platte is also interested in partnering with MPCC.
- The greatest hindrance to the program's development has been the lack of leadership. The EMS/paramedic program has been demanding and the coordinator has little experience in fire science. The program would benefit greatly from a full-time coordinator/instructor/recruiter.
- In May 2012 the MPCC Governing Board approved a full-time fire science coordinator position with an "update" one year from the date of hire (presumably on the status of the program).

Staff Comment:

Enrollments and completions did not significantly increase from 2009 to 2011 and in 2010 the program only produced 95 student credit hours. The college has recognized that the program has not been productive and has recommended a modified curriculum and approved a full-time coordinator.

Staff Recommendation:

Continue the program and submit to the Commission a copy of the update provided to the MPCC Governing Board after the board has reviewed it, but no later than June 2, 2014.

[The next regular program review is due June 30, 2016.]

Information Items

A. Dual Degree Program

1. UNL & UNMC – Juris Doctorate (JD) and Master of Public Health (MPH)

B. Concentration Deletions

1. NECC – Ag Services (AAS, Diploma) under Administrative Assistant Program
2. NECC – Legal (AA, AAS, Diploma) under Administrative Assistant Program
3. NECC – Irrigation Technology (AAS) under Agriculture Program

C. Concentration Renaming

1. Retail Merchandising under Business Program to
Retail Management under Business Program



2012 Biennial Report

Covering the period from December 2010 to December 2012

**Committee Draft
November 16, 2012**

COMMISSIONERS

Dr. Ron Hunter, Chair (Hay Springs)

Riko Bishop, Vice Chair (Lincoln)

Colleen A. Adam, (Hastings)

Clark Anderson (Lincoln/Ogallala)

Dr. Deborah A. Frison (Omaha)

Mary Lauritzen (West Point)

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Carol Zink (Lincoln)

This report and others are available at the
Coordinating Commission's website:
www.ccpe.state.ne.us

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2012 Biennial Report

Provided pursuant to §85-1412 (12) of Nebraska Statutes.

Welcome!

The 2012 Biennial Report provides an “insider’s view” of Nebraska’s Coordinating Commission for Postsecondary Education’s accomplishments during the past two years. Pursuant to state statute, the Coordinating Commission utilizes this report to inform its readers of what the Commission does and how well it is achieving its goals.

The Coordinating Commission is proud to share its activities during the past two years and how its accomplishments relate to the Commission’s overarching goals and mission.

What is the Commission?

In 1990, Nebraskans saw a need for an independent entity to coordinate the state’s public higher education institutions from a statewide — rather than an institutional — perspective. To accomplish this, voters amended the state constitution, creating the Coordinating Commission for Postsecondary Education [Article VIII-14].

Nationwide, 29 states have coordinating commissions very much like Nebraska’s Coordinating Commission, providing an objective point of view of higher education statewide. An additional 28 states have statewide governing boards that provide a similar perspective. (Some states have both types of agencies.)

Nebraska's CCPE

Nebraska's Coordinating Commission is an independent agency with 11 Commissioners, who are appointed by the Governor and approved by the Legislature. There are 10 full-time state-funded employees, one part-time state-funded employee, and one federally-funded employee on the Commission's staff. The Commission promotes high quality, ready access and efficient use of resources in Nebraska higher education by carrying out its duties as outlined in the Coordinating Commission for Postsecondary Education Act.

The Commission's duties primarily affect the community colleges, the Nebraska State College System and the University of Nebraska.

To assist in carrying out its duties, the Commission maintains regular contact with the State Board of Education, the Nebraska Community College Association Board of Directors, the Nebraska State College System Board of Trustees and the University of Nebraska Board of Regents. These contacts help improve communication and coordination of services among the Coordinating Commission and providers of higher education.

The following sections will address the points above and will describe the past two years of activities conducted under each of them.

What does the Commission do?

The Commission:

- Implements a statewide, comprehensive plan to guide Nebraska's higher education system, in collaboration with state colleges and universities;
- Administers student financial aid and other federal programs;
- Conducts research and publishes reports on issues pertaining to higher education;
- Provides information and advice on higher education to the Legislature;
- Authorizes academic programs;
- Considers and approves or disapproves proposals from new or out-of-state institutions to operate in Nebraska.
- Approves proposals for facilities; and
- Reviews institutions' budget proposals and makes recommendations on those requests to the Governor and the Legislature.

What does the Commission do?

◆————◆
**Implements a statewide, comprehensive plan to guide
Nebraska's higher education system, in collaboration
with the state's colleges and universities**
◆————◆

**Nebraska's *Comprehensive Statewide Plan
for Postsecondary Education***

As required by statute, the Commission has developed and periodically revises a plan to provide direction for the future of higher education in Nebraska. This document, the *Comprehensive Statewide Plan for Postsecondary Education*, identifies goals that lead to an educationally and economically sound, vigorous and “let’s-work-together” system of higher education.

The *Comprehensive Plan* was developed in collaboration with the state’s colleges and universities and guides the coordination of Nebraska’s public higher education institutions and sectors. The Commission uses the *Plan* to facilitate most of its statutory decision-making processes.

In addition to identifying the overall goals and objectives for Nebraska’s public higher education system, the *Plan* defines the role and mission of each public higher education institution in Nebraska.

When developing proposals for new facilities or academic programs, Nebraska’s public colleges and universities must do so in compliance with the *Plan*.

The *Plan* is considered a “living document,” meaning it is reviewed and revised as the environment for postsecondary education evolves. Substantive changes to the *Plan* are made with care, however, and only after distributing drafts of proposed changes to all affected parties, taking those parties’ concerns under advisement, and holding one or more public hearings in front of the Commission. After the Commission approves the revision, the Legislature’s Education Committee reviews the *Plan* and the revisions at a public hearing and reports its findings to the Legislature. The *Plan* is available on the Commission’s website, www.ccpe.state.ne.us, under the “Data Collection, Reports, and Presentations” link.

A Summary of the *Comprehensive Plan's* 14 Major Goals

Meeting the Needs of Students

Goal 1: Seek methods to increase participation and success in higher education for all students.

Goal 2: Be student-centered and offer lifelong learning opportunities.

Goal 3: Provide appropriate support services to help all students reach their educational goals.

Goal 4: Provide graduates with the skills and knowledge needed to succeed as capable employees and responsible citizens.

Meeting the Needs of the State

Goal 5: Be responsive to the workforce development and ongoing training needs of employers.

Goal 6: Contribute to the health and prosperity of citizens through research and development efforts, technology and attracting external funds.

Goal 7: Prepare individuals for productive, fulfilling lives.

Goal 8: Assess evolving needs and priorities and adopt new methods and technologies to address them.

Meeting Needs by Building Exemplary Institutions

Goal 9: Fulfill roles and missions in an exemplary manner and compare favorably with peers.

Goal 10: Provide fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel.

Goal 11: Be effective in meeting the needs of students and the state. Be efficient and accountable in expenditure of state resources.

Meeting Needs through Partnerships and Collaboration

Goal 12: Collaborate with one another and with other entities to share resources and deliver programs cooperatively.

Goal 13: Work effectively with elementary and secondary schools to improve teaching and learning and to facilitate articulation.

Facilities Planning to Meet Educational Needs

Goal 14: Advocate a physical environment for public postsecondary institutions that is: supportive of role and mission; well-utilized and effectively accommodates space needs; safe, accessible, cost-effective and well-maintained; and flexible to adapt to future changes.

What does the Commission do?

Administers student financial aid programs

Financial Aid

The Commission administers the Nebraska Opportunity Grant, the Access College Early (ACE) Scholarship Program, and the ACE Plus Scholarship Program. The Commission also conducts annual audits of postsecondary institutions in the state that participate in the state financial aid programs.

Nebraska Opportunity Grant

The Nebraska Opportunity Grant, formerly known as the Nebraska State Grant, is awarded to students in consultation with financial aid administrators at Nebraska's postsecondary institutions. These grants are awarded to students who are residents of Nebraska, attend a Nebraska postsecondary institution, and have a minimum Expected Family Contribution (EFC) as determined by completing the Free Application for Federal Student Aid (FAFSA).

In 2010-11, \$8 million of the grant's funding came from State lottery funds, \$6.4 million from the State's general funds, and \$600,000 from federal funds. Those numbers were similar in 2011-12: \$8.3

Nebraska Opportunity Grant Biennium History:

2010-11:

Total awarded: \$14,947,663

- 15,556 students received a grant (35% of Nebraska Pell Grant-eligible students)
 - Public institutions: 10,614 students
 - \$902 average award
 - Private, non-profit: 2,779 students
 - \$1,058 average award
 - Proprietary/for-profit: 2,163 students
 - \$1,122 average award

Average grant awarded: \$960.89

2011-12:

Total awarded: \$14,678,211

- 14,239 students received a grant (24% of Nebraska eligible students)
 - Public institutions: 9,220 students
 - \$1,032 average award
 - Private, non-profit: 2,968 students
 - \$936 average award
 - Proprietary/for-profit: 2,051 students
 - \$1,161 average award

Average grant awarded: \$1,031

million from lottery funds and \$6.4 million from State general funds, with no federal funding.

Access College Early Scholarship Program

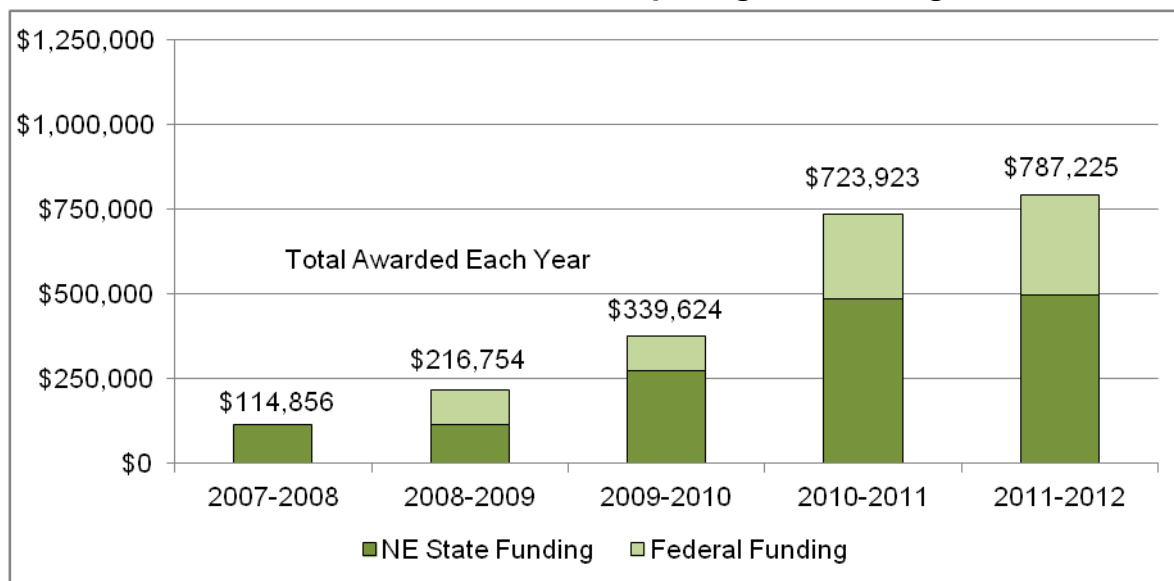
The Access College Early (ACE) Scholarship Program awards scholarships to low-income high school students who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program in 2007, funding it through the transfer of funds from a relatively inactive program, the Community Scholarship Foundation Program, to the ACE program. (The CSFP was eliminated.)

Current research indicates that high school students who take college courses while in high school:

- increase academic rigor during high school;
- remain in school and graduate at higher rates;
- enroll in college at an increased rate;
- streamline their transitions from high school to college;
- have a head start on their chosen postsecondary programs;
- save money once in college; and
- return for their college sophomore years at higher rates.

The Commission believes the opportunity to take college courses while in high school should be available to all qualified students regardless of family income.

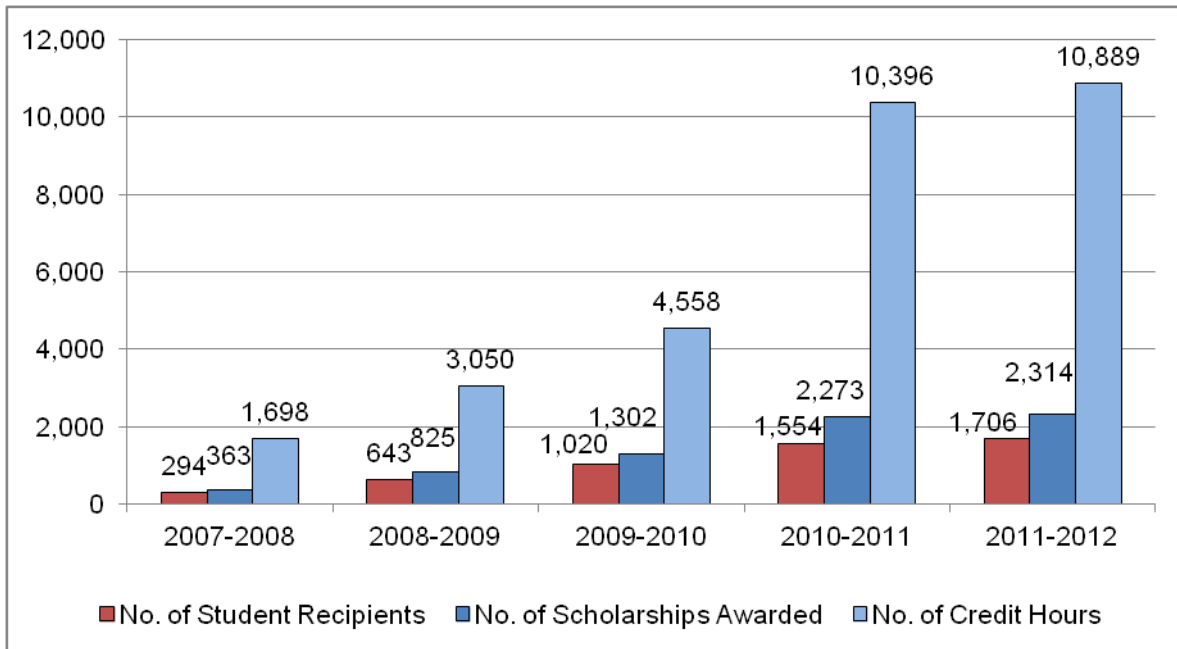
Growth of ACE Scholarship Program Funding



(ACE charts continued on next page)

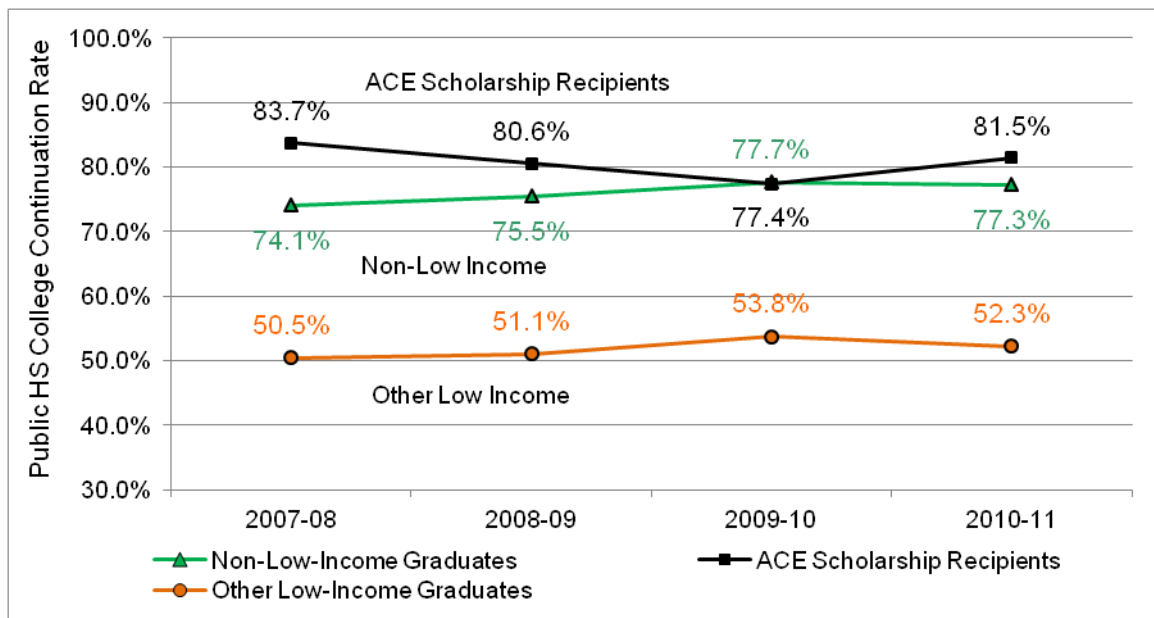
(ACE charts continued)

Growth of ACE Scholarship Program Awards and Recipients



Nationally and in Nebraska, students who take college courses while in high school go on to college at higher rates.

Nebraska Public High School College Continuation Rates - 2007-08 Through 2010-11



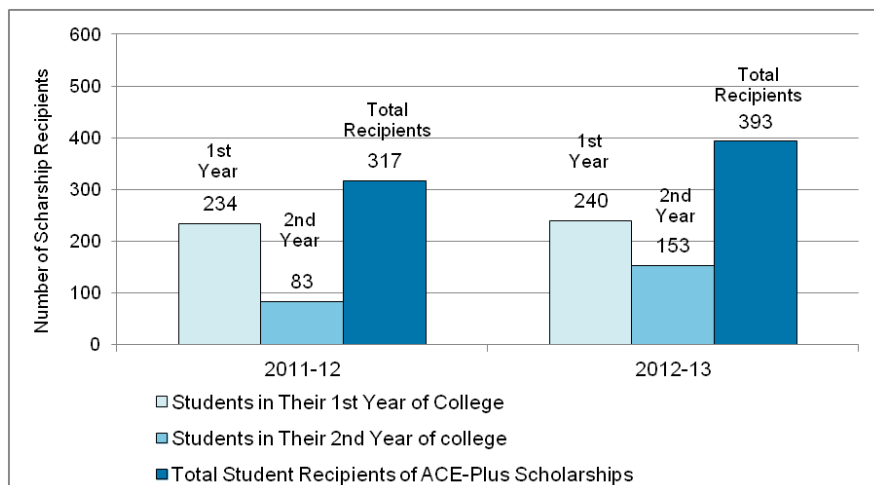
ACE Plus Scholarship Program

The Commission initiated the ACE Plus Scholarship Program in 2010-2011, with the first year of awards in 2011-2012. This program provides assistance to first- and second-year college students who were ACE scholarship recipients prior to graduating from high school. The ACE Plus scholarship was initially funded with \$223,000 of a federal College Access Challenge Grant (CACG). In 2011-2012, the Commission awarded a total of \$220,750 in scholarships to 317 students. For 2012-2013, the Commission awarded

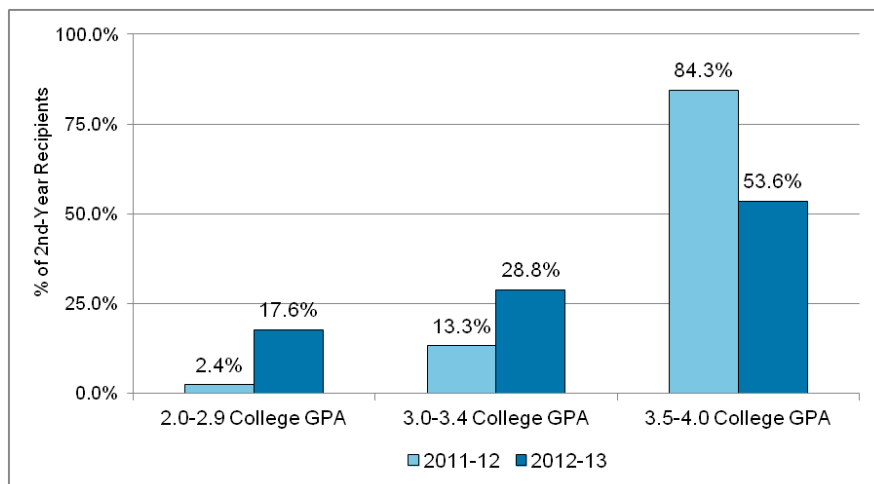
393 college students a total of \$269,750, again funded through CACG.

The ACE Plus program has already proven its effectiveness. Among first-year college students who received an ACE Plus scholarship, nearly 95 percent earned a grade of “B” or better in the course they took during their first or second year of college. Furthermore, 279 of the 317 recipients attended in-state colleges or universities in 2011-2012 and 349 of the 393 recipients in 2012-2013 are attending in-state institutions.

Number of ACE Plus recipients



College Grade-Point Average of Students Who Received ACE Plus Scholarships Their Second Year of College



What does the Commission do?

◆————◆

Provides information and advice on higher education to the Legislature and Governor. Conducts research, publishes reports on issues regarding higher education.

◆————◆

Reports and Analysis

The Commission utilizes extensive data to produce a wide array of objective, comprehensive reports. This in-depth research provides an independent —and invaluable — voice within Nebraska’s postsecondary education system. No other entity in Nebraska maintains and reports all of these kinds of data.

CCPE research is used by legislators, the governor’s office, reporters, higher education institutions, other state agencies and the public. Following are descriptions of the Commission-produced reports during the last two years.

All of these reports are available on the Commission’s website, www.ccpe.state.ne.us, under the “Data Collection, Reports, and Presentations” link.

Budget and Financial Analyses

Postsecondary Education Operating Budget Recommendations for 2013-15 *(October 2012)*

This is a statutorily required analysis of public institutional budget requests. It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. See page 21 of this document for more information.

Capital Construction Budget Recommendations and Prioritization for 2013-15 *(October 2012)*

This statutorily required report includes the Commission’s funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska and the Nebraska College of Technical Agriculture at Curtis. See page 19 for more information.

2012 Tuition, Fees, Financial Aid Report (September 2012)

This statutorily required report covers public policy issues relating to tuition, fees and financial aid for students in Nebraska. It shows how Nebraska's public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report's general findings:

- Higher education is becoming less affordable—and therefore less attainable—for students as tuition continues to rise;
- State appropriations per full-time equivalent student are increasingly threatened by other state obligations. This was increasingly true during the economic challenges of the past two years;
- Financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low- and very low-income families would likely increase if additional financial assistance could be provided by the state.

Did you know?

In 2010-11, Nebraska ranked 33rd among states in need-based student aid grant dollars per full-time undergraduate enrollment. In 2008-09, the state ranked 38th.

From the "2012 Tuition, Fees, and Financial Aid Report."

Academic Analyses

Delivering Courses Beyond Campus Walls (July 2012)

This report describes the types of distance education courses available to Nebraska residents, what institutions offer distance education, how distance education is delivered and how many students are taking advantage of distance education.

Survey of Programs and Courses Offered in Nebraska By Out-of-State Institutions (January 2011)

This report provides information on the current course and program offerings as well as a historical perspective that includes institutions approved in the past but no longer offering courses or programs in the state.

Other Analyses, Publications

College-Going Rates for Nebraska Public High Schools for the High School Class of 2009-2010 *(July 2011)*

This report presents the estimated college-going rates for each of Nebraska's 276 public high schools that awarded high school diplomas in 2009-2010. These estimates are based on data obtained from the Nebraska Department of Education and the National Student Clearinghouse.

Excel Workbook for College-Going Rates for Nebraska Public High Schools for the High School Class of 2010-2011 *(May 2012)*

This document provides our estimate of college-going rate, by school, for the high school graduating class of 2010-11.

LB 637 Dual Enrollment and Career Academy Study *(December 2011)*

LB 637 directed the Coordinating Commission to study the need for uniform policies and practices regarding dual-enrollment courses and career academies in Nebraska, as well as to examine other opportunities for Nebraska high-school students to earn college credit, such as Advanced Placement and International Baccalaureate programs. This report provides the results of that study, as well as policy recommendations.

2012 Nebraska Higher Education Progress Report *(March 2012)*

This statutorily required annual report provides data to the Nebraska Legislature, with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. These priorities are:

- Increase the number of students who enter postsecondary education;
- Increase the proportion of students who enroll and successfully persist through degree program completion; and
- Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

2012 Factual Look at Higher Education in Nebraska *(August 2012)*

This report uses data from the Integrated Postsecondary Education Data System (IPEDS) surveys to provide comparative data for Nebraska's higher education institutions.

Did you know?

In terms of enrollment, women in Nebraska continue to outnumber men at the undergraduate and graduate levels across all racial/ethnic groups, except foreign students.

From the "2012 Factual Look at Higher Education in Nebraska" report.

What does the Commission do?

◆————◆
**Considers and approves or disapproves proposals from
new or out-of-state institutions to operate in Nebraska**
◆————◆

New or out-of-state institutions

Any out-of-state institution seeking to offer programs in Nebraska or any entity wishing to establish a new private institution in the state must receive approval from the Commission. These procedures were described in Title 281, Nebraska Administrative Code, Chapters 1 and 2.

In 2010 the Commission examined the statutes that govern out-of-state institutions as well as new private institutions. The Commission worked with its constituents and State Legislative staff to craft LB 637, a new act to replace the existing statutes. The reasons for updating the statutes were numerous, but the primary reasons were that the existing statutes were outdated and challenging to apply in many situations. Most of these statutes dated back to the 1960s and '70s. Higher education has changed significantly since then, influenced by the role of for-profit institutions, as well as the ability afforded by technology to provide courses outside a physical classroom. These new statutes are

influencing several national initiatives focused on these issues.

LB 637 clarified the role of the Commission as defined in state statute, made clear the procedures required of institutions, and repealed the earlier statutes. It was signed by the Governor in May 2011. The first 21 sections of LB 637 have been identified as the Postsecondary Institution Act. Title 281, Nebraska Administrative Code, Chapter 7, currently awaiting final State approval, will provide the rules and regulations for implementing the Postsecondary Institution Act and will replace Chapters 1 and 2.

Following procedures established in Chapter 2 prior to its repeal, the Commission reviewed five annual reports from previously approved institutions and authorized one institution to offer two additional associate and two additional baccalaureate degrees; one institution to offer four additional baccalaureate degrees; and one institution to award a doctor of nurse anesthesia practice.

Following the enactment of LB 637, all previously approved new private or out-of-state institutions were required to renew their authorization to operate. The Commission reviewed applications from 20 institutions, granting recurrent authorization to 19 and authorization to operate on a continuing basis to one. Approximately 26 institutions approved by the Commission during the past several decades did not submit renewal applications and are no longer authorized to operate in the state.

**Out-of-state institutions
authorized in the 2012 biennium:**

National American University (Rapid City, S.D.)

In January 2011, approved to offer five associate of applied science degrees and five bachelor of science degrees.

Sioux Falls Seminary (Sioux Falls, S.D.)

In July 2011, approved to offer a master of divinity and a doctor of ministry.

Wright Career College (Overland Park, Kan.)

In September 2011, approved to offer eight diploma programs, nine associate of applied science degrees, and two bachelor of science degrees.

Kansas State University (Manhattan, Kan.)

In April 2012, approved for veterinary clinical rotations at MidWest Veterinary Specialty Hospital in Omaha.

What does the Commission do?

◆—————◆
Approves proposals for facilities

◆—————◆
Capital Construction/Facilities

The Commission has three major responsibilities related to capital construction projects at public postsecondary education institutions.

The first responsibility is to review, monitor and approve or disapprove capital construction projects that use more than \$2 million in tax funds to construct facilities, or more than \$85,000 per year in tax funds to operate and maintain. Disapproved projects cannot receive state funds for construction or ongoing operating and maintenance costs.

From January 2011 through December 2012, the Commission reviewed nine capital construction project proposals by the institutions. Of these requests, institutions withdrew operating and maintenance requests for two projects totaling \$1,501,100 per year.

The second responsibility is to review revenue bond projects and make recommendations to the Legislature regarding their approval or disapproval. From January 2011 through December 2012, the Commission reviewed nine such projects and recommended that the

Legislature approve eight. The Commission recommended disapproval of one project with a project cost of \$4,695,000.

The third responsibility is to review the biennial capital construction requests of the University of Nebraska, the Nebraska College of Technical Agriculture and the Nebraska State College System. The Commission makes these recommendations to the Governor and Legislature at the same time it makes recommendations on biennial operating budget requests.

The Commission recommends a list, in priority order, of approved capital construction projects eligible for state funding. Only those projects that were approved by the governing boards and the Commission and are requesting state funding in the biennial budget request are considered. The Commission has identified ongoing routine maintenance and addressing deferred repair as statewide facilities priorities for the 2013-15 biennium. To read the full recommendations report, go to the Commission's website, www.ccpe.state.ne.us, and click the "Data Collection, Reports, and Presentations" link.

What does the Commission do?

**Reviews the institutions' budget proposals and makes
Recommendations on those requests to the Governor and Legislature**

Budget Review and Recommendations

The Commission has constitutional responsibility to review and modify the biennial budget requests of Nebraska's public postsecondary institutions and make recommendations on those requests to the Governor and Legislature. Through this review, the Commission can promote consistency with the *Comprehensive Plan* and effective use of state funds in support of public postsecondary education in Nebraska. The Commission reviews budgets and makes its recommendations in October of every even-numbered year.

In fall 2012, the Commission reviewed 43 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System and the community colleges.

Of those 43 requests, 15 were expanded requests, and the Commission:

- Strongly recommended new general funds for two of the requests;
- Recommended new general funds for six of the requests;
- Recommended some new general funds for three requests;

- Recommended no general funds for three requests;
- Recommended funding be appropriated to an already established program for one request; and
- Recommended funding from other sources of revenue for one request.

Furthermore, of the 43 requests, there were 12 requests that were part of the continuation budget recommendation, and 12 requests that were for new building operating and maintenance funds. The total dollars for institutional new and expanded requests for the biennium was \$42,664,510.

The 2013-2015 report and recommendations are located on the Commission's website, www.ccpe.state.ne.us, under the "Data Collection, Reports, and Presentations" link.

Nebraska's Coordinating Commission for Postsecondary Education

**Promoting high quality, ready access and efficient use of
resources in Nebraska higher education**

Operational Projects and Accomplishments

Introduction

The past two years have been a period of exceptional growth in helping Nebraska's lawmakers and citizens become more aware of the progress and challenges for Nebraska's public postsecondary institutions. The following narratives provide a summary of the CCPE's activities and accomplishments during the last two years.

Ongoing Initiatives

College Access Challenge Grant

The Governor has designed the CCPE as the State's administrator of the federal College Access Challenge Grant Program (CACG). The CACG is a five-year formula grant program designed to increase the number of underrepresented students who enter and remain in postsecondary education. In 2010, the CCPE received \$1.5 million in grant funds from the CACG. This was a significant increase in funding compared to this program's 2008 allocation of \$330,000. The Commission has already used these funds to support many Nebraska groups and initiatives, including: the Access

College Early grant program; the ACE Plus scholarship program; Central Plains Center for Services, in western Nebraska; Omaha Public Schools; EducationQuest Foundation, based in Lincoln; Ho-Chunk Community Development Corp., which is affiliated with the Winnebago Tribe; Mid-Plains Community College; Nebraska Methodist College; Grace University; and the Bright Futures Foundation, in Omaha.

Improving Teacher Quality: State Grants Program Administration

The Commission continues to award Improving Teacher Quality (ITQ) state grants to Nebraska's innovative leaders in education. The grants are funded under the federal Elementary and Secondary Education Act, also known as the No Child Left Behind Act (Title IIA). Grants are not awarded to individuals, but to partnerships formed by local, high-need educational agencies and a Nebraska college or university. These partnerships design and produce professional development activities to improve the skills of K-12 teachers, paraprofessionals and principals.

The total amount of funds available to Nebraska for awards in 2010-11 was \$425,689. The total amount recommended for the five projects that received funding was \$336,154. The remaining funds were available for projects that may have more participant applications than slots funded or other unexpected costs; any additional remaining funds were carried forward for use in the 2011-12 competition. For 2011-12, a review panel awarded funding for one project in world languages, one in science, two in literacy and writing, one in technology, and one in social sciences.

The ITQ program continues to focus on professional development activities for in-service teachers, especially those teaching in shortage areas and those who don't hold an endorsement in the subject area in which they are teaching. In some instances, ITQ funds are awarded for activities that address one or both challenges. Projects that address the needs of low-performing schools or model the use of technology are given priority. For more information about the ITQ program, visit www.ccpe.state.ne.us and click on the "Improving Teacher Quality Grants" link on the left-hand side of the homepage.

New Initiatives

ACE, ACE Plus Automation

Because the ACE and ACE Plus Scholarship Programs have grown significantly during the past few years, the Legislature funded and the Commission implemented the electronic automation of the process for both programs. This automation makes it easier for students to apply and for the Commission to review and process the applications. It is significantly more efficient and will save numerous hours of manual processing.

New Employee

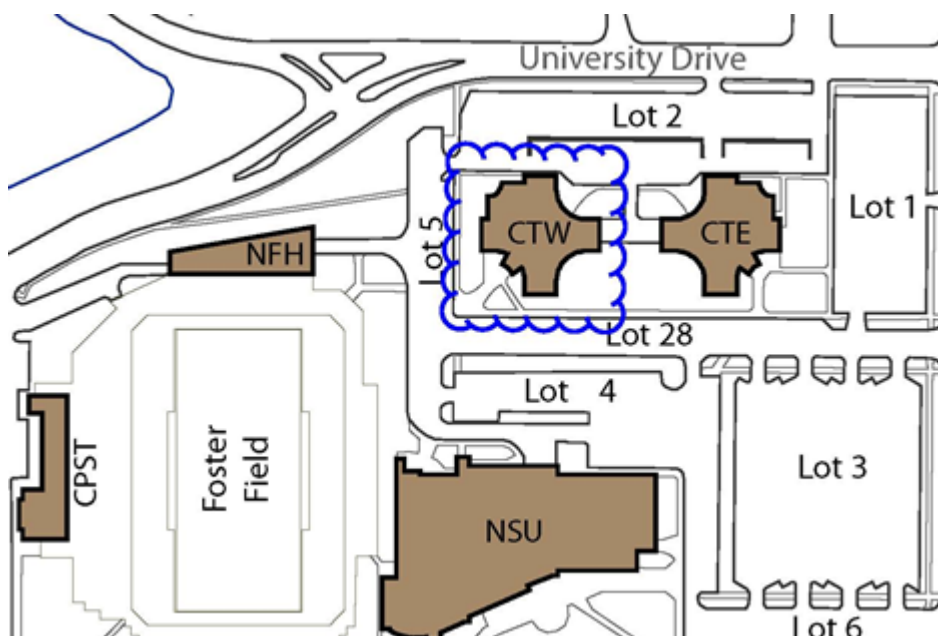
Helen Pope started in February 2012 as a part-time executive assistant for the Commission.

Coordinating Commission for Postsecondary Education
Revenue Bond Project Evaluation Form

Committee Draft
November 28, 2012

Institution/Campus: University of Nebraska at Kearney
Project Name: Centennial Towers East capital improvements
Date of Governing Board Approval: September 14, 2012
Date Complete Proposal Received: September 25, 2012 (BOR agenda & resolution)
November 6, 2012 (completed finance plan)
Date of Commission Evaluation: December 6, 2012

Project Description: The University of Nebraska at Kearney is proposing to make capital improvements to the Centennial Towers East (CTE) as the final phase of a two phased project. This second phase would involve improvements to CTE, a seven-story 101,038 gross square foot (gsf) residence hall constructed in 1967. A site plan is included below. The first phase, approved last year, provides similar improvements to Centennial Towers West (CTW) and is currently under construction.



Proposed improvements to the 355-bed semi-suite style CTE would include fire and life safety upgrades, restroom remodel, plumbing repairs, energy-efficient lighting replacement, and floor finish replacement. Prior projects reviewed by the Commission and approved by the Legislature included replacement of the roofs, window shades and furnishings, along with minor plumbing repair for both CTE and CTW in 2008.

The university has estimated the total project cost of phase 2 to be \$6,000,000 (\$59.38/gsf). The proposed source of funds is surplus funds generated from room and board revenues. Ongoing facility operating and maintenance (O&M) costs are projected to increase \$50,000/year associated with new fire sprinkler system and improved ventilation. Residence hall room and

(UNK / Centennial Towers East capital improvements eval. cont.)

board revenues would also finance these increased O&M costs.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

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No

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Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

"Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

This project would address safety and maintenance issues.

Page 4-4 of the *Plan* states: "The state expects auxiliary services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting." This project would be self-supporting from surplus room and board revenues.

Page 6-3 of the *Plan* states: "Facilities funding has historically come from a variety of sources. These sources of funding and example applications include: . . . User fees for student centers, residence halls, and parking;"

Pages 6-8 and 6-9 of the *Plan* state: "Funds from non-tax sources support the design, construction, and ongoing facility O&M of other institutional space, such as: . . . Self-sufficient student support space such as student housing, parking, student centers/unions, student medical services, recreational facilities, and student auxiliary services (e.g., childcare services, bookstores, etc.)."

This project is not directly applicable to UNK's role and

mission assignment as it involves student support space.

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

No

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Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

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Comments: The Board of Regents approved the UNK *Facilities Development Plan 2006 - 2015* on January 19, 2007. Page 61 of the *Plan* identifies the following related to campus residence halls: “Once the three new residence halls have been completed as described above, our renewal strategy for the residential campus anticipates that we will renovate existing residence halls to address deferred maintenance needs and to improve functionality for our students. These buildings are old and outdated, and they have extensive infrastructure deficiencies (e.g., lack of air conditioning, poor plumbing). We can, however, proceed systematically to reinvest housing revenue to reconfigure and modernize them.” The *Plan* also identified outdated lavatory facilities in residence halls that are in need of renovation.

The UNK *Residence Hall Master Plan*, presented to the Board of Regents in April 2004, outlined specific problems in Centennial Towers East & West that were in need of patch and fix work. Page 10 of the *Plan* references the following needs: bathroom renovation, asbestos abatement, new fire sprinkler system, temperature control system, ventilation improvements, plumbing repair, lighting, and ground-fault receptacle outlets.

2.B Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

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Comments: The proposed capital improvements work would address the following rehabilitation needs as outlined in UNK's *Residence Hall Master Plan* and the program statement:

- Plumbing repair to include domestic water service distribution, sanitary and steam/chilled water piping as needed;
- Replacement of all light fixtures with new energy-efficient lighting; and
- Floor finish replacement in all public areas.

Funding limitations do not allow for the replacement of the original windows in CTE at this time.

2.C Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

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Comments: The proposed capital improvements work would address the following functional deficiencies as outlined in UNK's *Residence Hall Master Plan* and the program statement:

- Fire and life safety work to include installation of a new fire sprinkler system, audible fire alarm system, and asbestos abatement of all floor and ceiling material in public spaces in addition to any remaining asbestos abatement as funding allows;
- Complete restroom remodel to meet current mechanical code to include new fixtures, finishes and shower configurations to address ADA needs;
- Other code compliance work to include installation of ground-fault and arc-fault receptacle outlets; and
- Ventilation improvements to provide adequate air supply and exhaust to restrooms.

2.D Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

Comments: The university anticipates little change in room space allocations from this project. All existing spaces would be reutilized as currently used.

UNK had a maximum residence hall capacity of 2,130 beds in the fall 2012. This excludes the 359-bed CTW residence hall, currently under renovation, which will be brought back online next fall and includes Conrad Hall, which is being used as swing space during the CTW and CTE renovations. UNK's fall 2012 residence hall occupancy rate was 94.6% of available bed capacity. UNK's fall occupancy rates have fluctuated between 78% and 95% of bed capacity over the past seven years.

UNK anticipates taking two or three of the older residence halls out of service by demolition or reassignment to other use upon completion of the CTE and CTW residence hall renovation projects.

2.E Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low

Comments: Not applicable as the university anticipates little change in room space allocations from this project.

2.F Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

Comments: The primary purpose of this project is to complete fire and life safety work, replace aging building systems, and to address student needs to the extent that funds are available. Enrollment at UNK has increased nearly 13% over the past ten years. The university reported a 2012 total fall on-campus headcount enrollment of 7,199. UNK has a goal of increasing enrollment 1.5% per year.

2.G The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

Comments: This proposal is the second phase of a two-phase project to address life safety and deferred repair needs in the Centennial Towers. Sufficient room and board revenues are available to adequately operate and maintain these residence halls.

High Low

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2.H Evidence is provided that this project is the best of all known and reasonable alternatives.

Comments: Operating existing residence halls without making continual improvements would likely increase vacancy rates and reduce revenues over time. The improvements to semi-suite-style housing should help maintain occupancy rates by meeting student demands for this type of housing.

High Low

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2.I Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

Comments: This project would improve the quality of on-campus living for students in one of UNK's older residence halls. Improvements to existing residence halls could help stabilize occupancy rates for on-campus housing. No ongoing cost savings would be generated from this project.

High Low

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2.J Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

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*Comments: **Construction Costs*** - The university's estimate for capital improvements to Centennial Tower East is \$6,000,000 (\$58.38/gsf). Commission staff's estimate to complete the work outlined in the program statement is \$5,989,900 (\$59.28/gsf) based on *R.S. Means Square Foot Costs* for high-rise college dormitories modified to account for local conditions. The university's estimate is \$10,100 (0.2%) higher than Commission staff's estimate for the project. The minor difference between these estimates is in estimated construction costs and the project contingency where Commission staff provides a 10 percent contingency for renovation/repair work.

Operating and Maintenance Costs - The university's estimate to provide increased facility operating and maintenance (O&M) funding for this project is \$50,000 per year. Commission staff believes additional O&M costs associated with new fire sprinkler system and improved ventilation appear reasonable.

2.K Source(s) of funds requested are appropriate for the project.

High Low

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Comments: The use of revenue bond surplus funds for repair and improvements to student housing is appropriate. UNK's actual and estimated year end surplus fund balances for FY 2012 through FY 2015 are:

- FY 2012 (actual) – \$7,604,716
- FY 2013 (estimated) – \$3,229,716
- FY 2014 (estimated) – \$6,354,716
- FY 2015 (estimated) – \$9,579,716

The June 30, 2013 estimated balance includes an allocation of \$6.0 million for this project. A substantial portion of the actual expenditures would be in FY 2014. Any additional operating and maintenance costs needed as a result of this project would be funded from residence hall room and board fees.

3. **The proposed project demonstrates that it is not an unnecessary duplication of facilities.**

Yes

No

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Comments: The university has demonstrated that this project would not unnecessarily duplicate residential space on the UNK campus.

- 3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High Low

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Comments: This project would not increase the number of existing residence hall beds on campus. UNK has been renovating and making capital improvements to existing residence halls to the extent possible with available funds.

4. **The project's proposal provides sufficient information from which the Commission can review and make an informed recommendation.**

Yes

No

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Comments: The initial proposal, along with additional financial information and follow-up responses to questions, has provided sufficient information for the Commission to review this proposed project.

COMMISSION ACTION AND COMMENTS:

Approve

Disapprove

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Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-408, the **Budget, Construction and Financial Aid Committee of the** Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Kearney's proposal to use surplus funds for capital improvement work on Centennial Tower East residence hall as outlined in the university's proposal and finance plan.

Comments: This proposal requires the review and approval of

(UNK / Centennial Towers East capital improvements eval. cont.)

the Legislature or the Executive Board of the Legislative Council as required by Statute. Completion of these capital improvements should assist UNK in maintaining an adequate residence hall occupancy level in order to adequately support its revenue bond facilities.

The use of surplus funds is an acceptable means of financing this proposal. UNK's June 30, 2012 housing surplus fund balance was estimated to be \$7,604,716. The estimated surplus fund balance on June 30, 2014 is estimated to be \$6,354,716 following expenditures of \$6.0 million for this and other proposed projects. Sufficient surplus funds should be available following completion of this project to adequately meet future repair and replacement needs for UNK's residence hall facilities.

UNK's 2012-13 room and board rates are the second highest compared to other in-state public higher education institutions. The following compares current room and board rates for double-occupancy rooms with a 7-day meal plan:

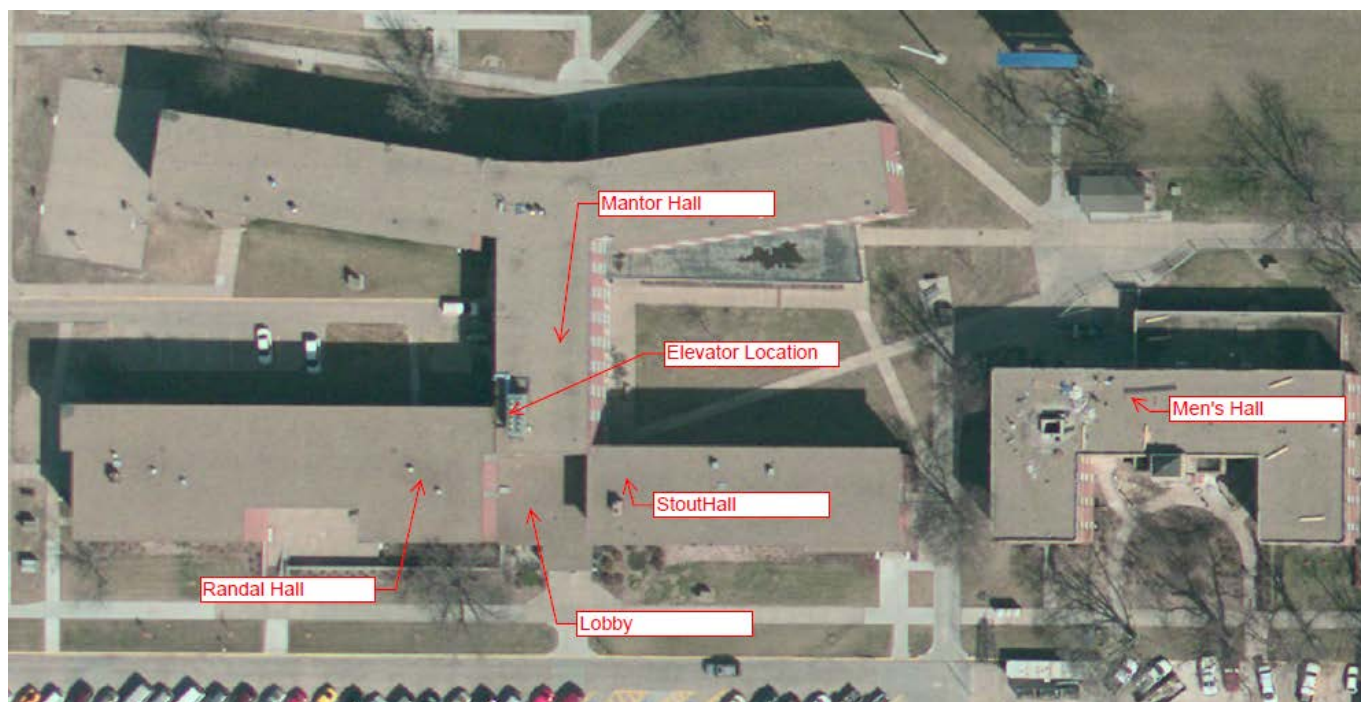
	<u>Room Rate w/ 7-Day Meal</u>
• Chadron State College –	\$5,520 to \$5,704/year
• Peru State College –	\$5,502 to \$5,970/year
• Wayne State College –	\$5,960 to \$6,100/year
• Univ. of Nebraska at Kearney –	\$8,038 to \$8,248/year
• Univ. of Nebraska-Lincoln –	\$8,575 to \$9,122/year

Coordinating Commission for Postsecondary Education
Revenue Bond Project Evaluation Form

Committee Draft
November 28, 2012

Institution/Campus: University of Nebraska at Kearney
Project Name: Randall & Mantor Hall new entry
Date of Governing Board Approval: September 14, 2012
Date Complete Proposal Received: September 25, 2012 (BOR agenda & resolution)
November 6, 2012 (completed finance plan)
Date of Commission Evaluation: December 6, 2012

Project Description: The University of Nebraska at Kearney is proposing to construct a new entry for Randall and Mantor Halls. Randall Hall, originally constructed in 1961, is a 42,121 gross square foot (gsf) 192-bed residence hall connected to Mantor Hall. Mantor Hall, originally constructed in 1965, is an 86,284 gross square foot (gsf) 323-bed residence hall. A site plan is included below.



Mantor Hall and Randall Hall recently completed capital improvement projects in the summers of 2009 and 2011 respectively. This work included installation of fire sprinklers and updated audible fire alarm systems; demolition and expansion of the existing restrooms to meet current codes; inspection and repair/replacement of the domestic water, sanitary sewer, and HVAC piping; and updating of all public areas to include new lighting, floor, wall and ceiling finishes. Stout Hall, a 22,823 gsf 85-bed residence hall connected to Randall Hall, was demolished following completion of work on Randall Hall. The demolition provides space for the proposed 3,000 gsf shared and expanded entry that would be constructed where Stout Hall was located. The proposed project would construct a new main common entryway into Randall and Mantor

(UNK / Randall & Mantor Hall entry evaluation continued)

which uses the existing lobby, control desk area, mail boxes and elevator access. This project would also provide increased security (glass entryway), including development of an accessible entry.

The university has estimated the total project cost to be \$1,300,000 (\$433.33/gsf). The proposed source of funds is surplus funds generated from room and board revenues. Ongoing facility operating and maintenance (O&M) costs are projected to increase \$50,000/year (\$16.67/gsf/year) associated with the new space. Residence hall room and board revenues would also finance these increased O&M costs.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

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No

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Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

"Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

This project would address safety issues.

Page 4-4 of the *Plan* states: "The state expects auxiliary services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting." This project would be self-supporting from surplus room and board revenues.

Page 6-3 of the *Plan* states: "Facilities funding has historically come from a variety of sources. These sources of funding and example applications include: . . . User fees for student centers, residence halls, and parking;"

Pages 6-8 and 6-9 of the *Plan* state: "Funds from non-tax

(UNK / Randall & Mantor Hall entry evaluation continued)

sources support the design, construction, and ongoing facility O&M of other institutional space, such as: . . . Self-sufficient student support space such as student housing, parking, student centers/unions, student medical services, recreational facilities, and student auxiliary services (e.g., childcare services, bookstores, etc.).”

This project is not directly applicable to UNK’s role and mission assignment as it involves student support space.

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

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No

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Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The Board of Regents approved the UNK *Facilities Development Plan 2006 - 2015* on January 19, 2007. Page 61 of the *Plan* identifies the following related to campus residence halls: “Once the three new residence halls have been completed as described above, our renewal strategy for the residential campus anticipates that we will renovate existing residence halls to address deferred maintenance needs and to improve functionality for our students. These buildings are old and outdated, and they have extensive infrastructure deficiencies (e.g., lack of air conditioning, poor plumbing). We can, however, proceed systematically to reinvest housing revenue to reconfigure and modernize them.” The *Plan* also identified outdated lavatory facilities in residence halls that are in need of renovation.

The UNK *Residence Hall Master Plan*, presented to the Board of Regents in April 2004, outlined extensive problems with Mantor Hall and Randall Hall and recommended renovation of these halls.

The *Residence Hall Master Plan* listed Stout Hall as being

(UNK / Randall & Mantor Hall entry evaluation continued)

in poor condition but recommended renovation because it was attached to Randall Hall. Demolition was later determined to be the most cost effective solution based on the building's relatively high renovation costs compared to the small number of beds available.

2.B Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

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Comments: Not applicable as the proposed project primarily involves new construction.

2.C Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

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Comments: The proposed project would address security and accessibility deficiencies as outlined in UNK's *Residence Hall Master Plan*.

2.D Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

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Comments: The university anticipates little change in room space allocations from this project. All existing spaces would be reutilized as currently used.

UNK had a maximum residence hall capacity of 2,130 beds in the fall 2012. This excludes the 359-bed CTW residence hall, currently under renovation, which will be brought back online next fall and includes Conrad Hall, which is being used as swing space during the CTW and CTE renovations. UNK's fall 2012 residence hall occupancy rate was 94.6% of available bed capacity. UNK's fall occupancy rates have fluctuated between 78% and 95% of bed capacity over the past seven years.

UNK anticipates taking two or three of the older residence halls out of service by demolition or reassignment to other

(UNK / Randall & Mantor Hall entry evaluation continued)

use once all planned residence hall renovations are complete and swing space is no longer needed.

- 2.E Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.**

High Low
☐ ☐ ☐ ☐ ☐

Comments: Not applicable as the university anticipates little change in room space allocations from this project.

- 2.F Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.**

High Low
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Comments: The primary purpose of this project is to complete fire and life safety work, replace aging building systems, and to address student needs to the extent that funds are available. Enrollment at UNK has increased nearly 13% over the past ten years. The university reported a 2012 total fall on-campus headcount enrollment of 7,199. UNK has a goal of increasing enrollment 1.5% per year.

- 2.G The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.**

High Low
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Comments: This proposal would address safety and security needs in Mantor and Randall Hall by creating a single controlled entry point. Sufficient room and board revenues are available to adequately operate and maintain these residence halls.

- 2.H Evidence is provided that this project is the best of all known and reasonable alternatives.**

High Low
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Comments: Operating existing residence halls without making continual improvements would likely increase vacancy rates and reduce revenues over time. The

(UNK / Randall & Mantor Hall entry evaluation continued)

proposed improvements to these residence halls should help maintain occupancy rates.

2.I Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low

☐ ☒ ☐ ☐ ☐

Comments: This project would improve the quality existing older residence halls. Improvements to existing residence halls could help stabilize occupancy rates for on-campus housing. No ongoing cost savings would be generated from this project.

2.J Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

☐ ☒ ☐ ☐ ☐

Comments: Construction Costs - The university's estimate to construct a new entry for Randall and Mantor Halls is \$1,300,000 (\$433.33/gsf). Commission staff's estimate to complete the work outlined in the program statement is \$1,270,000 (\$423.33/gsf) based on *R.S. Means Square Foot Costs* for high-rise college dormitories modified to account for local conditions. The university's estimate is \$30,000 (2.4%) higher than Commission staff's estimate for the project. The minor difference between these estimates is in estimated construction costs.

Operating and Maintenance Costs - The university's estimate to provide increased facility operating and maintenance (O&M) funding for this project is \$50,000 per year (\$16.67/gsf/year). Commission staff's estimate for increased facility O&M costs associated with new construction is \$24,200/year (\$8.07/gsf/year). The university's estimate is \$25,800 (107%) higher than Commission staff's estimate for the project. The overall dollar difference between the two estimates is within the Commission's allowable margin of \$50,000.

(UNK / Randall & Mantor Hall entry evaluation continued)

2.K Source(s) of funds requested are appropriate for the project.

High Low

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Comments: The use of revenue bond surplus funds for repair and improvements to student housing is appropriate. UNK's actual and estimated year end surplus fund balances for FY 2012 through FY 2015 are:

- FY 2012 (actual) – \$7,604,716
- FY 2013 (estimated) – \$3,229,716
- FY 2014 (estimated) – \$6,354,716
- FY 2015 (estimated) – \$9,579,716

The June 30, 2013 estimated balance includes an allocation of \$1.3 million for this project. A substantial portion of the actual expenditures would be in FY 2014. Any additional operating and maintenance costs needed as a result of this project would be funded from residence hall room and board fees.

3. The proposed project demonstrates that it is not an unnecessary duplication of facilities.

Yes

No

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Comments: The university has demonstrated that this project would not unnecessarily duplicate residential space on the UNK campus.

3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

☐ ☒ ☐ ☐ ☐

Comments: This project would not increase the number of existing residence hall beds on campus. UNK has been renovating and making capital improvements to existing residence halls to the extent possible with available funds.

4. The project's proposal provides sufficient information from which the Commission can review and make an informed recommendation.

Yes

No

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Comments: The initial proposal, along with additional financial

(UNK / Randall & Mantor Hall entry evaluation continued)

information and follow-up responses to questions, has provided sufficient information for the Commission to review this proposed project.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-408, the **Budget, Construction and Financial Aid Committee of the** Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Kearney's proposal to use surplus funds to construct a new entry for the Randall and Mantor residence halls as outlined in the university's proposal and finance plan.

Comments: This proposal requires the review and approval of the Legislature or the Executive Board of the Legislative Council as required by Statute. Completion of this project would assist UNK in maintaining secure and accessible entry to these two residence halls.

The use of surplus funds is an acceptable means of financing this proposal. UNK's June 30, 2012 housing surplus fund balance was estimated to be \$7,604,716. The estimated surplus fund balance on June 30, 2014 is estimated to be \$6,354,716 following expenditures of \$1.3 million for this and other proposed projects. Sufficient surplus funds should be available following completion of this project to adequately meet future repair and replacement needs for UNK's residence hall facilities.

UNK's 2012-13 room and board rates are the second highest compared to other in-state public higher education institutions. The following compares current room and board rates for double-occupancy rooms with a 7-day meal plan:

Room Rate w/ 7-Day Meal

- Chadron State College – \$5,520 to \$5,704/year
- Peru State College – \$5,502 to \$5,970/year
- Wayne State College – \$5,960 to \$6,100/year
- Univ. of Nebraska at Kearney – \$8,038 to \$8,248/year
- Univ. of Nebraska-Lincoln – \$8,575 to \$9,122/year

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Committee Draft
November 28, 2012

Institution/Campus: Central Community College / Columbus Campus
Project Name: North Education Center Building - Welding Addition
Date of Governing Board Approval: August 16, 2012
Date Complete Proposal Received: August 22, 2012
Date of Commission Evaluation: December 6, 2012

Project Description: Central Community College is proposing to construct a 10,610 gross square foot (gsf) addition to the north side of the Columbus Campus' North Education Center building for purposes of expanding the Welding Technology program's available space. A site plan of the CCC Columbus Campus is provided below that identifies the location of the proposed addition.



The Welding Technology program currently utilizes 5,124 sq. ft. in the North Education Center building that includes a classroom, robotics room and welding lab with 18 booths, two grinding rooms, one shared faculty office and a male locker room/restroom. The North Education Center is a 46,895 gsf one-story building originally constructed in 1971. The building currently houses Electronics, Advanced Manufacturing Technology/Machine Tool, Drafting and Design Technology, Quality Technology, Mechatronics/INDT, Occupational Health & Safety training and Weatherization training in addition to the Welding Technology program.

The proposed building addition would provide expanded welding lab space with 28 booths and support areas including tool storage, grinding area, classroom, robotics lab, cutting lab, and expanded men's and women's restrooms. The men's locker room would be expanded and women's locker room added to provide secure changing areas for both genders. The expanded restrooms would meet the needs of the new addition and existing users in the northern part of the North Education Center. An additional service drive would also be added to the new addition for truck deliveries.

Space vacated by the Welding Technology program would be used to expand the adjacent Mechatronics program in a future remodeling project. The college states that the Mechatronics program is also experiencing enrollment growth and is in need of additional space. It is anticipated that a future renovation would require a new HVAC system, electrical distribution system, and limited wall construction. All wall, floor, and ceiling finishes would be replaced in the repurposed area.

The college is estimating a total project cost of \$3,117,420 (\$250.60/gsf) with capital improvement property tax levy funds from the Capital Improvement Fund proposed as the source of funding. The college is estimating an incremental increase in facility operating and maintenance (O&M) costs of \$75,430/year (\$6.06/gsf/year) with General Operating Funds being the source of funds.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

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No

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Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

"Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." This project would provide an efficient use of facilities to meet the needs of increasing Welding Technology program enrollment.

Page 3-1 of the *Plan* outlines the following major statewide goal regarding workforce development: "Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state." The CCC Columbus Campus Welding Technology program responds directly to workforce development and training needs of industry in the region.

Page 5-4 of the *Plan* outlines the need to create partnerships between higher education and Nebraska business as follows: "An active partnership between higher education and Nebraska's business sector is essential if the economy of the state is to grow. Coalitions formed by a wide range of leaders can help guide institutions to educate and/or train students for the economic and social realities they will encounter. Community-level partnerships may include joint planning, collaborative research, and cooperative education and training programs." The college has several corporate partnerships with area businesses that have resulted in student placement, material and equipment donations, etc.

Page 7-7 of the *Plan* outlines the community colleges' role and mission states: "Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program." Space associated with this project would affect Central Community College's Welding Technology program that offers an associate degree, diploma and certificates.

2. **The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.**

Yes

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No

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Comments: This proposal generally demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A **The proposed project includes only new or existing academic programs approved by the Commission.**

Yes

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No

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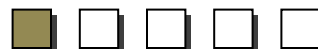
Comments: The Welding Technology program was last approved for continuation by the Commission's Executive Director and reported to the Commission on December 11, 2008 as part of a seven-year review cycle. Award options approved for continuation included:

- Welding Tech. Associate of Applied Science Degree
- Welding Technology Diploma

- Advanced Welding Techniques Certificate
- Manual Welding Certificate
- Production Welding Certificate

2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low



Comments: The Central Community College 2011 *Physical Master Plan* was approved by the CCC Board of Governors on November 15, 2012.

Page 13 of the 2011 *Physical Master Plan* shows total headcount enrollment at the Columbus Campus as staying level between academic years 2005-06 and 2009-10 from 9,314 to 9,388 students.

Page 17 of the 2011 *Physical Master Plan* shows total full-time equivalent (FTE) enrollment at the Columbus Campus as growing from 921 to 1,164 students between academic years 2000-01 and 2009-10.

Page 21 of the 2011 *Physical Master Plan* identifies the Welding Addition as the college's highest priority to be funded from the Capital Improvement Fund.

Page 22 of the 2011 *Physical Master Plan* provides the following description of the North Education Center Welding Addition: "Build an addition on the north side of building for the welding program. This will provide additional welding booths, grinding room and dedicated robotics area. Remodel the existing welding space for use by mechatronics/industrial technology due to growth in equipment and enrollments in that area. Remodel will allow for expansion of "light" manufacturing to be housed in common areas rather than three locations and "heavy" manufacturing topics to be housed in common area rather than two locations."

2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

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Comments: The program statement does not outline the need to rehabilitate existing building systems. This is in part due to the college's efforts to replace building systems as needed over time. The college stated that the North Education Center has had 80% of its roof replaced and a new heating, ventilating and air conditioning (HVAC) system installed since the building was originally constructed in 1971.

2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

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Comments: The program statement outlines several functional deficiencies with the Welding Technology program's existing facilities including:

- The college reports a lack of material lift devices.
- Lighting in several areas is stated as in need of improvement due to the increase in specialized tool requirements.
- Existing tool storage is not currently secure to protect the investments of both the students and the college.
- Environmental requirements for proper storage and management of hazardous waste and recyclables also need to be incorporated into the daily operation of the instructional programs.
- Existing restrooms are not fully accessible.
- The current Welding Technology space does not have a fire sprinkler system.

2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

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Comments: The types of lab space proposed for the building addition are not readily applicable to standard space guidelines. Each of the laboratories proposed would be utilized to meet specific needs associated with the Welding Technology program. Square footages for various room types were calculated based on an actual layout of the new spaces while taking into consideration University of Nebraska space guidelines for any similar areas such as office space.

Existing classroom and class laboratory space for the Welding Technology program is reported to be fully scheduled from 8 A.M. to 9 P.M. Monday through Thursday.

2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low

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Comments: Square footage projections were based on input provided by the campus president, facilities director, associate dean, and department faculty. The department reviewed its current needs and the anticipated growth or changes affecting their curriculum. Room areas were then calculated based on an actual layout of the new spaces with equipment and furnishings. An example of this includes proposing additional space for grinding and aluminum welding, where a lack of adequate space fails to meet safety requirements.

2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

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Comments: The CCC Columbus Campus Welding Technology program had maintained a level student enrollment over the past several years until a recent jump

in full-time equivalent (FTE) enrollment occurred over the past two years from the low 20s to nearly 40 FTE in the most recent academic year. Annual student headcount for the Columbus Welding Technology program has ranged from 180 to 344, with the high being this past academic year.

The Georgia Career Information Center at Georgia State University has developed the [Occupational Supply Demand System](#) (OSDS) for the U. S. Department of Labor. The OSDS reports that there is currently an estimated need for 180 average annual openings for welders, cutters, solderers and brazers and 62 average annual openings for sheet metal workers, fabricators and fitters in Nebraska to accommodate replacement workers and limited new industry growth.

The OSDS also reported Nebraska Community Colleges graduated 197 welding program completers at an associate, diploma or certificate level. In 2009-10, CCC graduated 95 of the state's 197 completers (48%). The college reports that between 75-100% of CCC-Columbus welding graduates were placed in related employment over the past three years.

2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

High Low
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Comments: Space vacated by the Welding Technology program would be used to expand the adjacent Mechatronics program in a future remodeling project. The college estimates that the cost of this future project would be approximately \$600,000 that would be funded from the college's capital improvement fund.

The new addition would require increased facility operating and maintenance (O&M) costs for the college that would be drawn from general operating funds. The increased costs associated with the new addition should be within the college's general operating fund's budget

capacity given existing levy limits.

2.I Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low

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Comments: The college outlined two additional alternatives to the proposed project. The first alternative considered was to continue housing the Welding Technology program in the existing space in the building. However, this option would not allow for the expansion of space needed in the building for the Mechatronics Technology program. The college also determined that in order to provide a safe working environment for the Welding Technology program, that program should be moved to the north end nearer to Advanced Manufacturing/Machine Tool program and a fire wall barrier created separating Welding Technology from the rest of the building.

A second option considered would restrict the program size by limiting enrollment. However, with increased demand for welders and excellent program placement rates, this alternative was also rejected by the college.

2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed project would not provide cost efficiencies. However, the proposed project would expand and improve the Welding Technology program's space. The proposed project would enhance the ability of the Welding Technology program to adequately serve its students.

2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low



Comments: Construction Costs - The college's estimate for construction of a building addition and limited remodeling for circulation and restrooms is \$3,117,420 (\$250.60/gsf). Commission staff's estimate of the total project cost is \$3,112,200 (\$250.18/gsf) for construction of vocational school space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$5,220 (0.2%) higher than Commission staff's estimate for the project. The primary difference between these estimates is in the contingency costs. The college stated that actual bids received for the proposed project will use most of the project contingency.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$75,430 per year (\$6.06/gsf/year) to support the new addition. Commission staff's estimate to provide ongoing facility O&M for this project is \$67,500 per year (\$5.43/gsf/year). The college's estimate is \$7,930 (11.7%) higher than Commission staff's estimate. The primary difference between these estimates is facilities management administration costs.

2.L Source(s) of funds requested are appropriate for the project.

High Low



Comments: The Commission believes that the college's proposed use of capital improvement property tax levy funds to construct and remodel instructional space is appropriate. The Commission also believes that the use of \$225,000 in accessibility/life safety property tax levy funds for purposes of improving accessibility is also appropriate.

CCC had a Capital Improvement Fund balance of \$3,842,819 as of June 30, 2012. It is the Commission's understanding that these funds consist of carry-over capital improvement property tax levy funds and the

transfer of operating funds into the Capital Improvement Fund.

CCC presently collects 1.0¢ per \$100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about \$3.176 million in the current fiscal year.

Beginning in FY 2014, community colleges will be allowed to increase the maximum capital improvement levy limit to 2.0¢ per \$100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation.

CCC is projecting that the college will begin collecting 2.0¢ per \$100 property valuation for the Capital Improvement Fund beginning in FY 2014. The college estimates that the increased capital improvement levy will generate about \$6.67 million in FY 2014.

In addition to the capital improvement property tax levy collected by the college, CCC staff has stated that the college also transfers other operating funds into the Capital Improvement Fund for use on capital construction projects. This is a practice that several community college areas have used over the past several years to expand the amount of funds available for capital construction projects.

In an effort to clarify the statutory authority related to this issue, Commission staff requested an opinion from the Nebraska Office of the Attorney General (AG) regarding two questions: First, Do Nebraska statutes allow a Community College to construct/remodel facilities using funds drawn from the institution's general operating fund, which contains money generated by tuition and fees, state aid, property taxes raised to support general operations and, perhaps, other sources? And second, Does the fact that Nebraska statutes set up a levy to support operating expenditures and a levy to support capital improvements preclude an institution's using funds from both levies to support capital projects? The

Nebraska Office of the Attorney General issued an opinion regarding these questions on July 11, 2011. Commission staff circulated the AG's opinion by memorandum on July 20, 2011 to the Legislature's Education Committee Chair, Nebraska Community College Association and the six presidents of Nebraska's community college areas.

The Attorney General's opinion states on page five: "Community colleges are expressly authorized to levy funds for general operating expenses and for capital improvement projects. The Legislature has conferred no other power, beyond that set out in Neb. Rev. Stat. §§ 85-1515 and 85-1517, to community colleges with respect to the funding of capital improvement projects. As a result, the statutory language of §§ 85-1515 and 85-1517 controls, and community colleges may not infer, in the absence of other statutory authority, that they can use tuition and fee revenue, or any other revenue source, to fund capital improvement projects."

In response to the Attorney General's opinion, the Legislature passed LB 946 in the 2012 legislative session. This statute increases the allowable capital construction property tax levy limit from 1.0¢ to 2.0¢ per \$100 property valuation effective in FY 2014.

Central Community College staff has stated that they do not agree with the AG opinion. However, college staff has stated that they would use only capital improvement property tax levy funds collected in FY 2013 and FY 2014 for proposes of funding this proposed capital construction project.

3. **The proposed project demonstrates that it is not an unnecessary duplication of facilities.**

Yes

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No

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Comments: The college has demonstrated that this project would not unnecessarily duplicate instructional space on Central Community College's Columbus Campus.

3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The types of laboratory space needs for this proposal are unique to the Welding Technology program and are not suitable for use by other campus academic programs. Increasing campus enrollment in Welding Technology support the need for additional welding space.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

☒

☐

Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Central Community College's proposal for the Columbus Campus North Education Center building welding program addition and remodel as outlined in the program statement dated July 26, 2012 and supplemental information provided. This approval is contingent upon CCC's commitment to fund this project solely from statutorily authorized capital improvement property tax levy funds in accordance with the Nebraska Office of the Attorney General's opinion dated July 11, 2011.

Comments: The construction of a new addition for the Welding Technology program would improve efficiency for both students and faculty. The need for additional welding space has been well documented.

From the information provided, it appears that Central Community College would continue to fund other capital construction projects that are below the Commission's review threshold from the Capital Improvement Fund using a combination of general operating funds and capital improvement property tax levy funds. The Commission would advise against this approach in light of the recent Attorney General's opinion (see attached).



P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
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Marshall A. Hill, Ph.D., Executive Director

*Promoting high quality, ready access, and efficient use of resources
in Nebraska higher education.*

MEMORANDUM

To: Senator Greg Adams, Chair, Education Committee of the Nebraska Legislature
Dennis Baack, Executive Director, Nebraska Community College Association
Michael Chipps, President, Mid-Plains Community College
Todd Holcomb, President, Western Nebraska Community College
Jack Huck, President, Southeast Community College
Bill Path, President, Northeast Community College
Randy Schmailzl, President, Metropolitan Community College
Greg Smith, President, Central Community College

From: Marshall A. Hill *MAH*

Subject: Attorney General's Opinion RE: Whether Community Colleges Can Use Tuition
and Fee Revenue to Fund Capital Construction Projects

Date: July 20, 2011

Earlier this year some questions arose around the issue of allowable funding mechanisms for the construction or re-modeling of facilities at Nebraska community colleges. We asked the Office of the Attorney General to look into the issue. The resulting opinion is attached.

I was out of the office when the opinion arrived, slightly delaying distribution. Please contact Carna Pfeil or me if you have questions.

Commissioners

Dr. Joyce D. Simmons, Chair
Valentine

Dr. Ron Hunter, Vice Chair
Hay Springs

Colleen A. Adam
Hastings

Clark Anderson
Ogallala

Riko Bishop
Lincoln

Dr. Dick C.E. Davis
Omaha

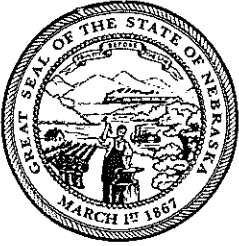
Mary Lauritzen
West Point

Eric Seacrest
North Platte

W. Scott Wilson
Papillion

John Winkleblack
Tilden

Carol Zink
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I# 11009

JON BRUNING
ATTORNEY GENERAL

LESLIE S. DONLEY
ASSISTANT ATTORNEY GENERAL

July 11, 2011

RECEIVED

Dr. Marshall Hill, Executive Director
Coordinating Commission for
Postsecondary Education
140 North 8th Street, Suite 300
Lincoln, NE 68509

JUL 12 2011

Coordinating Commission
for Postsecondary Education

RE: *Whether Community Colleges Can Use Tuition and Fee Revenue to Fund
Capital Construction Projects*

Dear Dr. Hill:

This opinion is written in response to two questions posed by the Coordinating Commission for Postsecondary Education ("CCPE") relating to community colleges and funding for capital construction projects:

1. Do Nebraska statutes allow a Community College to construct/re-model facilities using funds drawn from the institution's general operating fund, which contains money generated by tuition and fees, state aid, property taxes raised to support general operations and, perhaps, other sources?
2. Does the fact that Nebraska statutes set up a levy to support operating expenditures and a levy to support capital improvements preclude an institution's using funds from both levies to support capital projects? [See attached chart.]

Background

Community college areas are political subdivisions. They are bodies corporate, and may sue and be sued. Neb. Rev. Stat. § 85-1505 (2008). The Legislature has determined that community colleges should be locally controlled subject to coordination by the CCPE. Neb. Rev. Stat. § 85-1501 (2008). Funding for community colleges shall be a combination of "property tax, state aid, tuition, and other sources of revenue." Neb. Rev. Stat. § 85-1501.01 (2008). Neb. Rev. Stat. § 85-1515 (2008) allows

community colleges to issue and sell bonds for capital improvement projects. This section also allows a board to set up a "capital improvement and sinking bond fund" in its budget, to be funded by a one-cent levy per one hundred dollars of valuation. Neb. Rev. Stat. § 85-1517(2)(a). This levy may be increased to an amount necessary to retire general obligation bonds assumed by a community college area or issued pursuant to § 85-1515, or to pay off old obligations. Section 85-1517(1)(b) also allows community colleges to levy up to \$.1025/\$100 to support "general operating expenses."

Additionally, Section 85-1515 sets out a sequence detailing the expenditure of one-cent levy funds:

Such fund shall be used (1) first for the retirement of bonds assumed by the board in accordance with the provisions of such bonds, (2) then for (a) renewal work and deferred maintenance as defined in section 81-173, (b) handicapped access and life safety improvements made to existing structures or grounds including accessibility barrier elimination project costs and abatement of environmental hazards as such terms are defined in section 79-10,110, and (c) projects designed to prevent or correct a waste of energy, including measures taken to utilize alternate energy sources, all in accordance with the capital facilities plan of the community college area, (3) then for the retirement of bonds issued pursuant to this section, *and (4) then for the purchasing, purchasing on contract, constructing, and improving of facilities necessary to carry out sections 85-1501 to 85-1540.* (Emphasis added.)

We understand that the CCPE is concerned that community colleges are transferring general operating dollars into the capital improvement fund. The CCPE has taken the position that § 85-1517 restricts funding in the capital improvement fund to monies derived from the one-cent levy, not revenue from other sources. The community colleges, on the other hand, have told the CCPE that since the statutes do not prohibit them from doing so, the practice of transferring other funds into the capital improvement fund is acceptable.

During a meeting held with you and members of your staff on March 3, you indicated to us that the issues raised relate primarily to the use of tuition and fees. For example, Central Community College intends to transfer approximately ten million dollars, for each of the 2010-2012 fiscal years, from its general operational fund to its capital improvement fund. The CCPE finds this problematic in that its approval process¹

¹ Article VII, § 14 of the Nebraska Constitution authorizes the CCPE to review and approve or disapprove "capital construction projects which utilize tax funds designated by the Legislature." See the Coordinating Commission for Postsecondary Education Act, Neb. Rev. Stat. §§ 85-1401 through 85-1420 (2008. Cum. Supp. 2010).

may be circumvented if tuition and fees, rather than tax funds, are utilized for a project. You have also advised us that this practice has been utilized in the past by Metropolitan Community College and Southeast Community College, and was approved by the commission, albeit grudgingly.

Also by way of background, in *Metropolitan Community College v. Central Community College et al.*, C109 4553 (District Court of Lancaster County, Nebraska), the pivotal issue was determining how tuition and fee data should be reported for the purpose of state aid calculation. Our review of the issues leading up to and during the *Metro* case indicated that the term "tuition and fees," in the specific context of the Community College Foundation and Equalization Aid Act, Neb. Rev. Stat. §§ 85-2201 through 85-2230 (2008, Cum. Supp. 2010), or with respect to community colleges generally [see Chapter 85, article 15], is **undefined**. The legislative history of the state aid formula provided little if any clarification. Moreover, as part of the "legislative resolution" to the lawsuit, the Community College Foundation and Equalization Aid Act terminated on June 30, 2011 [see 2010 Neb. Laws LB 1072, § 11], with the understanding that a better process would be in place by this time. This has not happened. As a result, these matters appear to have even less clarity than before the lawsuit was filed.

Discussion

There are no statutes which specifically address the questions raised. There is also no authority that generally discusses community colleges and budgeting, other than the statutes cited above. While "tuition and fees" are referenced in the definition of "prior year revenue" in Neb. Rev. Stat. § 85-2212 of the Community College Foundation and Equalization Aid Act, this is the sole reference in a financial context. With this in mind, a brief response for each question is set out below.

I.

The first question asks us whether capital improvement projects may be paid for using money from the general operating fund, i.e., tuition and fees, state aid, property taxes and other revenue sources. The CCPE relies on the language in § 85-1517(2)(a) to support its conclusion that the capital improvement fund may only consist of one-cent levy money. This subsection provides, in pertinent part:

[T]he board may certify to the county board of equalization of each county within the community college area a tax levy of not to exceed one cent on each one hundred dollars on the taxable valuation of all property within the

community college area, uniform throughout such area, *for the purpose of establishing a capital improvement fund and bond sinking fund as provided in section 85-1515*. The levy provided by this subdivision may be exceeded by that amount necessary to retire the general obligation bonds assumed by the community college area or issued pursuant to section 85-1515 according to the terms of such bonds or for any obligation pursuant to section 85-1535 entered into prior to January 1, 1997.

(Emphasis added.) Section 85-1515 provides that "[e]ach board may establish in its budget a capital improvement and bond sinking fund."

Two canons of statutory construction guide our analysis. First, in the absence of anything to the contrary, statutory language is to be given its plain and ordinary meaning; an appellate court will not resort to interpretation to ascertain the meaning of statutory words which are plain, direct, and unambiguous. *Swift and Company v. Nebraska Department of Revenue*, 278 Neb. 763, 773 N.W.2d 381 (2009). The language of Neb. Rev. Stat. §§ 85-1515 and 85-1517 clearly and plainly authorizes a community college to assess a one-cent levy for the purpose of establishing a capital improvement and bond sinking fund. The language in § 85-1517 clearly and plainly authorizes a community college to increase the amount of this levy as necessary to retire general obligation bonds, or to pay off the costs for constructing or improving facilities for applied technology education programs.

Second, "a statute which specifies the object of its operation excludes therefrom every object not expressly mentioned (*expressio unius est exclusio alterius*)."
Curry v. State ex rel. Stenberg, 242 Neb. 695, 496 N.W.2d 512 (1993); *State Bd. of Agriculture v. State Racing Commission*, 239 Neb. 762, 478 N.W.2d 270 (1992). A technical reading of § 85-1517 indicates that the Nebraska Legislature has authorized community colleges to assess a \$.1025 levy to support general operating expenses and a one-cent levy to pay for capital improvement projects. The Legislature has not found it necessary to authorize the community colleges to apply other revenue sources to fund capital construction projects. However, the Legislature has recognized that tuition revenue may be used to fund certain capital construction projects proposed by the University of Nebraska Board of Regents or the State Colleges Board of Trustees. In this regard, Neb. Rev. Stat. § 85-1415, provides, in pertinent part:

Consistent with the authority granted to the Legislature pursuant to Article XIII, section 1, of the Constitution of Nebraska, the commission shall review all capital construction projects proposed by the Board of Regents of the University of Nebraska and the Board of Trustees of the Nebraska State Colleges pursuant to sections 85-404 and 85-408 and by any nonprofit corporation created by the Board of Regents of the University of

Nebraska or the Board of Trustees of the Nebraska State Colleges *when* (a) state general funds, (b) funds received by the University of Nebraska or any state college for the purposes of reimbursing overhead costs and expenses in connection with any federal or other grant or contract, (c) **tuition**, or (d) the state's operating investment pool investment income constitute all or any part of the funds used for the repayment of all or any part of the bonds of such nonprofit corporation. Such boards shall submit all such projects, including applicable financing plans, to the commission for review.

Consequently, it can be argued that the Legislature was aware that tuition revenue may be applied to fund capital construction projects, but has made no such provision for community colleges.

Moreover, unlike the Board of Regents and the Board of Trustees, which are established in our state constitution,² community colleges are creatures of statute. "The technical community colleges are now in largely the same position as our school districts. They operate on a strictly local basis subject only to guidelines laid down by the Legislature." *State of Nebraska ex rel. The Western Technical Comm. Coll. Area v. Tallon*, 196 Neb. 603, 607, 244 N.W.2d 183, 186 (1976). See also *Busch ex rel. Knave v. Omaha Pub. Sch. Dist.*, 261 Neb. 484, 488, 623 N.W.2d 672, 676 (2001) ("We have long acknowledged that school boards are creatures of statute, and their powers are limited. . . . Any action taken by a school board must be through either an express or an implied power conferred by legislative grant."); *Citizens of Decatur for Equal Education v. Lyons-Decatur School District*, 274 Neb. 278, 287, 739 N.W.2d 742, 752 (2007) ("A school board's actions exceeding an express or implied legislative grant of power are void."); *Nickel v. Saline County School District No. 163*, 251 Neb. 762, 766-767, 559 N.W.2d 480, 484 (1997) (since school boards are creatures of statute, the Legislature may "attenuate[] a school board's discretion to pare its staff in the face of reduced needs and has imposed specified procedure for achieving a reduction in force.").

Community colleges are expressly authorized to levy funds for general operating expenses and for capital improvement projects. The Legislature has conferred no other power, beyond that set out in Neb. Rev. Stat. §§ 85-1515 and 85-1517, to community colleges with respect to the funding of capital improvement projects. As a result, the statutory language of §§ 85-1515 and 85-1517 controls, and community colleges may not infer, in the absence of other statutory authority, that they can use tuition and fee revenue, or any other revenue source, to fund capital improvement projects.

² See Neb. Const. art. VII, §§ 10 and 13, respectively.

II.

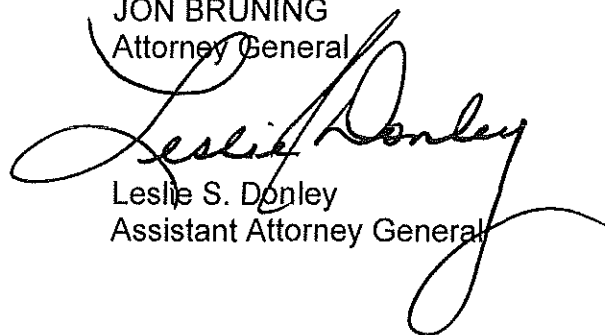
The second question posed by the CCPE, restated, is whether a community college is precluded from using the money levied for general operating expenses to fund capital improvement projects, in light of the fact that the Legislature has created two separate levies. Applying the analysis set out above, it appears that community colleges lack the authority to commingle the monies assessed under the separate levies. The Legislature simply has made no provision for such a funding arrangement.

Conclusion

Community colleges, like school boards, are creatures of statute. As such, they possess no other powers than those granted to them by the Legislature. Therefore, the answers to the questions about community colleges and capital improvement funding must be solely derived from the Nebraska statutes. In this regard, the Legislature has expressly conferred on the community colleges the power to levy property taxes to fund general operating expenses and to pay for capital improvement projects. Beyond that, there are no other provisions relating to tuition and fees, the commingling of levy money, or designating how other revenue sources may be expended. And while the other postsecondary institutions are expressly authorized to use tuition revenue to fund capital improvement projects, the Legislature has not extended this authority to the community colleges.

Sincerely,

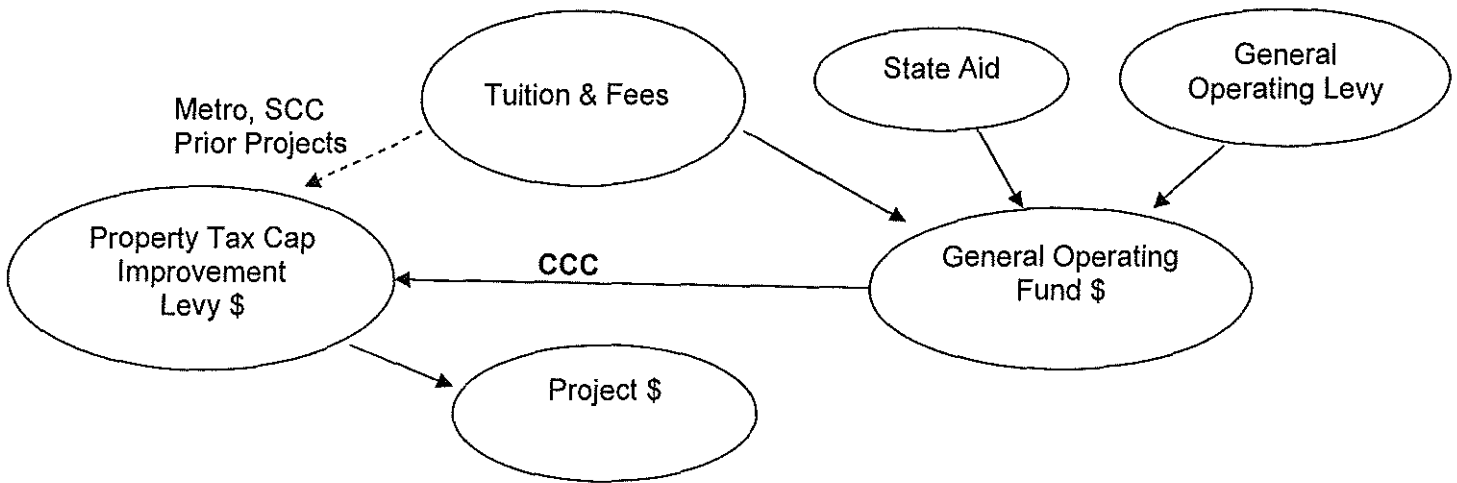
JON BRUNING
Attorney General

A handwritten signature in black ink, appearing to read "Leslie S. Donley", is written over the typed name and title of the Assistant Attorney General. The signature is fluid and cursive, with a large loop at the end.

Leslie S. Donley
Assistant Attorney General

Attachment

CCC Questions



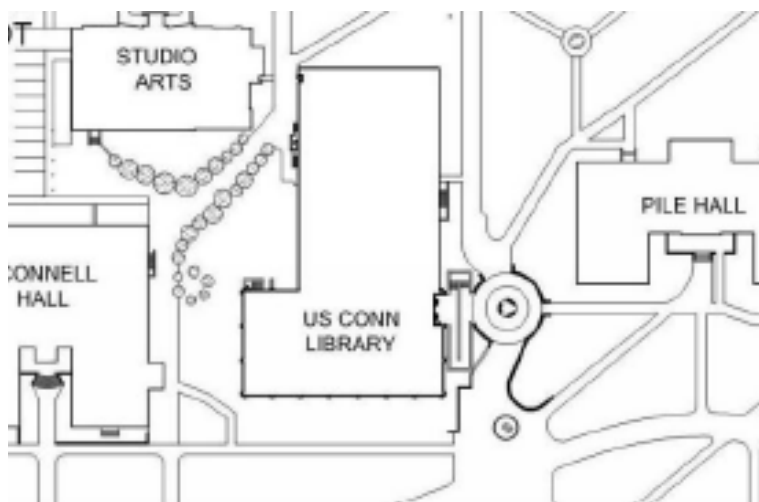
- 1) Do Nebraska statutes allow a Community College to construct/re-model facilities using funds drawn from the institution's general operating fund, which contains money generated by tuition and fees, state aid, property taxes raised to support general operations and, perhaps, other sources?
- 2) Does the fact that Nebraska statutes set up a levy to support operating expenditures and a levy to support capital improvements preclude an institution's using funds from both levies to support capital projects?

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Committee Draft
November 28, 2012

Institution/Campus: Wayne State College
Project Name: U.S. Conn Library renovation/addition
Date of Governing Board Approval: June 15, 2012
Date Complete Proposal Received: September 4, 2012
Date of Commission Evaluation: December 6, 2012

Project Description: Wayne State College is proposing to renovate and add new entry space to the U.S. Conn Library located in the center of campus (see site plan below). The original library building was completed in 1956, with an addition constructed in 1970. The combined area of the original library and 1970 addition is 83,563 gross square feet (gsf).



The proposed project would involve a major renovation of the existing building and construction of a new 3,370 gsf main entry/elevator tower addition. The existing exterior envelope will be improved to meet the current energy code, including the addition of insulation, replacement of existing windows, and sealing all exterior penetrations. The scope of work would include replacement of the heating, ventilation and air conditioning (HVAC) system, including removal of all asbestos-formed ductwork in the 1956 building. The entire electrical, lighting and plumbing systems would be replaced and a dry pipe fire suppression system would be installed throughout the entire building to protect the library collections, material exhibited in the art gallery, and state-of-the-art technology and irreplaceable archives. A dry pipe fire suppression system is when water is not present in the piping until the system operates. The piping is filled with air below the water supply pressure. The renovation would involve the removal of existing walls as required to accommodate asbestos removal and new program requirements. The renovation would allow for a substantial increase in individual and collaborative learning spaces and reconfiguration of spaces as needed to improve functionality.

The college estimates the total project cost of the renovation/addition would be \$18,098,127 (\$208.69/gsf). The sources of funding for the proposed project include: \$12.0 million in state

(WSC / U.S. Conn Library renovation/addition evaluation cont.)

appropriations and \$2.5 million in Building Renewal Allocation Funds requested in the state college's biennial capital construction budget request, \$600,000 in private donations from the WSC Foundation, \$1.9 million in cash funds (primarily excess tuition carryover) and \$1,098,127 in Capital Improvement Fees. WSC does not anticipate an incremental increase in facility operating and maintenance (O&M) costs from this project as energy savings from the renovation would offset additional costs to operate and maintain new entry space.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

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No

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Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* outlines the following shared value and belief: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

This project would improve the quality of academic support space at Wayne State College at a cost that should be less than replacing the library with a new construction.

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

This project would address safety, accessibility and maintenance issues.

Page 2-14 of the *Plan* states: "Students are becoming more actively engaged in their own learning process, utilizing a number of resources available to them through multiple sources such as faculty, libraries, classroom and lab experiences, instructional technologies, and the Internet. Creating campus facilities and support services that nurture this learning environment and meet the needs of both on-

campus and off-campus distance learning students is a growing challenge for institutions.

- **Provide learning support systems, including accessible libraries, well-equipped computer labs, and classrooms that are equipped for the newest technologies and support an enriched, flexible, and effective learning environment for all students.”**

The proposed project would address each of these learning support systems.

Pages 7-15 through 7-17 and 7-21 of the *Plan* outline the Nebraska State College system and Wayne State College’s role and mission assignment. The Library serves a central role in supporting WSC’s instructional, research, and public service role and mission.

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

No

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Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria as applicable.

2.A The proposed project includes only new or existing academic programs approved by the Commission.

Yes

No

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Comments: Not applicable to this proposal as the library provides support functions to existing academic programs.

2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The Nebraska State College Board of Trustees adopted the Wayne State College *2012 Campus Master Plan* on April 20, 2012.

Page 26 of the *Master Plan* states the following regarding the U.S. Conn Library: “This building is in need of upgrades to address deficiencies in HVAC, Fire/Life

(WSC / U.S. Conn Library renovation/addition evaluation cont.)

Safety, ADA accessibility, technology, and windows. In the process of upgrading the building, the building layout should be modified to increase operational efficiencies and enhance the learning environment. A project to address these deficiencies is currently in programming.”

Page 71 of the *Master Plan* outlines the following recommended projects for U.S. Conn Library:
 “Renovations to address aged and inefficient building systems, improve efficiency of operation/utilization, provide for better access to technology, as well as renovation of the Library interior for enhanced study and learning areas. Renovations are needed to address Fire/Life Safety improvements, window replacements, HVAC systems, and ADA accessibility improvements. Enhancements are needed to integrate the 1955 and 1967 portions of the building and create an iconic identity for the library as the central learning hub on campus.”

Page 76 of the *Master Plan* recommends the following:
 “The primary electrical feeds to transformers at Connell Hall and U.S. Conn Library should be loop fed for greater reliability of power to each building. The remainder of the transformers owned by the College are loop fed.”

Page 77 of the *Master Plan* recommends the following:
 “Replace underground domestic water services to Hahn Administration, Carhart Science Building, Brandenburg Education, Humanities, Benthack Hall, U.S. Conn Library, Peterson Fine Arts, Gardner Hall, Terrace Hall, Bowen Hall, Morey Hall, Berry Hall, and Anderson Hall.”

2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low


Comments: The proposed renovation would address many rehabilitation needs outlined in the program statement. Many of the building systems are between 42 and 56 years old and beyond the end of their useful life, including: window, mechanical, electrical power and lighting, plumbing, room finish materials and furnishings.

Numerous building code and accessibility deficiencies are

also outlined in the program statement that would require compliance with a major renovation. Deficiencies include: A lack of fire-rated storage room walls; building signage that does not comply with current accessibility standards and restroom accessibility deficiencies.

2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

Comments: The proposed renovation/addition would also address many functional deficiencies outlined in the program statement. The existing mechanical system does not provide humidification control, leading to damage of publications and artifacts. There is currently a lack of group study areas for students. There are several areas where noise conflicts with adjacent areas. The existing library layout makes wayfinding difficult. Existing computer labs are not easily adaptable to new and changing technologies. Archival materials are currently scattered throughout the library, making access and cataloguing difficult. The Holland Academic Success Center, currently located in the Student Center, could better facilitate student learning in the library.

2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

Comments: Students utilized the library more than three times per week on average over the past five years. Overall collections circulation has remained stable over the past five years.

2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The college utilized a library space planning consultant to help allocate space in the existing facility. Interviews with library staff, and existing and proposed equipment measurements were used to determine space needs for most areas.

2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The college anticipates that the proposed addition and renovation project would meet the current and immediate program needs for the U.S. Conn Library. There are no plans for expanding the Library building in the near future after this proposed project is completed. Print collections are unlikely to grow significantly and will not, as in the past, displace readers. In the long term, the print collections may become smaller, making it possible to accommodate more readers and possible enrollment growth.

Wayne State College's fall semester on-campus headcount enrollment has remained stable over the past ten years, increasing slightly from 2,940 in the fall 2002 to 3,006 in the fall 2011.

2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

High Low

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Comments: The proposed project would not create the need for future projects. Ongoing facility operating and maintenance (O&M) costs associated with this project would not increase as a net savings from a more energy efficient facility would offset increased costs to operate and maintain a new entry addition.

2.I Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low



Comments: The other primary alternative considered by WSC was to construct a new library in lieu of renovating the existing facility. This alternative was not chosen for the following reasons: 1) The existing library location in the center of campus is ideal for providing access to students, faculty and staff; 2) A similar centrally located site is not available and demolition of the current library would be too disruptive to library users; and 3) a new facility would cost between \$3 million to \$6 million more than the proposed renovation/addition.

2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low



Comments: The proposed renovation/addition would greatly improve the quality of space available to library patrons and staff. The philosophy of reducing physical collections space provides long-term efficiencies by allowing space to be reallocated to more useful purposes.

2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low



Comments: Construction Costs - The state college's estimate to renovate and add to the U.S. Conn Library is \$18,098,127 (\$208.69/gsf). Commission staff's estimate of the proposed project's total project cost is \$15,466,200 (\$178.34/gsf) for construction of library and classroom space per *R.S. Means Square Foot Costs* modified to account for local conditions. The state college's estimate is \$2,631,900 (17.0%) higher than Commission staff's estimate. The primary difference between these estimates is in estimated construction costs.

The Commission would not normally approve a project that is estimated to cost more than 10% above Commission staff's estimate. However, the Commission

can make an exception in this case since the amount of tax funds requested (\$14.5 million in state appropriations and Building Renewal Allocation Funds) are below Commission staff's total project cost estimate. Should actual project costs be lower than estimated by the college, then non-tax funds would not be expended. The State College System has also stated that the project scope will not be expanded beyond what is proposed in the program statement to fit the available budget in the event of favorable construction bids.

Operating and Maintenance Costs - The state college has estimated that no additional facility operating and maintenance (O&M) costs would be required for this proposed renovation and addition. Commission staff concurs with the state college's estimate that energy savings from a renovated library building would offset the increase needed to operate and maintain new entry space.

2.L Source(s) of funds requested are appropriate for the project.

High Low

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Comments: The use of state appropriations to renovate academic support space at public postsecondary educational institutions is appropriate. The use of private donations and other non-tax funds to renovate art gallery and food service space is also appropriate. Commission staff estimates the cost to renovate art gallery and Jitters Coffee Shop space for this proposed project would be nearly \$1 million.

3. The proposed project demonstrates that it is not an unnecessary duplication of facilities.

Yes

No

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Comments: The College has demonstrated that this project would not unnecessarily duplicate library space.

3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

Comments: The current collection contains 265,997 print volumes. The college anticipates that the periodicals collection will decrease and the government documents collection will be completely converted to digital online documents in the next five to 10 years. The library's role is changing from a transactional service provider into a center for academic collaboration. The renovation would emphasize areas for student, staff and faculty collaboration and learning in lieu of primarily being a depository for print materials.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Wayne State College's proposal to renovate and add to the U.S. Conn Library on campus as outlined in the governing board approved program statement.

Comments: This project demonstrates the shifting philosophy in library design. Libraries have historically been materials warehouses for their collections. The new philosophy is to emphasize technology and provide appropriate study/research space for patrons, turning libraries into learning centered spaces.

Wayne State College is to be commended for its efforts to utilize multiple sources of funding to support this project. Construction of needed instructional support space has historically been funded with state appropriations. The use of non-tax funds to renovate art gallery and food service space would also be appropriate. The Commission is supportive of the \$14.5 million requested in state appropriations and Building Renewal Allocation Funds. However, the Commission would likely not support additional state funds beyond this amount.

Capital Construction Budget Recommendations and Prioritization 2013-2015 Biennium

*for the Nebraska State College System, University of Nebraska
and Nebraska College of Technical Agriculture*

Committee Draft

November 28, 2012

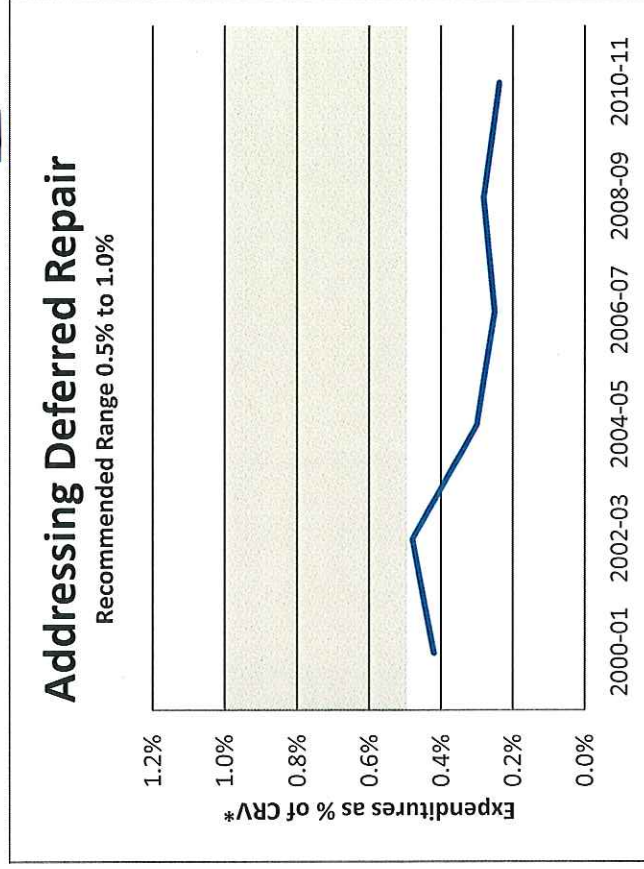
Approved by the Commission

October 11, 2012 (Revised December 6, 2012)

Executive Summary

and for institutions to place an appropriate priority on adequately funding building maintenance in their operating budgets. A lack of adequate routine maintenance accelerates taxpayers' obligations to fund deferred repair and renovation needs in the future. Reinstating state appropriations for new building operations and maintenance (O&M) requests would help support institutional routine maintenance budgets.

- **Addressing Deferred Repair** – This work addresses major repair and replacement of building systems needed to keep a facility usable. Work includes such items as roof replacement, masonry tuck-pointing, window and mechanical system replacement. Institutions do not normally finance these larger projects through their annual operating budget. However, institutions have used operating funds to match Building Renewal Allocation Funds and to address some of their more urgent repair needs. Recommended funding for addressing deferred repair of facilities is between 0.5% and 1% of facilities' replacement values (\$14 million to \$28 million per year). Actual LB 309 Task Force for Building Renewal allocations and institutional expenditures for the 2009-2011 biennium were \$6.5 million (averaging more than 0.2% of facility replacement values per year) for addressing deferred repair of state college, university and NCTA state-supported facilities. The following chart shows the trend in addressing deferred repair expenditures for the past 10 years. The trend indicates a steady decline in expenditures for addressing deferred repair as a percentage of state-supported facilities' current replacement value (CRV).



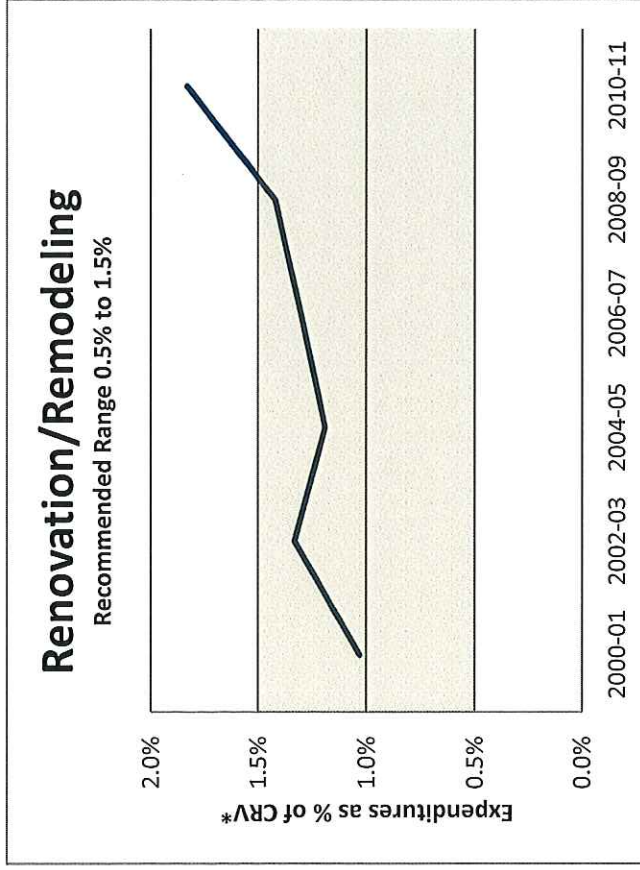
The Commission supports an increase in appropriations for the Building Renewal Allocation Fund to bring expenditures for addressing deferred repair up towards the minimum recommended funding levels.

- **Renovation/Remodeling** – Aging building systems will eventually result in the need to renovate a facility. Programmatic changes can also create the need for remodeling. Recommended funding for renovation and remodeling is between 0.5% and 1.5% of facility replacement values (\$14 million to \$42 million per year). Renovation and remodeling funding during the 2009-2011 biennium averaged \$49.8 million per year (1.8% of the

Executive Summary



replacement value of university and state colleges' state-supported facilities). Funding sources include: state appropriations and tuition surcharges for the LB 605 renovation and deferred repair initiative (see end of Section IV for detail); institutional operating budget expenditures; private donations; and student capital improvement fees. University and State College Building Renewal Assessment Fund allocations will no longer be available after the current biennium. The following chart shows the trend in institutional renovation/remodeling expenditures for the past 10 years. The trend indicates an increase in renovation/remodeling expenditures as a percentage of state-supported facilities' current replacement value (CRV).



The Commission recommends continued reaffirmation funding of the LB 605 initiatives and reinstating the 2% depreciation charge to provide a long-term deferred repair and renovation/remodeling funding solution.

Section I of the report provides additional detail regarding ongoing routine maintenance, addressing deferred repair and renovation/remodeling needs at the state colleges and university.

The Commission's funding recommendations are provided in Section IV of the report, including recommended funding modifications to **five** capital construction requests.

The Commission prioritized **13** approved capital construction requests for the 2013-2015 biennium. The Commission's prioritized list is intended to identify from a statewide perspective the most urgent capital construction needs for the coming biennium. The intent of this prioritization is to assist the Governor and Legislature in developing a strategy to address the most critical institutional facility needs from a statewide perspective.

The Commission uses 10 weighted criteria to prioritize individual capital construction project requests. The percentage resulting from these criteria's cumulative point total establishes the recommended statewide funding order of capital projects. In developing the prioritization process, a primary goal of the Commission is to protect building occupants, complete partially funded projects and prevent further deterioration of the state's existing physical assets.

Executive Summary



The following list shows approved capital construction project requests in priority order with the amount of state tax funds recommended. Section V of the report provides additional detail on the prioritization process and the individual points assigned to each request.

- #1 LB 309 Fire and Life Safety - Class I requests (\$12.94 million in Building Renewal Allocation Funds)
- #2 WSC U.S. Conn Library Renovation/Addition (\$12.0 million in state tax appropriations)
- #3 (tie) CSC Rangeland Center – Phase 2 (\$3.70 million in state tax appropriations)
- #3 (tie) LB 309 Deferred Repair - Class I requests (\$7.69 million in Building Renewal Allocation Funds)
- #5 LB 309 Energy Conservation - Class I requests (\$6.72 million Building Renewal Allocation Funds)
- #6 LB 309 Americans with Disabilities Act - Class I requests (\$544,000 in Building Renewal Allocation Funds)
- #7 LB 309 Fire and Life Safety - Class II requests (\$1.27 million in Building Renewal Allocation Funds)
- #8 UNMC College of Nursing – Lincoln Division Building (up to \$3 million of the \$17.56 million project cost from non-state funds with the remainder in state tax appropriations)
- #9 LB 309 Deferred Repair - Class II requests (Insufficient Building Renewal Allocation Funds to address these needs)
- #10 (tie) PSC T.J. Majors geothermal HVAC replacement (No direct state appropriations however consider Building Renewal Allocation Funds)
- #10 (tie) PSC Biomass Energy Center (\$75,000 in state tax appropriations to study a more energy efficient solution)
- #12 LB 309 Energy Conservation - Class II requests (Insufficient Building Renewal Allocation Funds to address these needs)
- #13 LB 309 Americans with Disabilities Act - Class II requests (Insufficient Building Renewal Allocation Funds to address these needs)

Section I - Introduction & Statewide Facilities Funding Issues

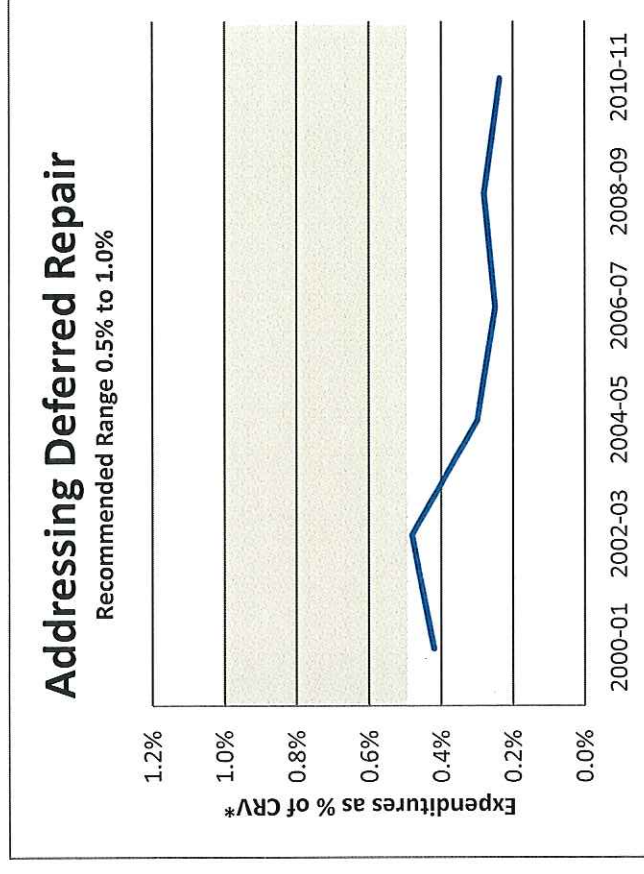


Recommended annual funding for addressing deferred repair of facilities is between 0.5% and 1% of facilities' replacement values (between \$14 million and \$28 million per year). During the 2009-2011 biennium, the LB 309 Task Force for Building Renewal allocated \$2.2 million (averaging nearly 0.1% of facility replacement values per year) for addressing deferred repair of state college, university and NCTA state-supported facilities. University and state college operating budget expenditures averaged an additional \$4.3 million per year on average for cooperative funding and addressing deferred repair projects (averaging over 0.1% of the replacement value of their state-supported facilities). Additional detail on institutional deferred repair expenditures is located in Appendix B.

Together, the Task Force for Building Renewal and our public institutions have averaged annual funding equal to more than 0.2% of state-supported facilities' replacement values for addressing deferred repairs during the 2009-2011 biennium.

The following chart shows the trend in addressing deferred repair for the past 10 years. The trend indicates a steady decline in expenditures for addressing deferred repair as a percent of institutional state-supported

facilities' current replacement value (CRV). This decline is due in part to flat appropriations to the Building Renewal Allocation Fund and institutions that have not kept up with rising inflationary costs.



Options to consider for increasing deferred repair funding include:

- Increasing the annual appropriations to the Building Renewal Allocation Fund by a minimum of \$5.34 million per year.

Section I - Introduction & Statewide Facilities Funding Issues



- Reestablishing the 2% depreciation charge for the University Building Renewal Assessment Fund and State College Building Renewal Assessment Fund.
- Establishing a public postsecondary education deferred repair fund financed by an annual square foot fee on state-supported facilities.

The goal of increased funding should be to slow the growth of the deferred repair backlog at university and state college campuses.

Renovation/Remodeling – Aging building systems will eventually result in the need to renovate a facility.

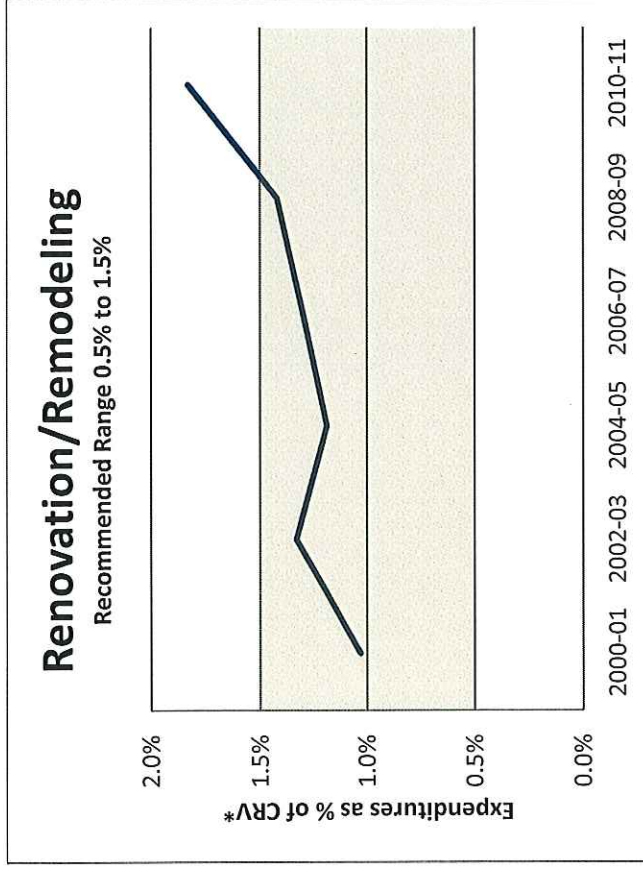
Programmatic changes can also create the need for remodeling. Renovations will generally include deferred repair work to bring a facility up to a new and more functional condition. Renovations and remodeling provide institutions with modern, flexible and functional facilities designed to meet the needs of students, faculty and staff.

Recommended annual funding for renovation and remodeling is between 0.5% and 1.5% of facility replacement values (between \$14 million and \$42 million per year). Renovation and remodeling funding during the 2009-2011 biennium averaged about \$49.8 million per

year (over 1.8% of the replacement value of university and state colleges' state-supported facilities). Funding sources for renovation and remodeling include: state appropriations and tuition surcharges for the LB 605 renovation and deferred repair initiative (additional information regarding LB 605 is provided on page I-9 and at the end of Section IV); University Building Renewal Assessment Fund and State College Building Renewal Assessment Fund allocations (likely ending after the current biennium); institutional operating budget expenditures; student capital improvement fees; and private donations.

The chart on the following page shows the trend in institutional renovation/remodeling expenditures for the past 10 years. The trend indicates an increase in expenditures for renovation/remodeling as a percentage of state-supported facilities' current replacement value (CRV). However, with funding ending for the University Building Renewal Assessment Fund and State College Building Renewal Assessment Fund, this trend will begin to turn down in the future unless additional funding is provided.

Section I - Introduction & Statewide Facilities Funding Issues

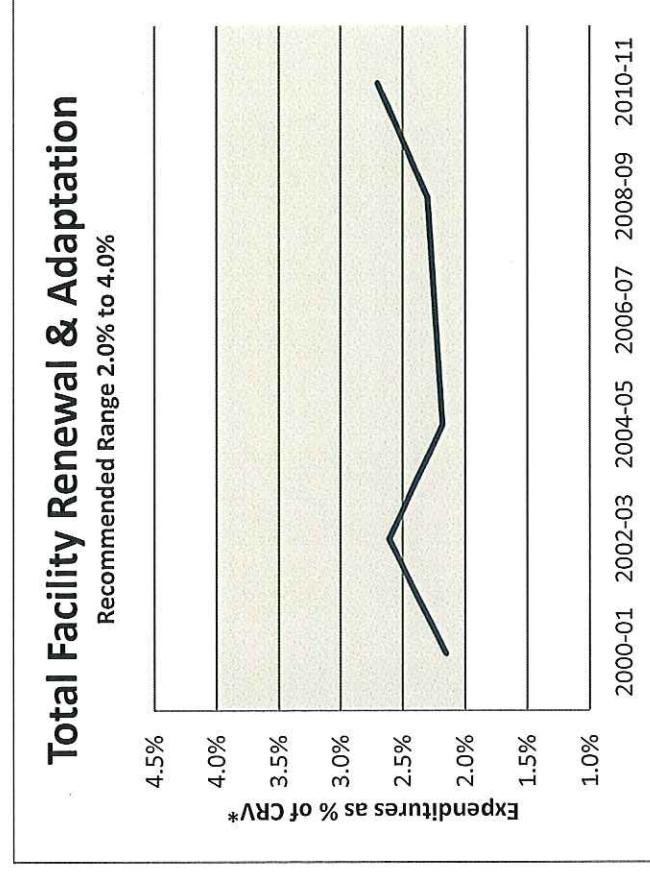


The Commission recommends continued reaffirmation funding of the LB 605 initiatives. After funding for routine maintenance and deferred repair has been stabilized, additional appropriations for renovation/remodeling projects would be recommended.

Total Facility Renewal and Adaptation Funding – Recommended total funding for facilities routine maintenance, deferred repair and renovation/remodeling for all university and state college state-supported facilities is between 2.0% and 4.0% of facility replacement values.

Facility renewal and adaptation funding during the 2009-2011 biennium averaged \$73.5 million per year (2.7% of state-supported facilities' replacement value).

The following chart shows a 10-year trend for average annual total facilities renewal and adaptation expenditures as a percent of state-supported facilities' current replacement value (CRV). The trend indicates a fairly steady level of expenditures with increased spending on renovation/remodeling offsetting reductions in ongoing routine maintenance and addressing deferred repair.



Section I - Introduction & Statewide Facilities Funding Issues



Facility Renewal and Adaptation Needs at the

Nebraska State College System, University of Nebraska & Nebraska College of Tech. Agric.

Annual Funding
Facility Maint. &
Renov./Remodel

Facility Maintenance Expenditures

Routine Maintenance	Deferred Repair	Renovation/ Remodeling	Renov./Remodel
Ongoing Funding	One-time Funding	One-time Funding	
Systematic day-to-day work funded by the annual operating budget to prevent or control deterioration of facilities. Includes repetitive maintenance including preventative maintenance, minor repairs, and routine inspections.	Major repair and replacement of building systems needed to retain the usability of a facility. Work includes items such as roof and window replacement, masonry tuck-pointing, etc. These items are not normally contained in the annual operating budget.	Work that is required because of a change in use of the facility or a change in program. Renovation/ remodeling work may also include deferred repair items such as roof replacement, masonry tuck-pointing, window replacement, etc.	

Primary Source of Funds:	Institutional operating funds (state appropriations and tuition)	Cigarette taxes and institutional operating funds	State appropriations and institutional operating funds
Recommended Funding: ¹	1% to 1.5% of replacement value ²	0.5% to 1% of replacement value	0.5% to 1.5% of replacement value
2009-2011 Expenditures:	0.65% of replacement value	LB309 - 0.1% & Inst. - 0.15% of replacement value	1.8% of replacement value
10-yr. Mid-term Goal:	1.0% of replacement value	0.5% of replacement value	1.25% of replacement value
Long-term Solution:	1.25% of replacement value	2% depreciation charge ³	3.25% of replacement value

¹ Source: Financial Planning Guidelines for Facility Renewal and Adaption, A joint project of: The Society for College and University Planning (SCUP), The National Association of College and University Business Officers (NACUBO), The Association of Physical Plant Administrators of Universities and Colleges (APPA), and Coopers and Lybrand, 1989.

² Replacement value for the Nebraska State College System, the University of Nebraska, and the Nebraska College of Technical Agriculture state-supported facilities is estimated at \$2.8 billion in 2011 dollars.

³ LB 1100, enacted into law in 1998, required all capital construction projects (excluding revenue bond facilities) to be assessed an annual 2% depreciation charge. Funds accumulated with the depreciation charge were used for building renewal and renovation/remodeling work. LB1100 assessments were repealed by the Legislature in LB380, 2011.

Section IV - Commission Recommendations



- does not recommend funding the following individual building renewal requests:
- CSC Hildreth Hall roof repair/replacement - \$80,000 (scheduled to be mothballed or demolished)
 - UNL West Central Research and Extension Center at North Platte – Beef Office & Tool Shed roof replacement - \$90,000 (no longer in university building inventory)
 - UNMC Medical Associates – Unit 5 deferred maintenance - \$100,000 (fund with patient care revenue)
 - UNMC Lied Transplant Center elevator upgrades - \$152,500 (fund with patient care revenue)
 - UNO Health Physical Education and Recreation Building fire/life-safety modifications, pool tile replacement and roof replacement - \$1,941,000 (primarily a revenue bond facility)
- PSC Biomass Energy Center: Consider appropriation after development of a new proposal and Commission approval.
 - PSC T.J. Majors Geothermal HVAC Replacement: Allow the Task Force for Building Renewal to determine if Building Renewal Allocation Funds should be used.

- UNMC College of Nursing Building Lincoln Division: Consider including up to \$3.0 million as a cooperative funding match to supplement a portion of this request.
- UNCA USPFO Building Renovation: Consider appropriation after review for a complete submittal and Commission review and approval of the proposed project is complete.

The following table summarizes institutional capital construction requests for state appropriations and the Commission's recommended funding modifications for the 2013-2015 biennium:

Project Name	Institutional Request	Commission Recommendation
Building Renewal Requests	\$345,667,295	\$29,156,371
CSC Rangeland – Phase 2	\$3,696,470	\$3,696,470
PSC Biomass Energy Cntr.	\$3,832,000	\$75,000
PSC TJ Majors Geo HVAC	\$2,600,000	\$0
WSC US Conn Library	\$12,000,000	\$12,000,000
UNMC Nursing - Lincoln	\$17,562,500	\$14,562,500
UNCA USPFO Renov. *	\$5,100,000	\$0
Totals	\$390,458,265	\$59,490,341

* Commission recommendation pending submittal of complete proposal, review and action.

Section IV - Commission Recommendations



PSC T.J. Majors Geothermal HVAC Replacement

Budget Request: \$2,600,000

Commission Approval: Approval not required for Task Force for Building Renewal type requests.

Budget Recommendation: PSC is also requesting funding for this project from the Building Renewal Allocation Fund. The Commission believes that the Task Force for Building Renewal's engineering staff is best qualified to determine need and prioritize this type of project within the state's overall building renewal needs. The Commission recommends increasing funding to the Building Renewal Allocation Fund for these types of projects in lieu of a direct state appropriation.

Project Description: The project would replace the existing heating and cooling system with a geothermal system. The project would also include improvements to the existing electrical service, lighting, and fire alarm systems to improve energy efficiency and life-safety.

WSC U.S. Conn Library Renovation/Addition

Budget Request: \$12,000,000

Commission Approval: Approved Dec. 6, 2012

Budget Recommendation: The Commission

recommends state appropriations not to exceed the state colleges' \$12 million capital construction budget request. Remaining funding would be provided from a combination of Task Force for Building Renewal, private donations, Capital Improvement Fees and carryover cash (tuition) funds.

Project Description: The proposed project would renovate the U.S. Conn Library at Wayne State College. The 83,563 gross square foot (gsf) library was constructed in 1955, with an addition completed in 1970. The building is not protected by a fire sprinkler system, and there are numerous building system and code upgrades needed. There are numerous infrastructure needs: malfunctioning heating, ventilation and air-conditioning systems; inefficient windows; inadequate access to electrical power; outmoded restrooms; numerous code compliance issues, including ADA, energy, fire suppression and life safety. The proposed project would also include a 3,160 gsf new entry/circulation addition. The proposed project would

Section IV - Commission Recommendations



Capital Construction Budget Recommendations 2013-2015 Biennium for the Nebraska State College System, University of Nebraska & Nebraska College of Technical Agriculture *October 11, 2012 (Revised December 6, 2012)*

Institution	Project Title	Recommended Project Cost	Prior Expend./Appropriation	Request FY 2014	Request FY 2015	Future Consideration	Status/Commission Action
Reaffirmation of Partially Funded Projects							
St. Col./Univ.	Systemwide - LB605 Facilities Fee Projects	\$263,250,000	\$109,117,454	\$22,250,000	\$22,250,000	\$109,632,546	Approved 21 Projects
St. Colleges	Systemwide - Sports Fac. Fund Projects	\$4,750,000	\$250,000	\$250,000	\$250,000	\$4,000,000	Future Submittals?
NCTA	Education Center	\$13,051,596	\$2,665,461	\$820,000	\$820,000	\$8,746,135	Approved
<i>Subtotal - Reaffirmations</i>		\$281,051,596	\$112,032,915	\$23,320,000	\$23,320,000	\$122,378,681	
LB 309 Task Force for Building Renewal							
St. Col./Univ.	ADA - Class I Requests	\$1,143,550	\$0	\$0	\$571,775	\$571,775	Approval Not Required
St. Col./Univ.	ADA - Class II Requests	\$16,497,861	\$0	\$0	\$0	\$16,497,861	Approval Not Required
St. Col./Univ.	Deferred Repair - Class I Requests	\$16,711,630	\$0	\$4,177,908	\$4,177,908	\$8,355,815	Approval Not Required
St. Col./Univ.	Deferred Repair - Class II Requests	\$204,508,246	\$0	\$0	\$0	\$204,508,246	Approval Not Required
St. Col./Univ.	Energy Conservation - Class I Requests	\$13,449,700	\$0	\$3,362,425	\$3,362,425	\$6,724,850	Approval Not Required
St. Col./Univ.	Energy Conservation - Class II Requests	\$124,651,128	\$0	\$0	\$0	\$124,651,128	Approval Not Required
St. Col./Univ.	Fire & Life Safety - Class I Requests	\$13,528,881	\$0	\$10,322,911	\$3,205,970	\$0	Approval Not Required
St. Col./Univ.	Fire & Life Safety - Class II Requests	\$15,405,914	\$0	\$0	\$1,540,591	\$13,865,323	Approval Not Required
<i>Subtotal - LB 309 Task Force Requests</i>		\$405,896,910	\$0	\$17,863,243	\$12,858,669	\$375,174,998	
Nebraska State College System							
GSC	Rangeland Center - Phase 2	\$3,696,470	\$0	\$3,696,470	\$0	\$0	Approved
PSC	Biomass Energy Center	\$75,000	\$0	\$0	\$75,000	\$0	Pending Additional Study
PSC	T.J. Majors Geothermal HVAC System	\$0	\$0	\$0	\$0	\$0	Approval Not Required
WSC	U.S. Conn Library Renovation/Addition	\$12,000,000	\$0	\$9,000,000	\$3,000,000	\$0	Approved
<i>Subtotal - Nebraska State College System</i>		\$15,771,470	\$0	\$12,696,470	\$3,075,000	\$0	
University of Nebraska							
UNMC	College of Nursing - Lincoln Division Bldg.	\$17,619,032	\$56,532	\$8,457,250	\$9,105,250	\$0	Approved
UNCA	USPFO Building Renovation	\$0	\$0	\$0	\$0	\$0	Late Submittal
<i>Subtotal - University of Nebraska</i>		\$17,619,032	\$56,532	\$8,457,250	\$9,105,250	\$0	
Nebraska College of Technical Agriculture at Curtis							
NCTA		\$0	\$0	\$0	\$0	\$0	
<i>Subtotal - Nebraska College of Technical Agriculture</i>		\$0	\$0	\$0	\$0	\$0	
<i>Total - Nebr. State College Sys. / Univ. of Nebr. / NCTA</i>		\$720,339,008	\$112,089,447	\$62,336,963	\$48,358,919	\$497,553,679	
Means of Financing							
State Bldg. Fund/NE Capital Constr. Fund/Cig. Taxes		\$513,911,649	\$57,209,532	\$47,605,269	\$33,638,723	\$375,458,126	
Civic and Community Center Financing Fund		\$4,750,000	\$250,000	\$250,000	\$250,000	\$4,000,000	
Cash/Revolving Funds (incl. CIF & LB 309 Coop Funds)		\$198,677,359	\$54,629,915	\$12,981,695	\$12,970,197	\$118,095,553	
Federal Funds		\$0	\$0	\$0	\$0	\$0	
Private Funds		\$3,000,000	\$0	\$1,500,000	\$1,500,000	\$0	
<i>Total - Nebr. State College Sys. / Univ. of Nebr. / NCTA</i>		\$720,339,008	\$112,089,447	\$62,336,963	\$48,358,919	\$497,553,679	

Section V - Commission Prioritization of Approved Projects



Statewide Capital Priority Recommendations 2013-2015 Biennium for the Nebraska State College System, University of Nebraska & Nebr. College of Technical Agriculture

October 11, 2012 (Revised December 6, 2012)

Prioritization Criteria

Priority	Institution	Project Title ¹	2013-2015 Biennium State Appropriation Amount Recommended	Statewide Facilities Category Rank	Sector Initiatives	Inst. Strategic & Long-Range Plan	Immediacy of Need	Addressing Quality of Facility	Avoid Unnecessary Duplication	Appropriate Quantity of Space	Statewide Role & Mission	Bldg. Maintenance Expenditures	Ongoing Costs	Total Points	Possible Points	Percent of Points
1.	St. Col./Univ.	Fire & Life Safety - Class I Requests	\$12,935,985	30.0	0.0	---	10.0	10.0	10.0	---	3.9	4.9	3.0	71.9	85	85%
2.	WSC	U.S. Conn Library Renovation/Addition	\$12,000,000	18.4	10.0	10.0	8.0	9.0	10.0	5.0	5.0	5.0	3.0	83.4	100	83%
3.	CSC	Rangeland Center - Phase 2	\$3,696,470	19.1	10.0	10.0	9.0	5.0	10.0	5.0	5.0	5.0	2.0	80.1	100	80%
3.	St. Col./Univ.	Deferred Repair - Class I Requests	\$7,689,615	27.0	0.0	---	10.0	9.0	10.0	---	4.1	5.0	3.0	68.1	85	80%
5.	St. Col./Univ.	Energy Conservation - Class I Requests	\$6,717,005	24.0	0.0	---	9.0	8.0	10.0	---	3.8	4.8	5.0	64.6	85	76%
6.	St. Col./Univ.	ADA - Class I Requests	\$544,475	24.0	0.0	---	9.0	8.0	10.0	---	4.8	4.1	3.0	62.9	85	74%
7.	St. Col./Univ.	Fire & Life Safety - Class II Requests	\$1,269,291	21.0	0.0	---	8.0	7.0	10.0	---	4.4	4.2	3.0	57.6	85	68%
8.	UNMC	College of Nursing - Lincoln Division Bldg	\$14,562,500	15.3	10.0	10.0	8.0	5.0	2.0	4.0	4.9	5.0	2.0	66.2	100	66%
9.	St. Col./Univ.	Deferred Repair - Class II Requests	\$0	12.0	0.0	---	7.0	4.0	10.0	---	4.3	4.5	3.0	44.8	85	53%
10.	PSC	T.J. Majors Geothermal HVAC System	\$0	9.0	0.0	---	6.0	3.0	10.0	---	5.0	5.0	4.0	42.0	85	49%
10.	PSC	Biomass Energy Center	\$75,000	9.0	0.0	10.0	1.0	3.0	10.0	---	4.6	5.0	4.0	46.6	95	49%
12.	St. Col./Univ.	Energy Conservation - Class II Requests	\$0	9.0	0.0	---	6.0	3.0	10.0	---	4.4	4.7	4.0	41.1	85	48%
13.	St. Col./Univ.	ADA - Class II Requests	\$0	6.0	0.0	---	6.0	2.0	10.0	---	4.3	4.8	3.0	36.1	85	43%
Possible Points for each Prioritization Criterion			\$59,490,341	30.0	10.0	10.0	10.0	10.0	10.0	5.0	5.0	5.0	5.0	100		

¹ Projects requesting reaffirmation funding or Commission-approved projects that are not requesting funds are not included on this prioritized list.

#2 WSC U.S. Conn Library Renovation/Addition



Date of Governing Board Approval: June 15, 2012

Date of Commission Approval: December 6, 2012

Phasing Considerations: No additional phasing considerations.

Prioritization Criteria Descriptions and Comments		Awarded Points	Maximum Points
1. Ranking the project according to broad statewide facilities categories. <i>Comments:</i> Commission staff estimates that 6.5% of the project costs would be partially funded with private and institutional operating funding, which is the 2 nd highest statewide facilities category. The remaining points are assigned proportionally for renovation (83,563 gsf) and new construction (3,158 gsf), which are ranked 5 th and 7 th out of 10 statewide facilities categories respectively.		18.4	30
2. Project contains a governing board designated "sector initiative." <i>Comments:</i> One of the two state colleges' sector initiatives states: "To enhance educational opportunities for students and increase the potential for enrollment and retention, the Board of Trustees of the Nebraska State College System will focus its attention during the 2013-15 biennium on capital projects that renovate existing instructional and recreational facilities to the most efficient, productive condition possible."		10	10
3. Degree that project complies with strategic and comprehensive facilities plans. <i>Comments:</i> The WSC 2012 Campus Master Plan adopted by the Board of Trustees on April 20, 2012, identified the need to renovate and add to the U.S. Conn Library. The Plan identifies external and internal environmental trends, forecasts and assumptions that affect the project's programs and services. The Plan also links strategic planning initiatives to the capital plan.		10	10
4. The immediacy of need for the project. <i>Comments:</i> project funding is needed within the next two biennia.		8	10

#2 WSC U.S. Conn Library Renovation/Addition Continued



Prioritization Criteria Descriptions and Comments	Awarded Points	Maximum Points
5. The quality of the existing facility as measured by its physical condition and functionality. <i>Comments:</i> The existing facility is in fair/poor physical condition. The proposed project would address functional, accessibility, infrastructure, equipment and environmental deficiencies.	9	10
6. Degree that the project demonstrates it is not an unnecessary duplication of facilities. <i>Comments:</i> This request does not unnecessarily duplicate facilities.	10	10
7. The amount of space requested as compared with a program's needs. <i>Comments:</i> The amount of space identified in the program statement is adequately justified.	5	5
8. Types of space in the project compared to statewide role and mission priorities. <i>Comments:</i> This proposal affects instructional and academic support space.	5	5
9. Degree that the institution maintains its existing tax-supported facilities. <i>Comments:</i> Facility maintenance expenditures on state-supported buildings at WSC averaged 0.96% of their current replacement value for the most recent biennium. The college allocated 2.68% of its general/cash fund expenditures during the past biennium for building maintenance.	5	5
10. The potential long-term costs (or savings) associated with a project. <i>Comments:</i> The college would not request additional state resources for operations and maintenance for this renovation/addition.	3	5
TOTAL POINTS	83.4	100
PERCENTAGE OF AWARDED POINTS/MAXIMUM POINTS		83.4%

Appendix B - Institution Deferred Repair Expenditures

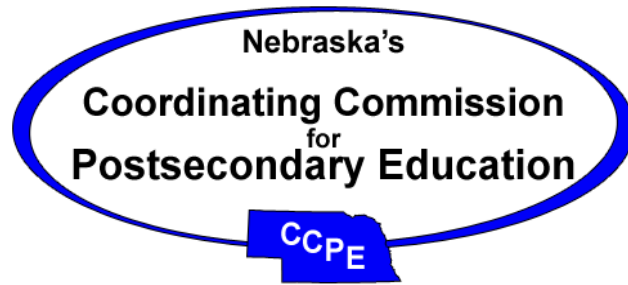


Institutional Expenditures on Deferred Repair for the University of Nebraska

October 11, 2012 (Revised December 6, 2012)

Institution	Fiscal Year	Institutional Deferred Repair Expenditures					% of CRV* Expended for Deferred Repair
		Total-General & Cash Fund Expenditures	Gen/Cash Funds Expended for Deferred Repair	% State Funds Expended for Deferred Repair	State Maint. Fac. Area (GSF)	Deferred Repair \$/GSF	
UNK	2007-08	\$52,019,275	\$0	0.00%	1,046,042	\$0.00	
	2008-09	\$54,516,503	\$0	0.00%	1,038,182	\$0.00	
	2009-10	\$55,328,898	\$0	0.00%	1,056,493	\$0.00	
	2010-11	\$58,583,141	\$0	0.00%	1,056,493	\$0.00	
	2-Yr. Avg.	\$56,956,020	\$0	0.00%	1,056,493	\$0.00	0.00%
UNL	2007-08	\$346,043,297	\$232,531	0.07%	6,733,777	\$0.03	
	2008-09	\$355,198,347	\$594,519	0.17%	6,847,926	\$0.09	
	2009-10	\$360,956,440	\$2,428,378	0.67%	6,770,330	\$0.36	
	2010-11	\$406,382,898	\$1,967,811	0.48%	6,951,575	\$0.28	
	2-Yr. Avg.	\$383,669,669	\$2,198,095	0.57%	6,860,953	\$0.32	0.15%
UNMC	2007-08	\$184,360,560	\$805,068	0.44%	1,729,730	\$0.47	
	2008-09	\$198,124,181	\$900,929	0.45%	2,125,804	\$0.42	
	2009-10	\$198,929,722	\$1,270,737	0.64%	2,087,572	\$0.61	
	2010-11	\$209,001,008	\$946,230	0.45%	2,131,229	\$0.44	
	2-Yr. Avg.	\$203,965,365	\$1,108,484	0.54%	2,109,401	\$0.53	0.24%
UNO	2007-08	\$103,405,697	\$728,704	0.70%	1,732,390	\$0.42	
	2008-09	\$108,043,819	\$1,136,022	1.05%	1,748,127	\$0.65	
	2009-10	\$108,116,001	\$422,792	0.39%	1,733,045	\$0.24	
	2010-11	\$113,546,197	\$1,157,601	1.02%	1,829,679	\$0.63	
	2-Yr. Avg.	\$110,831,099	\$790,197	0.71%	1,781,362	\$0.44	0.21%
University Totals	2007-08	\$685,828,829	\$1,766,303	0.26%	11,241,939	\$0.16	
	2008-09	\$715,882,850	\$2,631,470	0.37%	11,760,039	\$0.22	
	2009-10	\$723,331,061	\$4,121,907	0.57%	11,647,440	\$0.35	
	2010-11	\$787,513,244	\$4,071,642	0.52%	11,968,976	\$0.34	
	2-Yr. Avg.	\$755,422,153	\$4,096,775	0.54%	11,808,208	\$0.35	0.16%

* Recommended expenditures on deferred repair (approx. 0.25% of Current Replacement Value): \$6,229,976



2013 CCPE Meeting Calendar

(with tentative locations)

January 24 - Thursday

Video Conference

March 14 - Thursday

Metropolitan Community College - Omaha

April 25 - Thursday

Lincoln (TBA)

June 13 - Thursday

Western Nebraska Community College - Scottsbluff

August 1 - Thursday

Lincoln (TBA)

September 26 - Thursday

Central Community College - Grand Island

November 21 - Thursday

Lincoln (TBA)