

## Rationale for No-Confidence Motions

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## Shared Failures

### Summary

1. The members of the ELC served as the architects of the flawed metrics used to identify departments for elimination. These metrics were used in ways that were contraindicated by the documentation provided with the metrics (e.g., not interpreting a negative z-score as evidence of under-performance) and in ways that were not valid (as identified by members of the statistics department).
2. In the face of conflicts of interest, each of these members of the ELC should have abstained from voting as members of the Academic Planning Committee, but they did not.
3. Thirty-three faculty members, including many who have tenure, received termination notices in January. Seventeen faculty from three of the four departments have received retention offers, with no transparency in the process by which faculty were selected for retention and which were selected for elimination.
4. The department eliminations have jeopardized the institution's standing within Nebraska and among its Big Ten peers.
5. The elimination of the Department of Statistics has jeopardized STEM faculty's ability to compete for federal grants. Program officers from funding organizations are aware of the budget cuts, which will weaken the institution's competitiveness.

### Strategic Leadership Failure

1. The Chancellor's 2025 Budget Reduction Initiative, totaling \$27.5 million in state-aided reductions, was developed and implemented by the executive leadership team (Mark Button, Tiffany Heng-Moss, Jennifer Nelson, and Josh Davis, who has left UNL in the intervening period).
2. The criteria (referred to as the "metrics") released publicly in Summer 2025 lacked transparency and contained gross errors in both data collection and analysis, which led to proposed UNL academic program eliminations that are contrary to the mission and strategic plan of the institution.
  - a. These metrics were assembled without the input and consultation of rank-and-file faculty, as they were finalized before faculty were provided with the metrics, and department executive officers, deans, and other administrators were directed not to share the metrics with their faculty.
  - b. Metrics were shown to be related to department size, indicating a failure to correct for covariates in the metric calculation process. When this was pointed out, departments were told that the metrics would not be changed and that the same metrics were used for all departments, so the process was fair.<sup>1</sup>
  - c. Metrics systematically disadvantaged fields which have a high proportion of graduate students as well as those who only teach courses to majors..
3. Qualitative factors referenced to support program eliminations were not provided to department faculty prior to the cuts becoming public, violating APC bylaws. This placed departments in the position of having to counter factors which were not made explicit – an impossible task.

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<sup>1</sup> This represents a fundamental misunderstanding of the idea of mathematical or philosophical fairness, as units do not have any real control over the number of FTE in the unit – that is typically the result of administrative and budget decisions.

4. The controversial handling of the budget reduction process resulted in a loss of faculty research capacity and productivity and created a distraction from student learning in Fall 2025. In eliminated programs, the distractions continue as eliminated faculty are made responsible for developing teach-out plans, handling student concerns about graduation amid insufficient support from the colleges overseeing the department's elimination, while simultaneously applying and interviewing for new positions.
5. Eliminations of entire departments that provide core academic programs (specifically, the UNL Departments of: (a) Statistics, (b) Earth and Atmospheric Sciences, (c) Educational Administration, (d) Textiles, Merchandising, and Fashion Design) are inconsistent with UNL's published strategic plan, which emphasizes research intensity, STEM capacity, and student success as well as the importance of educating students to fill workforce needs for the state of Nebraska.
6. Eliminating these programs also places at risk the administration's bid to reenter the AAU by terminating graduate student-heavy departments and research-active faculty with national reputations.
7. No evidence of scenario modeling, risk analysis, or impact assessment has been provided to the APC or Faculty Senate, precluding informed faculty participation.
  - a. The budget proposal made invalid assumptions about the costs of continuing to teach general-education courses in statistics, indicating a failure to appropriately model the consequences of the proposed cuts across the university.
  - b. The effects of cutting the Department of Statistics on programs outside IANR were similarly not considered, threatening large and well-regarded programs, such as math, computer science, and business.
  - c. After the budget reduction process was approved by the Board of Regents, the executive leadership team has failed to produce a timely teach-out plan for students in these programs to navigate completing their degree programs, as required by HLC accreditation guidelines. Students have been directed back to advisors who have no information about institutional planning, assistantship availability, or other critical information for successful teach-out planning.
  - d. The Executive leadership team has failed to provide any information about how courses critical for program success across multiple colleges will be staffed, and the frequency at which these courses will be offered.

The executive leadership team has failed to apply basic strategic and evidence-based principles for organizational leadership. As a result, they have endangered UNL's reputation and violated their fiduciary obligation to steward the flagship campus of the university's resources to benefit the state of Nebraska and its residents.

### Fiscal Stewardship Failure

1. The Executive leadership team's budget reduction plan relied upon immediate cost-reductions and across-the-board cuts rather than multi-year fiscal modeling or revenue diversification. This is counter to commonly understood best practices for how to resolve structural deficits.
2. The budget reduction plan double-counted salary savings from VSIP and from eliminating positions within eliminated departments where those faculty were VSIP eligible. This will result in substantially reduced savings from the levels predicted in the budget reduction plan.
3. The budget reduction plan did not include any estimate of lost revenue from grants and tuition in eliminated programs, counter to commonly understood best practices for economic modeling, accounting, and basic mathematics.
4. No pro forma or longitudinal financial model has been published for review.

5. The plan jeopardizes future revenue streams (e.g., graduate enrollment, grant productivity) and creates structural instability rather than addressing root causes of the structural deficit: increasing administrative costs and decreasing enrollment.
6. No teach-out plans were developed prior to proposing the programs' elimination to determine how long it will take to reach the fiscal cuts from the proposal, and the basic parameters required for a teach-out plan, such as faculty plans to remain at UNL through May 2027, have still not been requested from affected departments.
  - a. No provisional or draft teach-out plan was developed before announcing the program eliminations, contrary to Higher Learning Commission (HLC) accreditation policy requiring institutions to notify and prepare for teach-out "as soon as they become aware of or anticipate" closures, risking costly investigation and possible sanction.
  - b. This omission additionally undermines fiscal transparency because the true timeline and costs of program closure, including continuing instruction, dissertation advising, and student support, remain unknown and unbudgeted.

The ELT's approach constitutes short-term fiscal management inconsistent with Big Ten best practices and fails to meet the standard of "ensuring fiscal integrity" under the UN Board of Regents Bylaws.

### Governance and Academic Oversight Failure

1. The August–December 2025 budget reduction process announcement and timeline precluded meaningful faculty and departmental leadership consultation, compressing the review window for the Academic Planning Committee and undermining the possibility of completing a thorough review of evidence, consequences, and public comments.
  - a. This timeline compression was intentional, as department executive officers were directed not to share information with their faculty over the summer.
2. No published rubric or scoring framework was shared to indicate that a fair assessment of proposed programs was undertaken before the programs were proposed for elimination.
  - a. No indication of consideration of special factors (new undergraduate programs, only offering graduate, majors-only courses, loss of recruiting access) was provided, even though many concerns were raised.
3. The process risks violating both AAUP standards and UNL's own commitments following its 2021 removal from AAUP censure.
4. By failing to provide data in response to UNL faculty or staff senate requests for additional information about the budget cut metrics and processes, the Chancellor has refused to engage in the shared governance processes put in place by the NU Board of Regents.

The executive leadership team's conduct reflects disregard for shared governance, a central tenet of academic legitimacy and university accreditation.

### External Relations and Reputation Damage

The budget reduction process led to widespread public criticism and damaged the university's reputation.

1. The budget reduction process has been reported in the news as a controversial and highly debated issue, marked by public hearings with passionate pleas from students, faculty, and the

public over concerns about a lack of transparency in the decision-making metrics, and alarm over the potential elimination of six, and then ultimately, four, academic programs.

2. Media reports have highlighted faculty and student worries about job security, the impact on state education and labor shortages, workforce development, and the potential for exacerbating "brain drain."
3. Media reporters have also investigated the budget reduction at UNL via public records and have characterized the budget reduction as "devastating" and "indiscriminate," undermining public trust in UNL's leadership and stewardship of state resources.
4. Key donors and community partners have signaled diminished confidence in the current UNL leadership team.

The executive leadership team has failed to represent and advance UNL's interests as required by their offices.

## Mark Button

**Role in Budget Cuts** As EVC, Button served as a key member of the Executive Leadership Team during the budget reductions and program eliminations that occurred during the fall semester of 2025.

Button played an active role in the elimination of four academic departments at the University of Nebraska-Lincoln based on flawed data and a process that limited shared governance. As the chief academic officer with responsibilities for the academic components of the university, along with promotion and tenure, resource allocation and strategic planning, it is clear that the department eliminations and termination of tenured faculty members fall directly under the EVC's purview.

The EVC's office oversees Institutional Effectiveness and Analytics, the primary source for many of the institutional metrics used in the analysis. Documentation generated by this office indicates that the metrics should not have been used and interpreted in precisely the way that they were, in fact, used and interpreted. ([Metric definitions](#), [Metrics FAQ](#)). Specifically, the Metrics FAQ document states, "Z-scores are used to provide a consistent scoring methodology across varying metrics and tell the user how many standard deviations away a given value lies from the mean," and are not used in an inferential sense; however, the charges read at APC hearings indicated that negative z-scores were used to infer departmental performance.<sup>2</sup> The ELT used these metrics contrary to the stated descriptions and interpretations provided by IEA in the FAQ and metric definition documentation.

**Earth & Atmospheric Sciences** EVC Button previously served as the Dean of the College of Arts and Sciences and played a role in limiting the ability of the Department of Earth and Atmospheric Sciences to recruit students, causing their graduation numbers to fall beneath those required by the Nebraska Coordinating Commission for Post-Secondary Education (CCPE). This was then used to support the elimination of the department, although they had already remedied the situation and had successfully recruited a large class of first-year students.

## Failure to Ensure Strong CEHS Leadership

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<sup>2</sup> Incidentally, in a symmetric population, 50% of z-scores would be expected to be negative, so negative z-scores are to be expected. "Outliers" are statistically defined as  $|z| > 2$ , rather than the  $|z| > 1$  used by the ELT, assuming a normal distribution, which the FAQ document indicates is not true for any of the metrics, in part because in reality they are a composite of single observations drawn from discipline-specific distributions.

- In his role as Interim EVC, Button took part in hiring the new Dean of the College of Education and Human Sciences (CEHS). Rather than supporting the Interim Dean for the permanent position, which would have provided stability in leadership during the budget reduction process, CEHS was left without a dean during the summer in which the initial metrics were provided to Deans. This left departments in CEHS vulnerable and unable to mount an effective defense.
- EDAD and TMFD both have interim chairs.<sup>3</sup> Button contributed to and took advantage of administrative weaknesses in CEHS, EDAD, and TMFD to identify those departments for elimination despite flawed metrics and incorrect information. He did not respond to requests to correct information, including that TMFD was incorrectly coded in Academic Analytics and, therefore, was being compared to non-comparable departments.

### **Failure to Avoid Faculty Cuts**

One hundred faculty took the voluntary separation offer. The robust response to VSIP was discussed during the October 14, 2025, Exec meeting and thus was known before the Chancellor issued his final budget reduction plan. The unexpectedly high VSIP response would have made it possible to save departments and programs (particularly given that the 6.5 million in department eliminations was in excess of the 21 million dollar structural deficit). However, EVC Button chose not to prioritize the institutional obligations of tenure and the contributions of the departments proposed for elimination to the land-grant mission of the university. In the October 14, 2025, FS Exec minutes, EVC Button indicated that the extra savings from VSIP would instead be used for strategic hiring initiatives. Communications in the College of Arts and Sciences confirm that cluster hires will be undertaken in the next academic year, despite the termination of 33 faculty members, including those with tenure and professors of practice with long-term contracts. This is a clear violation of the principles of tenure.

### **Tiffany Heng-Moss**

**Role in Budget Cuts** As interim Vice Chancellor of IANR, Heng-Moss served as a key member of the Executive Leadership Team during the budget reductions and program eliminations that occurred during the fall semester of 2025. Vice Chancellor Heng-Moss played an active role in the elimination of four academic departments at the University of Nebraska-Lincoln based on flawed data and a process that limited shared governance.

The Statistics department, which was the only department in IANR eliminated in the budget reduction process, had a much clearer view of Dr. Heng-Moss's involvement, and their experiences are included below so that faculty who were not as directly involved in the budget cuts can understand why some faculty have lost confidence in Dr. Heng-Moss's leadership.

**Statistics Department** Vice Chancellor Heng-Moss over-extended the statistics department during her time as dean of CASNR, and then rewarded the department by proposing its elimination on her promotion to (Interim) Vice Chancellor of IANR.

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<sup>3</sup> The Statistics department had a chair hired externally and who was in the position for only 14 months before the budget reduction proposal was announced. The CASNR dean was also interim, and at the time Dr. Heng-Moss was Interim Vice Chancellor – a pattern of new and interim leadership that made it difficult for departments to effectively argue against elimination. The dean of CAS is also interim. Compare this to Landscape Architecture and Community and Regional Planning, who had advocacy on the APC in the form of a non-interim dean who was able to build consensus for the two departments' cost saving proposal.

- As dean of CASNR, VC Heng-Moss asked the statistics department to create an undergraduate program and, a year later, asked the department to participate in the undergraduate data science cross-college initiative, creating two new programs and the requisite classes for those programs over the course of four years.
- With Dean Heng-Moss's encouragement, the department's undergraduate program was statistics-heavy and required more statistics coursework than equivalent majors elsewhere. This was a calculated decision, with the known problem that the department did not currently have the headcount to teach years 3-4 of the program.
- Dr. Heng-Moss promised additional hires, recognizing that the department did not have sufficient personnel to teach all of the courses required by the new programs.
- The additional hires were sufficient to make up for attrition due to retirement, with a slight decrease in overall FTE. There were no additional hires to enable us to teach the full slate of required courses.
- No temporary positions were made available to cover faculty development leave, FMLA, or course reductions to allow for development of new courses. Multiple faculty designed one to two new courses every year for four consecutive years with no teaching load reductions.
- In 2024 and 2025 the department requested the ability to hire a PoP who would make the undergraduate teaching load more manageable. This request was to be filled in 2026 through a spousal hire<sup>4</sup>, but the department lost their part-time PoP (30% Stat teaching) in December 2025, reflecting the same pattern of the inability to hire enough people to account for turnover.
- The lack of resources led to compromises on which courses were offered - core graduate courses were offered every other year so that the available teaching resources could be used to offer required undergraduate classes, and the department essentially stopped offering graduate electives. As a result, total credit hours did not grow as much as would be expected with a new program.
- Faculty, in turn, needed to sacrifice research and collaboration to continue to offer the courses required for the graduate and undergraduate programs. Some faculty<sup>5</sup> regularly taught one or two additional courses (independent study, dual grad/undergrad, or full extra courses<sup>6</sup>) in order to ensure graduate students could graduate on time and with the electives they needed for their programs of study.
- Surprisingly, the department as a whole managed to maintain research productivity, though external funding did suffer, in part because of the lack of additional time to devote to research and the lack of available research assistants as graduate students were pulled from research to support teaching requirements. Some grant money had to be returned to the funding agency because students were not available to fund.
- The department's retreat at the end of the Spring 2025 semester had a single focus – how to move ahead without additional resources. The entire department was burnt out.
- The faculty did not want to kill the undergraduate program before it graduated its first class – the feeling was that recruitment would improve once we could show meaningful postgraduation placements in industry and in good graduate programs.
- In summer 2025, Dr. Heng Moss was informed that the department was considering pausing admission for the undergraduate program until additional teaching resources became available – the discussion was to emphasize the importance of hiring within the department to avoid this outcome. The timing of this discussion approximately coincides with the timeline of the department being added to the elimination list.

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<sup>4</sup> Of course, this hire never occurred even though it was part of a faculty member's contract.

<sup>5</sup> Primarily the women of the department, who also took on additional informal advising loads.

<sup>6</sup> No overload pay was provided for any of these additional duties. When inquiries were made, faculty were told that IANR does not allow overload compensation.

**Failure to Consider Solutions to Save Programs and Faculty** During the budget cut process, the statistics department proposed multiple different measures which would increase the department's utility across campus (or the system) and which would result in substantial cost savings. Dr. Heng-Moss undermined each and every proposal, until it became clear that IANR could afford to kill the department but not to lose the SCH generated by Stat 218 and other general-education classes.

Among the proposals:

- Move the department and programs back under the umbrella of the Math department (e.g. the status quo before 2003) and combine classes equivalent to Stat 218 to increase efficiency across the university and give students additional options for class availability.
- Combine the statistics department at UNL and the biostatistics department at UNMC, despite their different funding models (UNMC positions are largely funded by soft money).
- Preserve the undergraduate statistics program by housing 2-4 faculty in math and computer science, with the program owned by one of the two departments. Savings would be realized through the combination of similar courses across the three involved departments.

Dr. Heng-Moss clearly prioritized SCH over shared governance or the people in the statistics department. She was unwilling to consider or engage with any faculty proposals that would have saved jobs and resulted in a more sustainable quantitative education program across the university.

**Fundamental research not “in alignment with strategic priorities”** In October 2025, Dr. Heng-Moss communicated to the statistics chair that statistics research was not in alignment with the priorities of IANR or UNL.<sup>7</sup> The conversion of a department which had a rich tradition of developing new methods for measurement and analysis of agricultural data – serving other disciplines while advancing research in statistics – into a service program without a research component is one that could happen to any “fundamental” discipline across campus, including Math, Chemistry, Biology, English, Philosophy, Psychology, and Sociology.

**Poor planning to preserve essential statistical resources under the “distributed model”** Despite supporting the elimination of the Statistics Department, to date, Heng-Moss and IANR have not provided any realistic plans for how statistics courses required by programs across UNL will be taught, greatly endangering the quality of these programs.

- Dr. Heng-Moss did not communicate with affected programs within the School of Computing and College of Arts & Sciences during the budget reduction process, leaving advisors and students unaware of the issues associated with closing the statistics department. Questions raised by the Math department, Computer Science department, and others went unanswered.
- The data science programs in CAS and SOC have options for a statistics emphasis, requiring students to choose from a selection of statistics courses in addition to single courses in sociology and plant science. Without the applied statistics and modeling courses in this emphasis (which is incredibly important for data science students hoping to go to industry), the data science major is likely to be much less attractive to students. Courses which have been marked for preservation are primarily theoretical (Stat 462/3).

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<sup>7</sup> This was conveyed before the final proposal was made public. The sense was that the only value the department had to IANR was in collaborations with agricultural faculty, and that no value was placed on development of new methods which might be applied to agricultural data in the future. This is much closer to the model used by the Biostatistics department at UNMC, but there, faculty obtain statistical support by allocating grant funding to statisticians; at UNL, traditionally this support has been provided by the department as a common good (and IANR recognized and supported this role), with statisticians written in to grants with \$0 funding as key/senior personnel in an advisory role.

- Not until February 17, 2026 did Interim Dean Burkey send out a list of the courses which CASNR intends to preserve. With the remaining two faculty who were retained, the intent is to preserve:
  - STAT 212: Principles of Study Design
  - STAT 218: Introduction to Statistics (ACE 3) (5-7 sections per semester, 2-4 sections in summer)
  - STAT 318: Introduction to Statistics II
  - STAT 380: Statistics and Applications (ACE 3)
  - STAT 4xx/8xx: Statistical Methods I (400/800 course to be developed)
  - STAT 4xx/8xx: Statistical Methods II (400/800 course to be developed)
  - STAT 450: Introduction to Regression Analysis
  - STAT 462: Introduction to Mathematical Statistics I: Distribution Theory
  - STAT 463: Introduction to Mathematical Statistics II: Statistical Inference
  - STAT 801: Statistical Methods in Research
  - STAT 802: Design and Analysis of Research Studies
  - STAT 870: Multiple Regression Analysis
  - STAT 882: Mathematical Statistics I - Distribution Theory
  - STAT 883: Mathematical Statistics II - Statistical Inference
- The 14 courses which UNL intends to maintain cannot reasonably be taught by two faculty members, even if Stat 218 is entirely taught by adjuncts and graduate students in other disciplines.
  - Even if both faculty have 0% research, one of the remaining faculty is expected to maintain the Statistical Cross-disciplinary Consulting and Collaboration Lab (SC3L) and do the work currently done by 4-5 graduate students with specialized training in statistical consulting.
  - If consulting takes 50% of one FTE, it is plausible that with a 4/4 teaching load and a 2/2 teaching load, the remaining faculty could teach a total of 12 courses per year, but there are frequently multiple sections of 380, 462/463, and 801/802.
  - The resources still do not exist to maintain all of the statistical functionality that the university has identified to keep.
- Lack of statistics faculty to collaborate with threatens the research conducted across IANR, including in the School of Natural Resources, Animal Science, and Agronomy & Horticulture, where statistics faculty have historically been close collaborators who help design experiments and analyze the resulting data, develop new methods for data analysis.

As the member of the Executive Leadership Team responsible for IANR, Dr. Heng-Moss is responsible for ensuring that UNL has the resources necessary to provide essential research and extension support, as well as graduate and undergraduate education across the institute. Her actions between 2021 and the present demonstrate that she is doubling down on the strategy of over-promising and under-delivering, leaving faculty to over-extend themselves to meet their colleagues' expectations. This strategy should give other faculty pause, as it can easily be applied to other departments.

**Violation of Board of Regent Bylaws requiring faculty and student consultation before appointment of Vice Chancellor level positions** On February 24, Heng-Moss was made permanent Vice Chancellor without an appropriate search process, cutting faculty out of one of the most important aspects of shared governance: academic personnel decision-making.

- Section 2.1 (c) of the BOR bylaws states: “Whenever a vacancy occurs in a senior administrative position at the level of Vice Chancellor or Dean, and assuming the position is to be refilled, the President, or an administrative officer designated by the President to make the appointment, shall be the appointing officer and shall promptly appoint an advisory committee to assist the appointing officer in the search for suitable candidates to fill the position. The size,

composition of, and representation on each advisory committee shall be determined by the appointing officer in consultation with the elected heads of faculty and student governments, provided that each advisory committee shall include representatives of the principal constituencies with which the position in question interacts.”

- No advisory committee was formed, and the president of the faculty senate was not consulted about representation on any such committee. No survey of faculty approval of Dr. Heng-Moss’s performance as interim was undertaken to determine whether the appointment should be made permanent.
- Dr. Heng-Moss’s appointment without shared governance violates American Association of University Professors’ (AAUP) norms, which state, “The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.” This leaves the University open to sanction by AAUP.
- Dr. Heng-Moss’s appointment is a clear violation of Board of Regents bylaws and represents a failure of shared governance; **by accepting the promotion contrary to the bylaws, she is complicit** in not following the required processes.<sup>8</sup> The Senate must continually advocate for shared governance, lest the norms we rely on be replaced by administrator governance.

## Jennifer Nelson

**Failure to Respond to Metrics Problems** Interim VC Nelson was made aware of the issues with the metrics on September 29, 2025, by members of the statistics department. A partial response was received by the department on October 7 (3 days before the Statistics APC hearing), indicating that issues identified with the data would not be addressed. The full exchange (with identifying information redacted) is available as an appendix to the [Statistics APC report](#).

**Failure to Protect Faculty Research Time** At each stage of the budget reduction process, faculty members in identified departments were called on repeatedly to document their case for non-elimination. This caused significant disruption to research, including extramural-funded projects, as faculty work shifted towards correcting flawed data and collecting data that could have been provided by various offices, such as the registrar or the office of graduate studies (requests to these departments were met with responses stating they had been told not to provide information such as total enrolled students in a department or total number of doctoral students at the university). As such, it is clear that Nelson did not fulfil her obligation to create a climate conducive to research.

**Failure of Shared Governance in Research Processes and Priorities** Nelson’s leadership of the research identity process since the spring of 2025 systematically ignored input from faculty in the College of Education and Human Sciences, including the importance of education to the research identity, given that the CEHS is among the largest colleges at UNL.

## Attachments

Statistics Courses which will be kept after department elimination

**From:** Thomas Burkey <tom.burkey@unl.edu>

**Sent:** Tuesday, February 17, 2026 3:08:50 PM

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<sup>8</sup> Which is ironic, given that “we’re following the APC process” was a constant refrain from Dr. Heng-Moss, Dr. Button, and Dr. Nelson during the budget reductions in the fall.

**Subject:** Update on CASNR/IANR Statistics Instruction and Consulting Support

Dear Colleagues,

To help ensure clarity, continuity, and alignment for our students, academic programs, and research efforts, we would like to share an update on statistics instruction and statistical consulting to support research that CASNR/IANR will be offering as a direct outcome of the recent university-wide budget reduction process.

The following undergraduate degree pathways will continue to be supported through CASNR:

- CASNR B.S. degree pathways
- B.S. in Mathematics with a Statistics and Data Science option – CAS
- B.S. in Data Science – CAS and CoE
- B.A. and B.S. in Actuarial Science – CoB and CAS

The specific courses supporting these undergraduate pathways that will continue to be offered include:

- STAT 212: Principles of Study Design
- STAT 218: Introduction to Statistics (ACE 3)
- STAT 318: Introduction to Statistics II
- STAT 380: Statistics and Applications (ACE 3)
- Statistical Methods I (400/800 course to be developed)
- Statistical Methods II (400/800 course to be developed)
- STAT 450: Introduction to Regression Analysis
- STAT 462: Introduction to Mathematical Statistics I: Distribution Theory
- STAT 463: Introduction to Mathematical Statistics II: Statistical Inference

In addition, graduate-level courses essential to student success and research support will continue to be offered, including core coursework in statistical methods and experimental design (i.e., STAT 801 and STAT 802), along with advanced offerings in modeling, probability, and inference (STAT 870, STAT 882, and STAT 883).

The statistical consulting services provided by the SC3L will continue without interruption, supporting research design, analysis, and collaboration across IANR.

Erin Blankenship, Reka Howard, and I would be happy to meet in March to discuss this model further, answer questions, and support colleges as they align advising, curriculum planning, and statistical consulting needs.

Thank you for your continued partnership in supporting our students and advancing UNL's academic and research missions during this transition.

Warm regards,

Tom