

College of Arts & Sciences Faculty Meeting

Wednesday, December 14, 2022

3:30 p.m. – 5:00 p.m.

Nebraska Union, Ballroom

AGENDA

1. College Updates and information items
 - a. Appointment of Parliamentarian
 - b. Updates from the Dean's Office
2. Approval of Minutes from the Spring Faculty Meeting held on May 3, 2022. See Appendix, pages 2-7.
3. Recommendation from the Dean and the College Executive Committee to approve the updated college mission statement. See Appendix, pages 8-10.
4. Discuss recommendation from the Dean and the College Executive Committee to approve proposed changes to the Bylaws of the Faculty to add the Committee for Advancing Undergraduate Success and Equity (CAUSE) as a standing committee – this replaces the Undergraduate Education Working Group. See Appendix, page 11.
5. Discuss recommendation from the Dean and the College Executive Committee to approve proposed changes to the Professor of Practice Guidelines. See Appendix, pages 12-20.
6. Notification from the Dean and the College Executive Committee regarding guidance, policies, and procedures related to Instructional Continuity. See Appendix, pages 21-25.
7. Recommendation from the Dean and the College Executive Committee to approve the modification in title for the Institute for Ethnic Studies to Institute for Racial and Indigenous Studies. See Appendix, pages 26-29.
8. Recommendation from the College Curriculum and Advising Committee to approve the proposed changes to UNL's Achievement-Centered Education (ACE) general education program – Changing the current ACE 10 (Capstone). See Appendix, pages 30-34.
9. ITEM. See Appendix, pages 35-68.
 - a. Changes to the major in **Biochemistry** – Creating three options: Biochemical Analysis, Cellular Biochemistry, and Computational Biochemistry. See Appendix, pages 35-49.
 - b. Changes in the minor in **Meteorology** -- restructuring remove emphases and adjusting credit hours. See Appendix, pages 50-53.
 - c. Changes to the major in **Anthropology** – Restructuring to remove Standard, Forensics, and Museum Studies options. See Appendix, pages 54-61.
 - d. Changes to the major in **Geography** -- Updating required courses and credit hours for major. See Appendix, pages 62-64.
 - e. Changes to major and minor in **Spanish** – Increasing major to 33 hours and minor to 18 hours; adding required courses to both. See Appendix, pages 65-68.
10. Questions and Feedback

ITEM 2. Approval of Minutes from the Spring Faculty Meeting held on May 3, 2022.

Spring CAS Faculty Meeting Minutes

Stephen Ramsay

The online meeting was called to order at 3:30 on May 3, 2022 by Dean Mark Button with 60 in attendance (a quorum, as per the College bylaws).

Robert Gorman serving as Parliamentarian.

Stephen Ramsay serving as Recording Secretary.

1. Approval of the minutes of the Fall 2021 meeting, held on 15 December 2021.

Poll Results: 37 yes, 0 no, 3 abstain. Motion passed.

2. College Updates and Information Items

- a. **Updates from the Dean**

Dean Button noted the importance of being able to recognize achievements of the faculty, and the need for competitive compensation for faculty and staff throughout the College. Several initiatives have been undertaken to this end:

National Competitiveness Initiative for tenure-line faculty (funds provided by President Carter). First phase of adjustments went into effect this year; next phase will commence at the beginning of the 2023 academic year. This process has been informed through consultation with chairs and unit heads, as well as data provided through several sources (e.g. Oklahoma State Salary Survey, American Association of Universities data exchange). Process has prioritized meritorious faculty at all ranks with record of achievement over time, but whose salaries were below salary benchmarks for unit and rank. In 2021, Chancellor Green noted that UNL tenure-line salaries lag behind peer institutions by 6%. The cumulative increases being enacted amount to an 8% increase across the College.

With partial one-time bridge funding from the EVC, the College conducted a comprehensive review of compensation levels and merit review of research professors and professors of practice (using similar data sources and methods). Adjustments to salaries for these members of the faculty will begin at the start of the 2023 academic year, and these recommended adjustments will constitute a long-term commitment from the state-aided permanent budget.

Dean Button noted that all these adjustments are distinct from ordinary salary processes associated with annual merit review, as well as increases associated with promotions.

Other initiatives are focused on staff compensation. This effort is focused on pay equity relative to people holding similar titles at UNL and peer institutions, but wasn't focused on the appropriateness of existing job codes. Phase one of the review resulted in January salary adjustments for 39 staff across 14 different title codes. Additional adjustments were made for 13 staff across 4 additional staff title codes in March. The second phase will address positions that do not have comparable benchmarks (and which may require re-classification) before making adjustments. This is a complex process that requires review by both the Dean's Office and HR for each job requirement. Still, the hope is that some of these adjustments will be made by July 1st, with a third phase of the effort in the Fall of 2022.

As noted in past meetings, the College continues to operate with a constrained fiscal outlook (this is the last year of our three-year \$5.9 million permanent reduction in State aided funds). Nonetheless, the College *will* be hiring in the coming few years, but must limit itself to hiring that meets the highest priority hiring needs based on on enrollments and academic program demand; our commitments to increased research and creative activity; and our commitments to enhancing faculty diversity. These considerations are expressed in a hiring proposal rubric that the Dean's Office is happy to share with everyone. Even though the budget is extremely tight, units will have the opportunity to submit more than one faculty hiring authorization request.

This process will be guided by a faculty hiring advisory committee consisting of seven unit leaders from all areas of the College. The Dean's office (which makes the final decision for the College in these matters) will complete its review by the end of May, and the EVC's office has indicated that they will have a response to our requests by around mid-June.

b. Teaching Academy Update and plan for next year (Kathy Castle)

(Kelly Kingsbury Brunetto reporting on behalf of Kathy Castle)

The Teaching Academy has been following national conversations around common faculty struggles, reading about these issues, and talking to colleagues. The TA will be circulating a brief (3-5 minute) survey this fall, and encourages faculty in the College to respond to it, so that the TA can develop policies, resources, and event planning to address these issues.

c. Associate Dean for Undergraduate Education updates (June Griffin)

Associate Dean Griffin notes that the College's strategic plan contains some ambitious goals with respect to undergraduate education, and that we are only at the beginning of a long process. This year the Dean's Office mainly focused on benchmarks related to first->second year retention, four- and five-year graduate rates, and reduction in the equity gap.

Reviewed undergraduate enrollments. Started lower than usual, but these numbers are undoubtedly being affected by Computer Science moving out of CAS, but also improved graduation rates.

Trouble with first-year retention this past year, fewer students returning. Griffin notes that it's hard to read the data in light of COVID, but that graduation rates are improving (and already meeting six-year graduation rate goals). She expects a large graduating class this spring.

Focused on having students meet with advisors (>91%) and increased outreach to unregistered students. The College is very involved with the Husker Power survey and following up with students of concern.

There is now a grant-funded position for an Academic Navigator. Recruitment and advising will be working with the new CRM this month, and with predictive analytics.

Excited to be increasing the number of career coaches (made possible through donor funds).

Thanked people for their engagement with CASUP—an important part of addressing these strategic goals. Has asked all units to look at their data and continue working on student success plans.

CAS will be hosting a re-imagined humanities event planned for September 28.

d. Associate Dean for Faculty updates (Pat Dussault)

No searches last year; seven underway this year. Continue to have faculty participate in FDL.

Major initiatives: Active look at MoUs across the College, revising documents related to PoPs. Several units have provided input, hoping for adoption next year.

After this process is completed, the College wants to start the same process for research faculty (a classification with far less specification).

e. Associate Dean for Research and Graduate Education updates (Will Thomas)

(Mark Button speaking on behalf of Associate Dean Thomas.)

Research funding awards at a ten-year-high: \$31 million to date. On the other hand, total external proposals are down.

Very active participation in the Grand Challenges program. 18 faculty taking part as PIs.

Working with NU Foundation for faculty interested in working with private foundations.

Research advisory committee's annual report is included in the agenda. The committee reported \$152,000 to faculty in internal grants.

College supported two graduate-oriented programs: A writing retreat, and campus career development workshop for grad students.

Over 1,260 graduate applications this year. 50% from outside the United States. 20% underrepresented minorities, etc.

f. **Assistant Dean for Business and Finance updates (Alecia Kimbrough)**

IBB (incentive based budget model). Several units making sure that the data that feed these models is cleaned up.

Lots of discussion of research centers (which will now be standalone entities under the new budget model).

In FY 2023, there will be more active (and accurate) shadowing of the model, because some of these sources of data feeding the model will have stabilized.

Number 1 question: How will incentives flow across the campus, but also within the College.

3. Recommendation from the Dean and the College Executive Committee to approve the proposed changes to the Bylaws of the Faculty, Article II—adding Section 4 which addresses academic due process. (See Appendix, pp 6–7).

Motion to approve the recommendation by Clint Rowe. Seconded by Courtney Hillebrecht.

EVC requested that all units review bylaws involving due process for faculty in all cases where a complaint may produce an adverse action.

Poll Results: 45 yes, 0 no, 2 abstain. Motion passed.

4. Discuss recommendation from the Dean and the College Executive Committee to update the College mission statement. (See Appendix, pp 7–9).

Process started in 2019/20 involving the College Executive Committee, a smaller *ad hoc* group of the Executive Committee, and consultation with faculty from Ethnic Studies. Changes included incorporating lecturers into the definition of “faculty.” College mission statement has not been revisited since since 1992 (and so contains some material that is factually inaccurate). Dean Button also intends to seek input from the staff council.

Discussion:

Eric Malina asks why indigenous people are being singled out, given the land grant mission of the college.

Dean responds that this is also about *expanding* equity.

Mellisa Holmstead notes that the land that was granted was taken from indigenous people.

Ken Bloom wonders about the inclusiveness of the liberal arts. Wonders if it would be good to define the liberal arts more precisely.

Dean Button agrees that the definition should be extremely broad, and if that message isn't getting across, a more explicit definition might be desirable.

Regina Werum wonders about the political nature of the term "citizen."

Dean Button takes the point, and notes that the intention is primarily ethical and not specifically legal.

Clint Rowe: Suggests "conscientiousness . . ."

Regina Werum: "engaged community members?"

Eric Malina: The term is not qualified in terms of *U.S.* citizenship.

Kelly Kingsbury Brunetto notes while the intentions here are undoubtedly positive and non-political, intent and impact are not always the same

Mike Hermon agrees that the wording is problematic. Suggests that the word "stewardship" might be incorporated somehow.

5. Opportunity for faculty to ask questions arising from annual reports of the various college committees. (See Appendix, pp. 9–15).
 - Executive Committee (pp. 9–10)
 - Promotion and Tenure Committee (p. 10)
 - Curriculum and Advising Committee (pp. 10–11)
 - Committee on Student Academic Distinction, Awards, and Appeals (pp. 11–12)
 - Assessment Committee (pp. 13)
 - Research Advisory Committee (pp. 13–14)
 - Endowed/College Professorships Committee (p. 14)
 - Inclusion, Diversity, Equity, and Access (IDEA) Committee (pp 14-15)
 - Academic Freedom and Freedom of Speech Committee (p. 15)

Dean Button invites open discussion on the reports from any of these committees, and acknowledges the hard work by the many members of the College involved with these committees.

6. Recommendation from the College Curriculum and Advising Committee to approve for the 2023–2024 Undergraduate Catalog. (See Appendix, pp 16–32)

Changes to the major in Environmental Studies—Changing the title to Environmental and Sustainability Studies. (See Appendix, pp. 16–20)

Poll Results: 43 yes, 2 no, 1 abstain. Motion passed.

Deletion of the major in Plant Biology—declining interest for CAS students; this will continue to be offered as a major in CASNR. (See Appendix, pp. 210-22).

Poll Results: 42 yes, 1 no, 1 abstain. Motion passed.

Deletion of the minor in Plant Biology—this will remain an option for CAS students through CASNR which offers its minors to students who are degree seeking in other colleges. (See Appendix, pp. 23–24).

Poll Results: 42 yes, 1 no, 1 abstain. Motion passed.

New Certificate in Social Entrepreneurship. (See Appendix, pages 25–32).

Poll Results: 38 yes, 3 no, 4 abstain. Motion passed.

7. Questions and Feedback

Dean invites open discussion . . .

Tom Marley: We've seen efforts to increase faculty and staff salaries (PoPs, etc.). Anything on the horizon to address GTA stipends?

Dean responds that it has to be a priority, and is the next logical step in this process. Must be conducted in the context of the budget. Notes further that a more realistic shadowing of the IBB process will be key to this.

Mark Van Roojen: We need to push the Foundation on this, and also suggests that we not think of this as a *cost* (since the graduate students are providing necessary labor).

Dean notes that the College is seeking \$81 million as part of the public-facing combined campaign, and that compensation for GTAs is part of that (as well as endowed chairs and professorships). Agrees that the the contribution of grad students to our teaching mission is and research key.

Meeting adjourned by Dean Button at 4:40

Minutes respectfully submitted by Stephen Ramsay

ITEM 3. Recommendation from the Dean and the College Executive Committee to approve the updated college mission statement.

Current:

The University of Nebraska started instruction in 1871 as the College of Ancient and Modern Literature, Mathematics and Natural Sciences, later to become the College of Arts and Sciences.

Preamble

The College of Arts & Sciences occupies the central position at the University of Nebraska-Lincoln and in the University of Nebraska system of higher education. It is the oldest, largest, and most diverse college in the University and State. The College, encompassing a comprehensive range of academic disciplines, comprises more than twenty-five departments, schools, institutes, and centers with over 350 faculty, 4500 undergraduate majors and 1200 graduate students. Virtually all UNL undergraduates take courses in the College.

The College offers two undergraduate degrees involving more than 50 major and minor programs in individual departments and several interdisciplinary areas of the humanities, social sciences, and sciences. It awards master's degrees in all its departments and doctoral degrees through 15 departments and interdisciplinary areas. The University of Nebraska-Lincoln College of Arts & Sciences is the only arts and sciences college in the state of Nebraska to offer comprehensive doctoral degree programs. The following Role and Mission Statement for the College of Arts and Sciences was approved by the Arts and Sciences Faculty on October 12, 1992:

Role and Mission

Essential to the mission of the College of Arts and Sciences is the role of its faculty as scholar-teachers. The quality of their research and creative activities and their commitment to teaching enable them to expose their students to a wide range of knowledge and to the processes by which new knowledge is acquired. T

The College's mission is:

- To educate undergraduate students of the College of Arts and Sciences to a high level of competence in their major fields through instruction that integrates formal course work with experience in research and creative activity.
- To advance knowledge through research and creative activity that are national and international in stature.
- To provide all undergraduate students with a range of knowledge and a broad intellectual experience that can form the basis for critical and imaginative thinking, thereby enabling them to become tolerant and responsible members of a global society.
- To provide undergraduate and graduate students across the campus with courses in the arts, humanities, social sciences, and sciences to meet their academic needs in their major programs.
- To serve the university and community-at-large and provide educational leadership for the State and region.

Proposed:

The Faculty and Staff of the College of Arts and Sciences approved the following updated Mission Statement on _____.

The Mission of the College of Arts and Sciences is to:

- Cultivate curiosity and critical thinking, facilitate student growth and success, and support life-long learning through all branches of the liberal arts and sciences.
- Improve lives and broaden horizons of understanding and empathy through research, creative activity, and outreach.
- Serve the people of Nebraska and the wider common good through the bold pursuit of knowledge and the free expression of ideas and diverse perspectives.
- Promote a diverse, inclusive, and equitable institutional culture that nourishes mutual respect and inspires conscientious community engagement.

About the College of Arts and Sciences at UNL

The University of Nebraska started instruction in 1871 as the College of Ancient and Modern Literature, Mathematics and Natural Sciences, later to become the College of Arts and Sciences.

We acknowledge that the University of Nebraska is a public, land-grant institution with campuses and programs across the State that reside on the past, present, and future homelands of the Pawnee, Ponca, Oto-Missouria, Omaha, Dakota, Lakota, Arapaho, Cheyenne, and Kaw Peoples, as well as the relocated Ho Chunk (Winnebago), Iowa, and Sac and Fox Peoples.¹ In light of this history, we are committed to equitable access and the attainment of higher education for the Indigenous peoples whose lands make up our campus and community as an integral part of the College's mission to serve the many diverse peoples who call Nebraska home.

The College of Arts & Sciences occupies an important position at the University of Nebraska-Lincoln and in the University of Nebraska system of higher education. It is one of largest and most diverse colleges in the University and State. The College encompasses a wide range of academic disciplines and programs in the humanities, mathematical and natural sciences, and social sciences. The College also houses numerous interdisciplinary research centers and core facilities.

The College Arts and Sciences has a distinctive role and responsibility at UNL given the diversity, breadth, and reach of the faculty's scholarly expertise. Since virtually every student at UNL takes courses in the College of Arts and Sciences, it is vital that the College provides a rigorous liberal arts education that equips students with the knowledge, skills, and diverse perspectives necessary to be informed, responsible, and ethical citizens of the world. We advance knowledge, deepen our understanding of nature and humanity, and promote widespread access to the liberal arts and sciences and life-long learning through research and creative activities, innovative academic programs, and experiential learning. We are committed to a culture of mutual respect and value equity, inclusion, and dignity for all.

Essential to the mission of the College of Arts and Sciences is the integration of research, teaching, and service by the faculty and staff. Through the quality and impact of their research and creative activities, their commitment to teaching and student success, and their engagement in our community, CAS faculty and staff offer students a wide range of knowledge and perspectives and equip them with the methods and tools to acquire, generate, and communicate new knowledge.

¹ Information for this statement is courtesy of the research of Dr. Margaret Huettl.

Justification: The draft Mission Statement seeks to (1) Provide a succinct statement of the college’s mission that is anchored in core values and aims of the college and is aligned with the N150 vision statement for UNL; (2) Remove statements that are not accurate and are prone to become out-of-date over time (e.g., numbers of undergraduate and graduate students, numbers of departments, degrees, etc.); (3) Provide a brief description of the college with a land acknowledgement statement that is integrated with college and university values.

ITEM 4: Discuss recommendation from the Dean and the College Executive Committee to approve proposed changes to the Bylaws of the Faculty to add the Committee for Advancing Undergraduate Success and Equity (CAUSE) as a standing committee.

Proposal: Rename the Undergraduate Education Working Group and make it a standing committee in CAS titled Committee for Advancing Undergraduate Success and Equity (CAUSE).

Justification: CAS's Strategic plan includes ambitious goals for student success. Attaining these goals will be facilitated by creation of a standing College committee with representation from each unit offering an undergraduate major. The mission of the committee would follow closely from that of the Undergraduate Education Working Group, which would be phased out upon successful creation of the standing committee.

Member Composition

The Committee for Advancing Undergraduate Success and Equity (CAUSE) is chaired by the Associate Dean for Undergraduate Education, includes a college student success leader and 1 appointed representative from each unit with a major in CAS; units with multiple majors can have up to two representatives. The representative should be the Vice Chair, Undergraduate Committee Chair, or Curriculum Committee chair in that unit or another representative with recommendation of unit leadership. The committee should also include a representative from any major shared with another college.

Purpose of the Committee

The Committee for Advancing Undergraduate Success and Equity (CAUSE) is charged by the Dean's office to undertake efforts to increase student retention, eliminate barriers to degree completion, and decrease equity gaps in student success. These efforts can include review and discussion of student success data, review of academic policies and practices within CAS, and the development and sharing of strategies and initiatives to meet the college's student success goals. Committee members convey information shared at meetings with their units and gather input from their units to raise issues of concern and make recommendations on issues under consideration by the committee.

Schedule

The committee meets monthly during the academic year.

ITEM 5. Discuss recommendation from the Dean and the College Executive Committee to approve proposed changes to the Professor of Practice Guidelines.

College of Arts and Sciences Professors of Practice Guidelines

(Proposed revisions December 2022)

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Professors of Practice, term-appointed faculty with a focus on instructional activities, make vital contributions to the College of Arts and Sciences (CAS). The following guidelines describe CAS practices related to hiring, appointment, promotion, evaluation, and development of Professors of Practice; a term used in this document to encompass Practice faculty members of any rank. The College Guidelines take priority over unit guidelines. In the event of any inconsistency with University of Nebraska-Lincoln (UNL) guidelines and policies, the UNL guidelines have priority.

<https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines> and
<https://executivevc.unl.edu/faculty/searches-appointments/appointments-templates>

Appointments

Professors of Practice may be appointed one to three years as an Assistant Professor; one to four years as an Associate Professor; and one to five years as (full) Professor. Appointments must include an instructional apportionment of at least eighty percent. As described below, the specific responsibilities assigned to each faculty member will vary by department and must be clearly specified in the appointment contract.

Rights and Responsibilities

Professors of Practice can have up to twenty percent of their apportionment outside of teaching, typically in research and/or service. Service responsibilities of Professors of Practice and assessment of achievement in service activities, will be determined using unit standards. Efforts within assigned research apportionments may be related to the scholarship of teaching and

learning. When assessing any area of effort, departments must scale expectations to apportionment.

The instructional apportionment may include a mixture of teaching, advising, and/or curriculum support and development; for examples of activities considered part of an instructional appointment, see: http://svcaa.unl.edu/documents/apportionment_categories.pdf. The specific mix of responsibilities may vary by unit and may shift over time, as long as the duties remain primarily directed (80% or more) to support of the instructional mission.

In units with graduate programs, these duties might encompass training and oversight of graduate teaching assistants. Note that instruction of graduate courses, service on graduate supervisory or examination committees, or advising/co-advising graduate students requires the formal approval of the Graduate College. See:

<https://www.unl.edu/gradstudies/about/graduate-faculty>

Given the potential variation in duties and responsibilities associated with Practice appointments, it is essential that appointing units provide expectations for performance. Offers and reappointment letters, or an accompanying MOU, must describe the formal apportionment of duties associated with the appointment, an idea of the expected teaching load at the listed apportionment, and standards guiding evaluations of Superior or better in each area of apportionment. These standards should also be set out in unit bylaws or policies and submitted as part of any hiring, reappointment, or promotion request. Professors of Practice should have access, through the appointing unit, to formal mentoring support.

Given their key role in the instructional mission, it is expected that Professors of Practice will have broad involvement in unit operations and governance. The College of Arts and Sciences, while recognizing variance in models of unit governance, maintains broad guidelines for the governance role of all faculty, including Professors of Practice: see https://cas.unl.edu/docs/CAS_Handbook_7-2019.pdf. These guidelines are in turn subordinate to university guidelines, for example <https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines>. The section below sets out basic expectations of the College in relation to the voting rights of Professors of Practice.

It is the expectation of the College that Professors of Practice will have full voting rights on questions related to unit operations and processes not involving faculty personnel matters. Professors of Practice serving as members of personnel, advisory, or executive committees may take part in any evaluations or recommendations coming from the committee.

Professors of Practice may vote on the promotion evaluations of any faculty member aspiring to the same or lesser rank, including tenure-line and research faculty, and on the reappointment of any non-tenure-line faculty of lesser rank. Professors of Practice, regardless of rank, do not vote as part of evaluations for tenure. (UNL *Guidelines*, section VI.D). College policy is that Professors of Practice do not vote on reappointment of pretenure faculty members or the decision to recommend tenure within an offer of employment. Because evaluations for promotion and tenure are often conducted in parallel, units must hold separate votes on the questions of promotion, tenure, and on the adjectives assigned to each area of apportionment.

Hiring Professors of Practice

Given the essential role played by Professors of Practice, it is critical that we hire the best candidates for openings in these ranks. Just as with tenure-track faculty positions, the standard hiring path for Professors of Practice is through open national searches that have a focus on excellence in instructional activity. As part of the College's strategic goal of enhancing diversity, units are expected to plan and conduct recruiting and searches in an inclusive manner; see the CAS section on *Recruitment and Hiring* (under Administrative Tools; <https://cas.unl.edu/administrative-tools>).

Reappointment Process

Fully promoted Professors of Practice are not required to undergo a formal reappointment review unless this is requested by the major appointing unit. Reappointment may instead be accomplished through a request originating with the unit director.

Reappointment reviews of Assistant and Associate Professors of Practice are typically conducted in the final year of the current contract. These reappointment reviews follow similar processes and have similar requirements as 4th year reviews of tenure-track faculty. Unit processes for reappointment must follow policies described in this document and at <https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines>.

The reappointment evaluation should be prepared as per guidelines posted at <http://cas.unl.edu/p-t-candidate-file-preparation> and submitted through the CAS RPT system (<https://cas-rpt.unl.edu/>). Please note that reappointment evaluations for Professors of Practice do not include external reviews. The College requires a letter from the unit director detailing the vote(s) of the faculty review committee, vote on the question of reappointment, the recommended term of reappointment, and the department's rating of the candidate as *Outstanding*, *Superior*, *Good*, *Adequate*, or *Inadequate* in each area of apportionment. In a separate paragraph or section, the unit director is expected to provide an independent recommendation and set of ratings. This letter must be included in the candidate's file that is submitted to the Dean's Office using the CAS RPT system (<https://cas-rpt.unl.edu/>)

The results of this recommendation must be shared with the faculty member, who will have the opportunity to respond and/or request reconsideration of any negative decision at the unit level following procedures and guidelines similar to those in a promotion evaluation. There is no formal appeal of a negative reappointment review beyond the College level, other than through campus grievance processes.

A faculty member who will not be put up for reappointment as a result of a negative reappointment review must be given notice that they have one additional year on the faculty, after which the position will be terminated. See <https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/board-governing-documents/board-of-regents-bylaws.pdf?la=en> (Section 4.4.2) and <https://executivevc.unl.edu/faculty/searches-appointments/non-reappointment>.

Any decision not to reappoint a Professor of Practice must be informed by an evaluation and vote from an appropriate review committee. Units anticipating the possibility of nonappointment

should contact the Associate Dean for Faculty and the Associate Vice Chancellor for Faculty and Academic Affairs at least a year prior to the end of the current appointment. In this circumstance, the unit may be counseled to hold a continuation review to determine whether the candidate will be considered for reappointment in the following year.¹

Promotion

Promotion to either Associate or Full Professor of Practice requires evidence of contributions to advancing learning, academic or professional instruction, and, more specifically, demonstrated excellence in instruction and pedagogy. Processes governing promotion in rank are described at <https://cas.unl.edu/administrative-tools> (See Promotion and Tenure/Processes) Peers and administrators evaluating a candidate for promotion to Professor should review documentation of the entire academic career to date with emphasis on the period in the current rank.

For promotion to Associate Professor of Practice there should be evidence of leadership in instructional activity and instructional accomplishments beyond the department, including university and disciplinary engagement. Note that the *CAS Handbook* states: For promotion to associate professor and the granting of tenure the candidate should have an overall rating of at least superior performance, taking into account the candidate's assignment, together with clear promise of continuing performance at this level.

For promotion to Full Professor of Practice, the instructional work should include evidence that the candidate's instructional activities and/or practice have resulted in national or international visibility, leadership, and/or impact. The *CAS Handbook* calls for "clear evidence of continued contribution in the areas of teaching, research, and

¹ The review, comprising an evaluation and formal vote from the faculty review committee, should be structured similarly to a reappointment evaluation in terms of timeline, materials to be submitted, and composition of the review committee. It is the College's expectation that a negative outcome to a continuation review will occur in the following circumstances: unsatisfactory performance, defined by the College as falling below an average rating of "good" for two review cycles within a three-year period; significant changes in instructional need; or extraordinary financial limitations. In cases where the continuation review is undertaken due to anticipation of significant changes in instructional need or extraordinary financial limitations, a summary of the anticipated changes and/or the financial limitations should be shared in advance with the faculty member, who may then choose what materials to submit as part of the continuation review.

The outcome of the review must be shared with the faculty member, who must be provided the opportunity to appeal a negative decision at the unit level, and to submit a response and/or appeal materials. Note that a positive recommendation in a continuation review is an affirmation that a reappointment review will be conducted; it is not an endorsement of reappointment. There is no appeal of a negative continuation review beyond the College level, other than through campus grievance processes.

service significantly beyond the level of accomplishment expected for promotion to associate professor”, and notes that promotions to full professor should be accompanied by an overall rating of superior over a sustained period of time.” The UNL *Guidelines for Evaluation of Faculty* note that “**MOST** phases of the candidate's work must be judged excellent, evidencing a level of sustained creativity in the salient areas of the candidate's work. Such creativity is of the sort that would merit national recognition in appropriate arenas.”

There is no requirement that faculty of Practice seek promotion nor is there any time limit on when promotion can be sought. In analogy to the promotion of tenure-line faculty to Associate rank, the College anticipates that an Assistant Professor of Practice whose overall performance averages Superior or better would be able to meet the standards of promotion within six years in rank. Assistant Professors of Practice who have established a history of performance significantly exceeding expectations may choose to go up for promotion earlier; promotion after fewer than five years in appointment is extremely unusual.

The College of Arts and Sciences requires letters from a minimum of four external reviewers as part of any promotion evaluation. At least three letters must come from individuals who hold the rank of Full Professor, or the equivalent in an instructional rank, and who come from institutions classified as Carnegie Very High Research Activity (often described as “R1”). Assuming this core requirement is met, additional letters from renowned and fully promoted teaching faculty who are at non-R1 institutions (for example, an excellent liberal arts college) or in Associate rank at an R1 institution (for promotion to Associate Professor of Practice) may be acceptable. Contact with external reviewers is made by the unit conducting the review and only after obtaining permission from the College (through the Associate Dean for Faculty); for details, see http://cas.unl.edu/docs/CAS_Policy_on_External_Reviews_May2021.pdf.

External reviewers will be provided with an instructional portfolio for their review and asked to evaluate the candidate’s instructional and pedagogical contributions. The portfolio should highlight the candidate’s instructional contributions to the department, college, and university as well as (for promotion to full) evidence of leadership and impact in the discipline on matters of instruction and pedagogy. The reviewers will be provided with an overview of the Professor of Practice faculty evaluation criteria described above.

Candidates for promotion to Associate or Full Professor of Practice may choose to obtain letters from individuals internal to UNL who can speak to the qualities of the candidate’s instructional activity. These letters are comparable to peer-review documentation and can be included in the file as evidence of excellence. They do not count, however, as external review letters.

Candidates, if promoted, will be appointed with a new contract at the higher rank. If Departments vote not to promote a candidate who is in the final year of a contract, a vote on the candidate’s reappointment must occur. This reappointment vote can occur at the same meeting as the promotion vote or can be handled in a separate meeting.

See also https://cas.unl.edu/docs/CAS_PandT_Processes_July_2021-v2.pdf. Unit and College promotion processes are subordinate to UNL policies described at:

<https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines> and <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>.

Evaluations: Progress towards Promotion

Professors of Practice undergo annual evaluation at the same time as other faculty members in the unit. The evaluation must be based upon unit standards in teaching and any other areas of apportionment and should explicitly consider relative apportionments. Resources for preparing evaluations can be found in the SharePoint site for Chairs and Directors.

At intervals no greater than three years, there must be a substantive conversation with not fully promoted faculty regarding progress towards promotion or other advancement. These discussions should be confidential and involve input from a review body able to provide informed and confidential feedback. It is suggested that unit directors solicit input from the body responsible for the annual merit evaluation to inform this conversation about promotion.

Professional Development

The College expects Professors of Practice to become instructional leaders in their disciplines and is committed to their professional development and growth.

The College places great emphasis on mentoring of faculty members. If problems arise, departments should take the initiative to help faculty achieve success. The College strongly encourages units to carefully consider the annual evaluations of Professors of Practice and, if there are any deficiencies in the record, to help the faculty members figure out how to improve their performance. Mentoring can play a vital role in this process.

The College encourages Professors of Practice to use the resources available to build a local, regional, national, and, if relevant, international record for instructional excellence. These resources include the opportunity to apply for a Faculty Development Leave after six years of full-time service, with full pay for a one-semester leave and half pay for an academic year leave. This is the same leave program available to tenure-line faculty. Given the critical instructional roles occupied by Professors of Practice, it may be more difficult for departments to cover duties during the leave semester. Accordingly, to not disadvantage Professors of Practice for leave consideration from their departments, the College will fund replacement costs for one-semester leaves conditional upon adequate documentation of need from the unit director.

Professors of Practice are eligible for CAS faculty travel funds to support reporting of creative activity (reading/presenting a paper or a poster or who are on the program of a conference or meeting as a panel chair, panel discussant, or conference/meeting organizer. See. https://cas.unl.edu/docs/TravelForm_2021-2022.pdf. Professors of Practice may apply for a number of CAS grants that support research and/or instructional improvement (<https://cas.unl.edu/college-faculty-funding-programs>) and are eligible for a number of College awards (<https://cas.unl.edu/faculty-staff-recognition>).

Background and justification related to the proposed revision

History

The existing version of the Professors of Practice Guidelines, found at <https://cas.unl.edu/professors-practice-guidelines>, were approved in 2016. The proposed revision was initiated by the Associate Dean for Faculty in partnership with the College Executive Committee. Drafts of the revision were discussed with the CAS Chairs and Directors group and at two meetings with CAS Professors of Practice. CAS Executive Committee further edited the document and voted to bring the version shown as a motion to the College faculty. The motion was shared with all CAS faculty in November; there were no attendees at a scheduled Q&A session in November.

Summary of changes relative to 2016 version

Introduction: Removal of a discussion of appointments (now a separate section).

Appointments: Now a stand-alone section. No significance changes.

Rights and Responsibilities:

Minor changes: The first several paragraphs have been revised for clarity.

Major changes: The last three paragraphs, which discuss participation of Professors of Practice (PoPs) in unit governance, include significant changes.

PoPs would have full voting rights on questions related to unit operations and processes. As a member of personnel, advisory, or executive committees, PoPs could take part in any and all evaluations before that committee.

The proposed revision declares PoPs part of the electorate for promotion evaluations of any faculty member aspiring to equal or lesser rank, and for reappointment evaluations of non-tenure line faculty of lesser rank.

The revised document leaves unchanged the policy that PoPs do not vote on evaluations for tenure. The document makes clear this also precludes voting on reappointment evaluations of pretenure faculty, or decisions to recommend tenure with an offer of employment.

Rationale: The 2016 document, while authorizing PoPs of suitable rank to participate in the reappointment and promotion evaluations of Practice faculty of lesser rank, is silent on voting rights related to faculty evaluation except to note that Practice faculty do not take part in tenure decisions.

Note on intent: The CAS Executive Committee came to a consensus that PoPs of suitable rank should have the right to take part in promotion evaluations of both tenure-line and

non tenure-line faculty. The EC considered and rejected alternatives that would have left this decision to units.

Background documents: UNL *Guidelines for Evaluation of Faculty* (on promotion): “The committee normally is composed of the persons in the unit who hold the rank equal to or higher than that to which a candidate aspires, or an elected subset of this group.” CAS *Handbook*: The recommendation is customarily considered and approved by a majority of all department or school faculty members with tenure in or above the rank to which promotion is being made. *Note that the Handbook is under revision and this section will need to change.*

Hiring Professors of Practice: Minor wording change encouraging inclusive hiring practices.

Reappointment Process:

Major change: Formal reappointment evaluations of Fully promoted Professors of Practice would be required only if requested by the unit.

Rationale: Fully promoted PoPs have generally been through four or more reappointment evaluations and a requirement for further evaluations was not considered an efficient use of candidate and unit time. An evaluation will be conducted if requested by the unit.

Major Change: The new document clarifies the timing and procedures for reappointments and makes clear that non reappointment must be informed by an evaluation from an appropriate review committee.

Rationale: The discussion of timing and procedures is for clarity; the discussion of procedures for nonreappointment provides consistency with EVC guidelines.

Major change: The revised version describes the possibility of holding a special continuation review one year prior to a reappointment evaluation. A footnote in the document describes processes for continuation reviews.

Rationale: Faculty members at UNL with two or more years in a full-time appointment are guaranteed one year advance notice of nonreappointment. If there were to be serious problems in performance, a continuation review could be requested a year prior to the end of the current appointment. The record of PoP performance over more than a decade suggests that continuation reviews will be rare events, which is why much of this section is described within a footnote.

Promotion:

Minor changes:

The standards for promotion are clarified by referring to statements within the *CAS Handbook*, including the expectation of an overall rating of at least superior performance.

Rationale: Increased clarity

The section on external reviewers is updated to refer to and be consistent with updated CAS documents related to external reviews and promotion processes.

Rationale: To clarify that overall promotion processes are the same as for any faculty member in the College while also detailing options in reviewer selection that may be available to Professors of Practice.

Major change:

The revision removes an incorrect statement about the requirements for early promotion: “As with all early promotions, a successful case would require evidence that the candidate has achieved in a shorter period of time the high level of performance expected over the six-year period.”

Evaluations: Progress toward Promotion:

Describes periodic consultations for faculty members who are not fully promoted.

Rationale: Consistency with UNL *Guidelines for Evaluation of Faculty*.

Professional Development: Relatively minor changes and updates.

ITEM 6. Notification from the Dean and the College Executive Committee regarding guidance, policies, and procedures related to Instructional Continuity.

CAS Statement on Instructional Continuity and Modes of Instructional Delivery
(draft 11/6/2022)

Teaching is a fundamental part of the mission of the College of Arts and Sciences (CAS), and the faculty of the College has a long and proud tradition of excellence in instruction. This document describes the critical role of instructional continuity, both in terms of meeting classes as well as consistency in mode of course delivery. CAS Policies and Procedures related to Instructional Continuity can be found at [URL]:

As stated in the Bylaws of the Board of Regents within Section 4.1 (f), faculty are expected to “fulfill the assigned time schedule of all classes, including quizzes, laboratories, tests, and other meetings, unless absence is caused by an emergency or approved University business.” The College of Arts and Sciences recognizes that the expectation that classes meet as scheduled as often as possible is a minimal prerequisite for quality instruction and student academic success.

However, the College also recognizes the reality that professional obligations, personal or family emergencies, illness, and religious holidays occasionally require faculty to miss classes. In the case of **planned** absences, it is expected that the chairs/directors and students be notified as far in advance as possible and that arrangements are made for covering or making up missed instruction, and whenever possible, courses are taught at the times and in the format that are listed in the official course schedule. Informing units of instructional absences and plans for coverage or makeup of missed instructional duties is a professional responsibility and an expectation of the college.

In the case of **unplanned** absences, the goal is to ensure students remain on track in terms of meeting learning outcomes. It is expected that the instructor of record will notify students as soon as possible via a communication through the learning management system; notify the unit(s) by e-mail or phone message as soon as possible; and make up the missed contact hour(s) or provide the missed course material.

As of the Fall 2022 academic semester, the University of Nebraska-Lincoln has returned to a focus on in-person teaching with the exception of courses approved for distance delivery. Web conferencing is no longer an endorsed mode of course delivery during the regular academic year and should only be used when approved by Faculty/Staff Disability Services. Limited hybrid options involving a blend of in-person and distance instruction, the latter involving asynchronous delivery of materials, may become available in the future based upon advance approval.

See “**CAS Policies and Procedures Related to Instructional Continuity**” (draft 11/6/2022) for more information about Memorandum of Absence and requirements for faculty members and departments in relation to planned and unplanned absences.

CAS Policies and Procedures Related to Instructional Continuity (draft 11/6/2022)

The following policy is intended to provide clarity about required measures related to instructor absences and changes in mode of instruction. Informing units of absences and plans for coverage or makeup of missed instructional duties is a professional responsibility and an expectation of the college. The College of Arts and Sciences requires that units provide instructors with a web-based form for easy submission, approval, and archiving of requests for absence and that instructors, including faculty members and graduate students, complete Memorandum of Absence forms when they are unable to be present in their classes due to approved planned absences. Unplanned absences related to illness or emergencies are discussed separately below.

Planning ahead for absences:

- As described in the campus Instructional Continuity Guidelines (<https://executivevc.unl.edu/academic-excellence/teaching-resources/instructional-continuity-guidance>) “ all instructors should include a statement on their syllabus that explains the mode of communication they will use (e.g., @huskers.unl.edu email or Canvas) if in-person classes are canceled and the campus follows instructional continuity plans.” Instructors are also encouraged to use this section to discuss the mode of communication to be followed in the event of unplanned absences related to illness or personal events.
- Academic units must establish and communicate procedures for submission, review, and authorization of requests for scheduled absences. In addition, academic units need to have a Memorandum of Absence or equivalent electronic form which instructors can submit online when they will be away from campus due to personal or professional obligations or on approved travel during academic working days. The submitted information must make clear whether any classes will be missed and, if any classes are missed, how the material will be covered and student learning will proceed.
- Unit leaders need to respond to these requests with approval, denial, or a request for additional information.

Planned absences for university business, nonroutine medical appointments and procedures, and religious observances requiring absence from the workplace.

- Instructors must provide advance notice, using the Memoranda of Absence described above, for a planned absence of an academic working day or more, or any absence which will result in missing a scheduled teaching assignment. Memoranda must be filed in each department associated with any class that will be missed.

- All planned absences during academic working days must be approved in advance by the unit director.
- Arrange ahead of time for coverage of your courses. Notify students via announcements and syllabus/calendar postings within the learning management system.
- Some possibilities when you cannot teach in person:
 - Ask a colleague, or if appropriate and with due consideration for student workload and teaching experience, an advanced graduate student, to cover your course. Faculty and unit leaders need to ensure that equitable workloads are being maintained for all graduate students.
 - Provide digital versions of course material (video/audio lecture or materials or other course content or feedback on work).
 - Invite a career coach or other student support unit to deliver a workshop appropriate to the course and students enrolled.
 - Meetings for graduate classes can be rescheduled if all participants are willing and available. Class meetings for undergraduate courses should **not** be rescheduled. It is unlikely that the entire class could accommodate the change, and students should not be asked to miss one class to attend another.
 - Offer the class at the scheduled time via web conferencing. It is the expectation that courses approved for in-person delivery mode will not employ more than one week's worth of web conferencing (e.g., three times for a class that meets MWF, two times for TR classes, once for classes that meet once a week) during the Fall or Spring 15-week semesters.
- Final exams should be offered at the time designated by the Registrar; see the Registrar's [Final Exam page](#) for current policies regarding final exams.

Unplanned absences for emergencies. The goal is to ensure students remain on track in terms of meeting learning outcomes.

- As soon as possible, notify students via a communication through the learning management system; reach out to your unit(s) for assistance if needed.
- Notify the unit(s) by e-mail or phone message as soon as possible; file the Memorandum of Absence form as soon as feasible.
- Faculty are expected to make up the missed contact hour(s) or provide the missed course material. Some possibilities are:
 - Provide digital versions of course material (video/audio lecture or materials or other course content or feedback on work).
 - Offering an **optional** make-up class (for graduate classes) or office hour opportunities.

- Provide specific plans for each course as soon as possible via the Memorandum of Absence form.

Other absences: Vacation and other travel not related to university business, medical needs, or religious observances are not valid reasons to miss class meetings or exams.

The following question will be added to all CAS Student Learning Experience Surveys:

Did the classes meet as scheduled in MyRed? For example, if the class was scheduled to meet Monday, Wednesday, and Friday in person, did the class meet in person regularly all three days of the week? If no, please comment.

Yes

No

Comment:

Memorandum of Absence

Departments manage their own Memorandum of Absence (MoA) and processes. Departments are welcome to use the template found at the following link:

https://forms.office.com/Pages/ShareFormPage.aspx?id=rQHb_YNJbkOrNRrwQ7qYyfapyi6AO7xJt40rp78FWTpUQ0RGSVVUQ1JHNUtSTIBBT1E5Vk1JTUxDNSQIQCN0PWcu&sharetoken=SSzKFXm4tT7CwSMdDAkX

This Microsoft 365-based template has the option turned on within Settings to send an email response to the form creator/owner. Alternatively, this feature can be turned off and the department can rely on the Excel sheet that is generated and populated. O

Here is a link to some helpful tips/how-to's for Microsoft Forms:

<https://support.microsoft.com/en-us/office/create-a-form-39a23830-452d-474c-ae1f-47a6ebefa21a>

ITEM 7. Recommendation from the Dean and the College Executive Committee to approve the modification in title for the Institute for Ethnic Studies to Institute for Racial and Indigenous Studies.

University of Nebraska-Lincoln

Modification of Academic Center

Academic Centers include bureaus and institutes

I. Descriptive Information

| |
|---|
| Name of Institution Proposing Modification of Center |
| University of Nebraska-Lincoln |
| Name of Current Center |
| Institute for Ethnic Studies |
| Administrative Unit(s) <i>[e.g. college, school, division, etc.]</i> |
| College of Arts and Sciences |
| Name of Proposed Center, if applicable |
| Institute for Racial and Indigenous Studies (IRIS) |
| Name of the Programs (majors) Involved |
| Ethnic Studies |
| Other Programs Offered in this Field by Institution |
| |
| Administrative Unit(s) for the Proposed Center <i>[e.g. college, school, division, etc.]</i> |
| Same: College of Arts and Sciences |
| Physical Location, if applicable |
| 325 Louise Pound Hall, City Campus |
| Date Approved by the Governing Board |
| <i>[leave blank]</i> |
| Proposed Date the Center will be Initiated |
| <i>[term/year]</i> The Institute already exists. It was founded in 1972. We request only a name and course prefix change. |

II. Details

A. Purpose of the Proposed Modification

The purpose of this proposed modification is clarity in branding, to better reach UNL students and attract them to our courses, major, and minors by communicating our focus more directly.

Explanation: Although interest in issues of racial justice remains quite high in the general population (especially after George Floyd and Black Lives Matter), most students and members of the public do not know what “Ethnic Studies” means. It is a phrase used commonly only within academia. (Students sometimes think it has something to do with ethics, a branch of philosophy, if they have any idea at all.) Because Ethnic Studies is not an area of study offered in high schools, incoming UNL students are unfamiliar with the phrase and do not realize what it means.

The result is that most UNL students do not realize that an academic unit on campus is devoted to coursework and co-curricular activities focused on racial and Indigenous justice.

Our peer and aspirational institutions nationwide do not face this concern, because most institutions have separate units focused on the area studies that comprise our Institute. For example, the University of Maryland has a Department of African American Studies, University of Michigan has a Department of Afroamerican and African Studies, the University of Illinois Urbana-Champaign has a Department of Latina/Latino Studies, the University of California at Davis has a Department of Native American Studies, and so on.

Because at UNL our programs have remained subsumed in one unit, and the word ethnic has no common currency among the student body (or general public), our Institute's actual focus is obscured.

Despite active publicity by our unit, confusion about the name means that students often don't learn until quite late in their academic careers—if they learn at all—that they can minor or even major in this field, which complements and enhances many areas of study such as Business, Education, and Journalism, along with liberal arts disciplines such as communications studies, history, literature, sociology, psychology, political science, and more. They do not learn that there is a whole department-sized unit of scholars whose work is devoted to racial and Indigenous justice studies and who are all actively teaching in those fields.

Our courses already have very clear names: Introduction to African American Studies, Indigenous Women's Literature, and so on. We would like to bring our unit's name into line with that clarity.

With this proposed name change, we hope to reach students earlier and more clearly, communicating transparently the focus of the Institute.

B. Description of the Proposed Modification

We wish to change the name of our academic unit from the Institute for Ethnic Studies (IES) to the Institute for Racial and Indigenous Studies (IRIS).

Concomitantly and to streamline things for even greater clarity, we would like to change the prefix for our courses from ETHN to IRIS. (The current course prefix, ETHN, does not even match the abbreviation of the academic unit, IES, which creates additional confusion.)

Those are the only modifications we request. Our curriculum, personnel, physical facilities, and budget will remain the same. (Items A through H below are therefore not applicable to this request, as has been confirmed by the EVC's office.)

III. Review Criteria

A. Centrality to UNL Role and Mission

B. Relationship of the proposal to the NU Strategic Framework

[The Board of Regents requires language about the relationship of the proposal to the NU Strategic Framework. That document is available at the NU website <http://nebraska.edu/strategic-framework.html>]

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

*[Nebraska's statewide goals/plan can be found here:
<http://www.ccpe.state.ne.us/publicdoc/ccpe/Rules/pdf/rule4appendixc.PDF>]*

C. Evidence of Need and Demand

[Justification for the center such as partnerships with external organizations, enhanced university research and outreach programs, addressing emerging multi-disciplinary educational needs, and other emerging problems and issues.]

D. Organizational Structure and Administration

[Leadership, faculty, staff, committees, participating departments and/or colleges]

E. Partnerships with Business

[general types of potential business collaborators and description of specific contractual or other specific partnerships anticipated.]

F. Collaborations with Higher Education Institutions External to the University

G. Constituencies to be Served

[including internal and external organizational entities and people]

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

[Description of intended impact and quantitative measures of success including timetable for initial and periodic evaluation]

I. Potential for the Center to contribute to Society and Economic Development

D. Adequacy of Resources:

1. Faculty/Staff

[Number of faculty and staff required to implement the proposed program]

2. Physical Facilities and Equipment

[Additional physical facilities needed]

3. Budget Projections *[include Table 1 and Table 2]*

Table 1: Projected Expenses

http://www.ccpe.state.ne.us/publicdoc/ccpe/Rules/pdf/ch4NOU_Table_1.pdf

Table 2: Revenue Sources for Projected Expenses

http://www.ccpe.state.ne.us/publicdoc/ccpe/Rules/pdf/ch4NOU_Table_2.pdf

When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Tables 1 & 2 as an Excel document, electronically
- Supporting documentation as a PDF, electronically

ITEM 8. Recommendation from the College Curriculum and Advising Committee to approve the proposed changes to UNL's Achievement-Centered Education (ACE) general education program – Changing the current ACE 10 (Capstone).

**ACE Program Review
Proposal for Realignment with UNL's Strategic Plan**

UNL's Achievement-Centered Education (ACE) general education program was established in 2008 upon the recommendation for general education reform prioritized in UNL's 2005 strategic plan. Over the years, teams from UNL who have participated in workshops offered by the Higher Learning Commission (HLC) and the American Association of Colleges and Universities (AAC&U) have learned that our program's structure is well-founded and indeed is held by some to be a model of excellence in general education. Importantly, one of its greatest strengths is that its schedule of outcomes assessment includes a regularly scheduled review of the program as a whole, the second of which occurred during the 2021-22 academic year. This timing is especially opportune, permitting an alignment with the N2025 strategic plan as part of its central vision.

Responding to an open call extended through the Faculty Senate, two groups of faculty volunteers from across the university, spanning multiple disciplines, convened to address two specific areas of concern. First, while a noteworthy strength of ACE is that it clearly states *what* students should achieve through engagement with the program, it never clearly articulates *why*, or how these specific outcomes are meant to prepare students for active citizenship and lifelong learning. Aligned with the N2025's central goal that "...every person and every interaction matters", one group's review focused on how to help students better understand why each individual outcome is an important and valuable step on their educational journey.

Second, many faculty, students, staff, and administrators have recognized over the past several years that our social responsibility outcomes (ACE 8 and 9) do not sufficiently equip students to engage with current and emerging social issues. To address this concern, a second group of faculty focused their efforts on reimagining the social responsibility outcomes to ensure that all undergraduate students engage with ethics, global issues, *and* human diversity over the course of the ACE program. They aligned their efforts with the N2025's focus on new curricular and co-curricular emphases on diversity and inclusion, and were guided by the university's Journey for Anti-Racism and Racial Equity and by the Halualani & Associates' Diversity Benchmarking Report

The ACE subcommittee of the University Undergraduate Curriculum Committee (UUCC) has reviewed the proposals that arose from the work of those two faculty teams. They have voted to present the following proposal for consideration and approval by a faculty vote:

To separate ACE 9 into its component parts – a) global awareness and b) knowledge of human diversity – so that our general education program requires achievement in both outcomes. In order to hold ACE to a 30-credit limit following that separation, to repurpose the ACE 10 for the human diversity outcome. The ACE 9 outcome is then "Exhibit global awareness through analysis of an issue." The new ACE 10 outcome becomes "Exhibit knowledge of human diversity in the U.S. through analysis of an issue."

The UUCC ACE subcommittee has also voted to continue the work on increasing student engagement with ACE and has formed a working group to further develop a proposal outlining new ACE statements and related assessments. This proposal will be presented to the faculty following the outcome of the proposal above.

Details and supporting information follow on the next pages. Please direct questions to Patty Sollars, Director of Undergraduate Education Programs at patricia.sollars@unl.edu. An FAQ webpage will be posted at ace.unl.edu

PROPOSAL:

To separate ACE 9 into its component parts – a) global awareness and b) knowledge of human diversity – so that our general education program requires achievement in both outcomes, and, in order to hold ACE to a 30-credit limit following that separation, to repurpose ACE 10 for the human diversity outcome. The ACE 9 outcome is then “Exhibit global awareness through analysis of an issue.” The new ACE 10 outcome becomes “Exhibit knowledge of human diversity in the U.S. through analysis of an issue.”

From its inception, the ACE program’s ten student learning outcomes have been nested within four overarching goals: gaining essential skills, acquiring disciplinary knowledge, developing social responsibilities, and integrating these together in a scholarly or creative product. The third goal, encompassing outcomes ACE 8 and ACE 9, is stated as follows:

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

The 10-year review of the ACE Program provided an especially timely opportunity to address an aspect of the ACE program that increasingly has been a focus of concern, that is, whether our established focus on diversity remains adequate in the context of the current demands of civic life and the impacts of expanding globalization.

As the faculty review team considered ACE outcomes 8 and 9, they first analyzed the two outcome statements to evaluate how effectively they were allowing our students to meet the stated institutional objective. They discussed what was essential for our students to understand to meet the goals of individual and social responsibility, and how the needs of students have evolved since ACE was developed in 2007. They researched the general education programs of other institutions, including those of all our Big Ten peers, to gain additional perspectives on how best to prepare students for ethical and responsible citizenship through their general education requirements. They read and discussed the 2017 Diversity Benchmarking report conducted for UNL by Halualani & Associates and met with several of the co-leaders of the current Journey for Anti-Racism and Racial Equity. They carefully considered whether the three outcomes explicitly stated in ACE 8 and ACE 9 – ethics, global awareness, and knowledge of human diversity – might be able to be reconfigured in such a way that all three could be met within a six-credit-hour limit and realized that any such reconfiguration carried new significant limitations of its own.

The proposal that has resulted from their work is presented in the context of:

- A 2016 ad hoc committee charged by the Deans’ Council to better highlight the interconnectedness of human diversity in our global world, a recommendation of which was that “as part of a future overall assessment and continuous improvement of the ACE program, consideration be given to separate human diversity and global awareness into separate outcomes.”
- The 2017 Diversity Benchmarking that placed UNL in a mid-tier ranking because we lack “a meaningful and rigorous Diversity General Education program that requires a course in a least two different GE Diversity Depth Areas – one for U.S. Domestic Diversity and Structured Inequalities and the other for Global/International Diversity and Contexts” and “also due to the fact that this Diversity General Education curriculum is framed in a generalized for and does not provide enough exposure to domestic diversity and in contemporary contexts.”
- The 2018 and later student-led initiatives, including the “Hate Will Never Win” rally, and the joint student- and faculty-senate efforts to increase diversity-related curricular requirements.
- The 2020 launch of the Journey to Anti-Racism and Racial Equity, which calls for the implementation of “a true U.S. racial/ethnic diversity requirement for all students as soon as possible.”

- The N2025 Strategic Plan, including its strategy to “[e]stablish new curricular requirements for all students that emphasize diversity and inclusion.
- The ongoing work of Global Nebraska, whose strategy includes reimagining “what constitutes a global experience for our students” ... “because our world is increasingly interconnected and our students must be prepared to live, work, and serve in this new reality.”

Working within this framework, we are proposing that the student learning outcomes currently contained within ACE 9 should be divided into two separate outcomes. The first would focus on global issues, which may, among other things, be directly related to professional global impacts, or may include the current education abroad or military service ACE 9 waiver mechanisms. The second outcome would focus on human diversity in the United States as indicated in the second and fourth bullet-points above.

However, because the agreement reached in the establishment of ACE was to limit the program to the minimum number of credit hours required by the university’s accrediting agency, the proposal to require both a global awareness and a human diversity course demands that an adjustment be made elsewhere in the program. After considering and rejecting other options, the review team has suggested that ACE 10, currently used most often as a disciplinary capstone, be repurposed so that ACE remains within the 30-credit-hour limit.

The statement of the rationale underlying this proposal, provided to the UCC by the ACE 8/9 review team, is presented on pages 4-5 of this document. A significant consideration in this proposal is that it does not preclude the appropriate recertification of a current ACE 10 course that meets any of the ACE other outcomes, most especially those that have been well-designed to reinforce the individual and social responsibility outcomes that would then be articulated in ACE 8 (ethical considerations), ACE 9 (global ramifications), or ACE 10 (impacts of human diversity). In its original overarching structure, the stated goal of ACE 10 was to enable students to

Integrate these abilities and capabilities, adapting them to new settings, questions, and responsibilities.

with “these abilities” referring to the outcomes identified in ACE 1 through 9. Those current ACE 10 courses that are realizing that goal and, while functioning as capstones of the major, are also asking students to think critically about their major in contexts related to global or human diversity issues should be little impacted by this proposal, having only to decide whether their course’s student learning outcomes are more closely aligned with one or the other (or both) of the global and human diversity outcomes.

Case for Changing Current ACE 10 (Capstone)

The faculty charged with reviewing the ACE 8 and 9 outcomes have had significant discussions on the current language and the intent of ethical and social responsibility outcomes, as well as relevance of these outcomes in today's world. We reaffirm the importance of UNL's general education program having a strong emphasis on ethical and social responsibility. In particular, the outcomes associated with global awareness and diversity need to be strengthened. We live in a world that is globally connected and increasingly polarized. Our students need to develop the capacity to "engage the other" to address complex local and global issues. Now more than ever, our students need to understand and engage human diversity.

We have also had to reconcile the past campus dialogue on the desire to split ACE 9 into two outcomes. For example, a faculty working group in 2016 was asked by the UNL Deans Council to consider modifications to the ACE 9 outcome and concluded that a future revision of the ACE program should consider separating the current ACE 9 outcome into two outcomes: one centered on global awareness/issues, and the other on human diversity. The UNL Commitment to Action from the co-leaders of UNL's journey for anti-racism and racial equity also identified a need to revise the ACE 9 outcome. The N2025 strategic plan calls for prioritizing and expanding inclusive excellence and diversity, and helping students foster innovative approaches to problem solving that requires diversity of perspectives, approaches, and backgrounds.

The faculty charged with reviewing ACE 8 and 9 outcomes reaffirms that the ACE program needs to provide an opportunity for students to engage with human diversity in both a domestic and global context, and this cannot be done in a single ACE outcome. Working within the constraints of the 30-credit approach to the ACE program, our proposal is to expand the ethical and social responsibility objective to three learning outcomes and redirect what is currently ACE 10 for this purpose.

So... why ACE 10? As a group, we recognize and affirm the importance of a disciplinary capstone course for a student's academic experience. We did not make this decision lightly. There was considerable dialogue and healthy debate. Our proposal to redirect ACE 10 towards the ethical and social responsibility outcomes is based on our discussions as to the appropriateness of a disciplinary capstone within a general education program. UNL's ACE general education program is built on student learning outcomes that answer the fundamental question, "What should all undergraduate students - irrespective of their majors and career aspirations - know or be able to do upon graduation?" In a broader context, general education provides an opportunity for us an institution to have a set of common outcomes for all our students that provide them with the capacity to engage in the world they live in. Currently, most ACE 10 courses are discipline-specific capstone experiences. This seems counter to the stated hallmarks of the ACE program which include:

"...providing broad exposure to multiple disciplines, complementing the major..."

Our group also reviewed general education programs of a variety of peer institutions and did not find a single instance where a disciplinary capstone was part of the general education program. We do acknowledge that there are certain degree programs that have limited flexibility in elective credits and are constrained by external accreditation requirements. Our proposal does not preclude degree programs from pursuing other ACE certifications for their current disciplinary capstone courses. In fact, given their emphasis on synthesis of knowledge, skills, and abilities, many current capstone courses are well-positioned to emphasize the proposed ethical and social responsibility outcomes. Furthermore, our proposal does not prevent the development of additional ACE certified courses within their programs.

The faculty charged with reviewing the ACE 8 and 9 outcomes unanimously believe that now is the time for change. We owe it to our students and to our stakeholders to have a general education program that has a stronger emphasis on ethical and social responsibility.

Affirmed by the following members of the ACE 8/9 review team:

John Brunero

Robert R Chambers Distinguished Professor
Philosophy

Christian Elowsky

Assistant Professor of Practice
Agronomy & Horticulture

Ted Hamann

Professor
Teaching, Learning, & Teacher Education

Cody Hollist

Associate Professor
Child, Youth, & Family Studies

Gary Kebbel

Emeritus Professor
College of Journalism & Mass Communications

Deepak Keshwani

Associate Professor
Biological Systems Engineering

Katherine Nashleanas

Lecturer
School of Global Integrative Studies

John Raible

Associate Dean for Diversity, Equity, & Inclusion and Professor
Teaching, Learning, & Teacher Education

ITEM 9a. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog - Changes to the major in Biochemistry.

University of Nebraska-Lincoln

New Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing New Undergraduate Option |
| College of Arts and Sciences |
| Name of Proposed Option |
| Biochemical Analysis |
| Associated Major of the Proposed Option |
| Biochemistry |
| Degree to be Awarded to Graduates with Proposed Option |
| Bachelor of Science |
| Other Options Offered in Associated Major |
| Proposed Computational Biochemistry, Cellular Biochemistry |
| Other Programs Offered in this Field by Institution |
| Chemical Biology |
| CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55] |
| 26.0202 |
| Subject Code |
| BIOC |
| Administrative Units for the Option |
| Department of Biochemistry |
| Proposed Delivery Site |
| UNL Campus |
| Option will be Offered [Full program, not individual courses] |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date the New Option will be Initiated |
| Fall 2023 |

II. Details

A. Purpose of the Proposed Option:

The creation of a Biochemical Analysis Option in Biochemistry provides a pathway for students to master the traditional curriculum of biochemistry with a specific emphasis on the use of quantitative measurements over qualitative or descriptive methods and the use of advanced mathematical models of biological systems. We also can increase the rigor of our current major to align with those of our peer institutions and our national society's guidelines by specifying students in this Option will take the more analytical sequence in the ancillary sciences. The proposed Biochemical Analysis option emphasizes the use of quantitative methods and non-Newtonian physical theory to descriptively analyze biochemical equilibria and multi-component biomolecular systems. This option will prepare students for further study at the graduate level in Biochemistry and Biophysics as well as entry into a variety of fields requiring quantitative approaches to biological systems.

The Department of Biochemistry is proposing this option alongside two new options, Cellular Biochemistry, and Computational Biochemistry, to increase the flexibility of our undergraduate program in response to student feedback and developments in our field.

B. Description of the Proposed Option:

The training offered in the Biochemical Analysis option is suitable for a professional career in biochemistry, which may lead to employment in various industries involved in the manufacture or processing of chemicals, foods, feeds, and pharmaceuticals; or federal agencies such as the Food and Drug Administration, U.S. Department of Agriculture, U.S. Public Health Service, and Environmental Protection Agency. The program is also suitable as preparation for graduate studies leading to academic careers in biochemistry and professional careers in medicine, dentistry, veterinary medicine and health-related fields. The Department is accredited by the American Society of Biochemistry and Molecular Biology (ASBMB), meaning seniors who sit for the ASBMB certification exam are recognized as earning a certified degree if they receive a qualifying score.

Learning Outcomes for the Proposed Option

The Biochemistry major shares 4 primary learning outcomes across both colleges and all options. These 4 existing learning outcomes are mapped to our ASBMB Accreditation learning outcomes:

1. Apply the basic principles of the physical and chemical sciences to the study of biological systems to explain how organisms consume and convert energy to enable the processes of life.
2. Attribute the function and regulation of biomolecules to specific macromolecular structures through the use of quantitative and analytical computational techniques.
3. Explain the flow of information through biological systems and predict the impact of environmental or biological variables on system output.
4. Analyze, interpret, critique and communicate data and ideas concerning topics at the forefront of biochemistry

The primary student learning outcomes of the proposed option.

To allow for individualized plans of study within our major, we are creating multiple options; of the three proposed options, Biochemical Analysis, Cellular Biochemistry and Computational Biochemistry, this option most resembles our historical program of study. Moreover, with the creation of our other new options, the Biochemical Analysis option can have an emphasis on quantitative analysis and thus provide a more rigorous degree program desirable for students preparing to pursue advanced degrees in biochemistry and biophysics.

As such the additional specific learning outcome for the proposed option is:

5. Use quantitative analysis and multifactorial models to analyze and describe biochemical reactions and equilibria.

Admission criteria and selection procedures for students seeking admission to the option.

The admissions criteria and selection procedures for students seeking admission to the Option will be the same as the University undergraduate admissions criteria.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

See Appendix A and B: Comparison of Biochemistry Option Requirements and 4-Year Plans

How and when advisors are assigned for students in the option.

Students in CAS will enter through the Cellular Biochemistry Option as the default, and will be assigned to Erin Sayer, the current advisor for all CAS Biochemistry majors. CAS advisors are assigned based on primary major, regardless of option. Through advising conversations, students may elect to change to one of the other options, depending on their interests and goals.

If applicable, national guidelines or accreditations for such programs, and how this option meets the established standards.

The Department of Biochemistry is nationally accredited by the American Society of Biochemistry and Molecular Biology (ASBMB). The Foundational Concepts of ASBMB support student learning in areas that prepare our graduates for careers in health, industry and biotechnology. The Proposed Option emphasizes coursework in those skill set areas related to quantitative analysis.

III. Review Criteria

A. Evidence of Need and Demand

1. Need:

This option is a slightly modified version of our current major, with the only modifications being a change in the ancillary coursework to emphasize quantitative analysis and thus provides a more rigorous option desirable for students preparing to pursue advanced degrees in biochemistry and biophysics. This option will be essential for students double-majoring in Chemistry and Biochemistry. We currently have 359 students in the declared Biochemistry major, between the College of Arts & Sciences and the College of Agricultural Sciences and Natural Resources.

2. Demand:

We do not anticipate less students in our program. Moreover, our majors have indicated a strong interest in more flexibility in required coursework for the major. Since 2016, the Department of Biochemistry has been surveying senior students regarding their experience in the major. The survey is deployed during their current ACE 10: BIOC 435: Advanced Topics in Biochemistry capstone course. An analysis of recent survey results (2018-present) has indicated that the majority of responding students would like to see more flexibility in their major through elective course work. There is a consistent demand for Chemistry/Biochemistry double-majors, which will make use of this option. In addition, when students were asked to suggest specific course/content/skill building interests, coursework for this option and the other options we are proposing were suggested most frequently.

B. Impact on Other Programs/Units

Since this is our current major/degree program, and the modifications are only to require students to take the more rigorous options of ancillary coursework there should be no additional impact on other programs/units.

C. Impact on Course Subject Codes

No new course subject codes will be necessary.

D. Adequacy of Resources

Not applicable.



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically
- All documents listed above, hard copies

University of Nebraska-Lincoln

New Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing New Undergraduate Option |
| College of Arts & Sciences |
| Name of Proposed Option |
| Cellular Biochemistry |
| Associated Major of the Proposed Option |
| Biochemistry |
| Degree to be Awarded to Graduates with Proposed Option |
| Bachelor of Science |
| Other Options Offered in Associated Major |
| Proposed Biochemical Analysis; Computational Biochemistry |
| Other Programs Offered in this Field by Institution |
| Proposed CASNR Cellular Biochemistry |
| CIP Code <i>[IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i> |
| 26.0210 |
| Subject Code |
| BIOC |
| Administrative Units for the Option |
| Department of Biochemistry |
| Proposed Delivery Site |
| UNL Campus |
| Option will be Offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date the New Option will be Initiated |
| Fall 2023 |

II. Details

A. Purpose of the Proposed Option:

We designed this option to give our students a deeper focus and understanding of the cellular and molecular context of the discipline of Biochemistry. This option aims to engage students in a detailed study of molecules and their interactions in cells and tissues and how the genome orchestrates these processes. Included in this option is the detailed instruction of the complexity of the chemistry of cells including genome structure, function, replication and expression through the various subcellular organelles. Subsequent post-translational modifications of proteins and lipids including synthetic molecules will be included to interface with the current rise of synthetic biology as practiced by the biotech sector. The integrated coursework proposed in the Cellular Biochemistry option aims to prepare our students for the career and educational paths many of our students

pursue, including professional careers in biochemistry, and training and jobs in the biotech sector, healthcare field, and federal agencies. Although our current major provides cellular context throughout student's coursework, the Cellular Biochemistry option is more intentional about this by integrating dedicated cellular/organismal-focused coursework at the upper level.

B. Description of the Proposed Option:

Learning Outcomes for the Proposed Option

The Biochemistry major shares 4 primary learning outcomes across both colleges and all options. These 4 existing learning outcomes are mapped to our ASBMB Accreditation learning outcomes:

1. Apply the basic principles of the physical and chemical sciences to the study of biological systems to explain how organisms consume and convert energy to enable the processes of life.
2. Attribute the function and regulation of biomolecules to specific macromolecular structures through the use of quantitative and analytical computational techniques.
3. Explain the flow of information through biological systems and predict the impact of environmental or biological variables on system output.
4. Analyze, interpret, critique and communicate data and ideas concerning topics at the forefront of biochemistry

The primary student learning outcomes of the proposed option.

To provide students a more in-depth analysis of the cellular context of biochemistry, students in this option will take two classes with a cellular focal point instead of the quantitative analysis coursework required for the Biochemical Analysis option or the computational/bioinformatics analysis coursework for the Computational Biochemistry option.

As such the additional specific learning outcome of the proposed option is:

5. Use the principles of biochemistry, genetics and molecular biology to analyze and explain perturbations in cellular systems.

Admission criteria and selection procedures for students seeking admission to the option.

The admissions criteria and selection procedures for students seeking admission to the Option will be the same as the University undergraduate admissions criteria.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

See Appendix A and B: Comparison of Biochemistry Option Requirements and 4-Year Plans

How and when advisors are assigned for students in the option.

Students in CAS will enter through the Cellular Biochemistry Option as the default, and will be assigned to Erin Sayer, the current advisor for all CAS Biochemistry majors. CAS advisors are assigned based on primary major, regardless of option. Through advising conversations, students may elect to change to one of the other options, depending on their interests and goals.

If applicable, national guidelines or accreditations for such programs, and how this option meets the established standards.

The Department of Biochemistry is nationally accredited by the American Society of Biochemistry and Molecular Biology (ASBMB). The Foundational Concepts of ASBMB support student learning in areas that prepare our graduates for careers in health, industry and biotechnology. The Proposed Option adds coursework in those skill set areas related to cellular and molecular biology.

In addition, ASBMB Accreditation requires programs to have extensive Experiential Learning as part of the accreditation process. Therefore, the elimination of a lab course (CHEM 221A/L) necessitates a replacement lab course in the option.

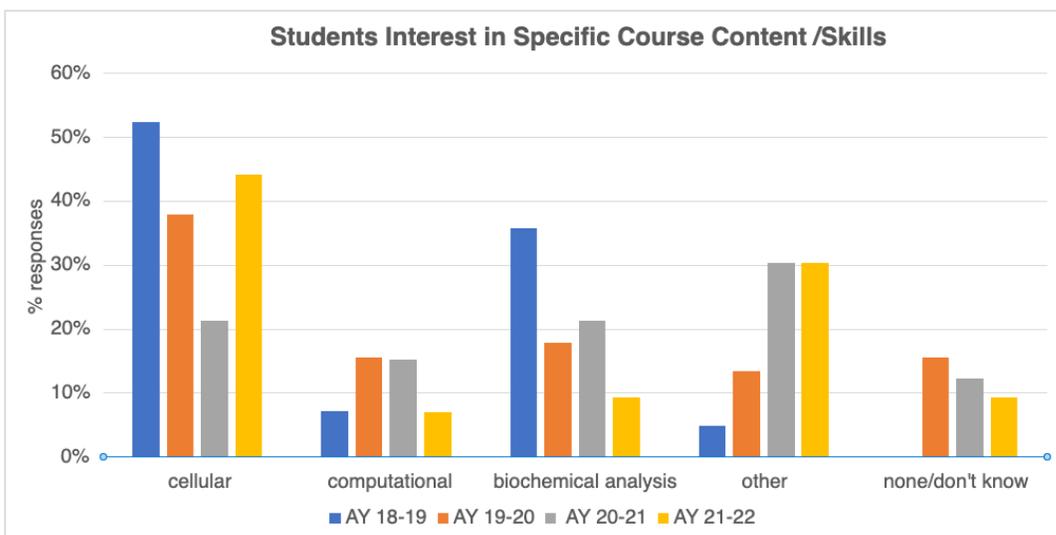
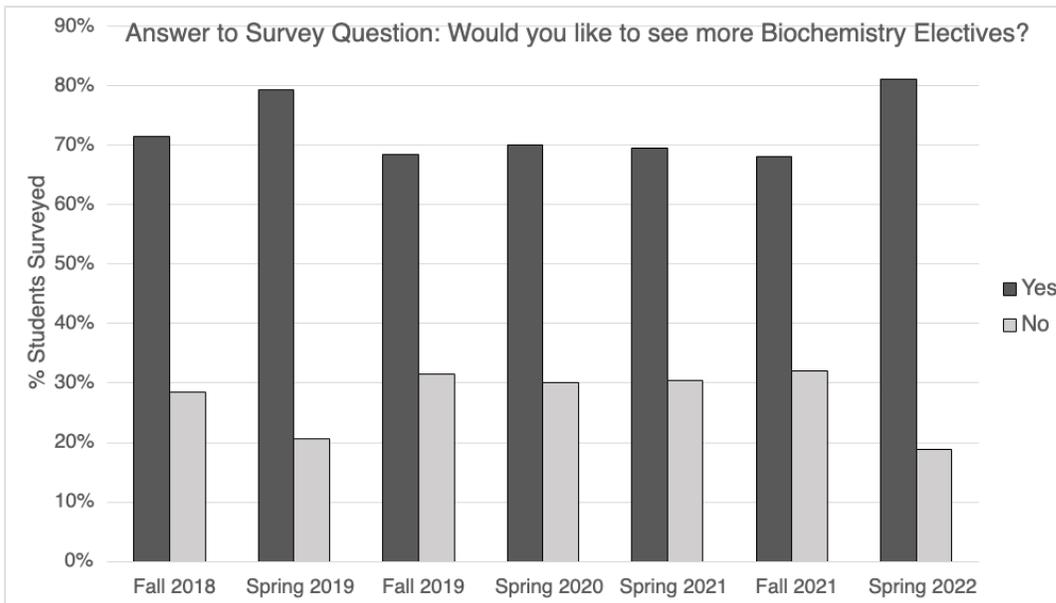
III. Review Criteria

A. Evidence of Need and Demand

1. Need:

Our program is one of 101 programs nationwide that is accredited through our national society, the ASBMB. Our core learning outcomes are aligned with the foundational concepts of ASBMB. However, as outlined by the ASBMB “the curriculum should present these concepts in a manner that illustrates the pervasive role that evolution and homeostasis play in shaping the form and function of all biological molecules and organisms.” And, although our current major coursework absolutely integrates evolution and homeostasis throughout student’s coursework, our proposed option is more intentional about this and emphasizes homeostasis and evolution by integrating cellular/organismal-focused coursework at the upper level.

Moreover, our majors have indicated a strong interest in more flexibility in required coursework for the major. Since 2016, the Department of Biochemistry has been surveying senior students regarding their experience in the major. The survey is deployed during their current ACE 10: BIOC 435: Advanced Topics in Biochemistry capstone course. An analysis of recent survey results (2018-present) has indicated that the majority of responding students would like to see more flexibility in their major through elective course work (see figure below). In addition, when students were asked to suggest specific course/content/skill building interests, coursework we have included in this proposed option was suggested most frequently, with coursework suggested for the Computational Biochemistry and Biochemical Analysis options being the two other content/skill areas suggested, albeit less frequent. While students have space to take “electives”, the major has been inflexible in allowing students to choose courses to satisfy their requirements. And finally, the additional coursework proposed in this option aligns well with better preparing our students for the career and educational paths many of our students pursue, including professional careers in biochemistry, and training and jobs in the biotech sector, healthcare field, and federal agencies.



2. Demand:

Based on the current # of students with a declared PrepPlan in an identified Explore Center pre-professional area, we would anticipate a similar number of students to be interested in the Cellular Biochemistry option. However, we would also expect the student interest to remain stable for the Biochemical Analysis option we are proposing because of the number of students in the major who apply to graduate programs specifically in Chemistry, Biochemistry or other related disciplines. A spring 2022 analysis of Biochemistry majors presented approximately 80% of the students are currently taking electives that fall in the interest area we plan to address in the new option. The minimum number of students to make this viable would be the same as what CAS would consider for elimination of the overall Biochemistry major as it stands in the catalog today.

B. Impact on Other Programs/Units

The Department of Biochemistry met with the School of Biological Sciences to present the relevant data on current course enrollments in SBS courses and identified the places that SBS would need instructional support, and where the SBS courses have room to grow enrollment without support. The Department of Biochemistry has faculty resources to support an additional teaching section of BIOS 443: Immunology, and if SBS expands/modifies their BIOS 205 teaching lab space, the Department of Biochemistry has potential instructor support for that as well. The course selections specifically identified in the Cellular Biochemistry option were designed to enhance the breadth of molecular/cellular science electives available at UNL and support courses that in the past may have had less demand/interest.

C. Impact on Course Subject Codes

No new course subject codes will be necessary.

D. Adequacy of Resources

Because the proposed option in Cellular Biochemistry does not require new courses, additional resources are not needed. However, should this new option attract a high number of students, we recognize that enrollment in BIOS443 and BIOS205 may exceed their current capacity. If this should occur, the Department of Biochemistry will provide instructional support for these courses using resources currently available. Supporting letters from participating departments are provided in the appendix.

When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically

University of Nebraska-Lincoln

New Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing New Undergraduate Option |
| College of Arts and Sciences |
| Name of Proposed Option |
| Computational Biochemistry |
| Associated Major of the Proposed Option |
| Biochemistry |
| Degree to be Awarded to Graduates with Proposed Option |
| Bachelor of Science |
| Other Options Offered in Associated Major |
| Biochemistry (Biochemical Analysis), Biochemistry (Cellular Biochemistry) |
| Other Programs Offered in this Field by Institution |
| CASNR Biochemistry and Systems Biochemistry; Computational Biology & Bioinformatics Minor only; Statistics & Data Analytics (new major) |
| CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55] |
| 26.1104 |
| Subject Code |
| BIOC |
| Administrative Units for the Option |
| Department of Biochemistry |
| Proposed Delivery Site |
| UNL Campus |
| Option will be Offered [Full program, not individual courses] |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date the New Option will be Initiated |
| Fall 2023 |

II. Details

A. Purpose of the Proposed Option:

Recent advances in life sciences research have created many new and exciting ways to collect high-throughput data across many scales of biological organization. These new technologies have created vast quantities of data that can only be handled, analyzed and interpreted with the help of computational concepts, algorithms and software tools applied specifically to these biological data sets. Furthermore, to fully understand living cells and organisms, we must also know how their underlying complex networks of interactions work in time and space. These dynamic properties of the networks that control cellular and organismal functions are a critical part of computational biology.

The proposed Computational Biochemistry option aims at preparing students to address questions in this field related to health, agriculture and biotechnology. This is accomplished by integrating concepts and skills from biochemistry, biology, chemistry, physics, mathematics, statistics and computer science. We believe our graduates will be prepared to apply quantitative and multidisciplinary knowledge to improve the quality of human life.

B. Description of the Proposed Option:

The primary student learning outcomes of the proposed option.

Graduates of biochemistry, regardless of option will be able to:

1. Apply the basic principles of the physical and chemical sciences to the study of biological systems to explain how organisms consume and convert energy to enable the processes of life.
2. Attribute the function and regulation of biomolecules to specific macromolecular structures through the use of quantitative and analytical computational techniques.
3. Explain the flow of information through biological systems and predict the impact of environmental or biological variables on system output.
4. Analyze, interpret, critique, and communicate data and ideas concerning topics at the forefront of biochemistry.

Graduates of biochemistry in the Computational Biochemistry Option will also be able to:

5. Use discipline-specific bioinformatics tools, including computational methods and software, and content knowledge to analyze and interpret biological datasets and relate the results to core principles in biochemistry and biology.

Admission criteria and selection procedures for students seeking admission to the option.

The admissions criteria and selection procedures for students seeking admission to the Computational Biochemistry Option will be the same as the University undergraduate admissions criteria. Students will discuss with their advisor the best option for their desired career path and select between the Biochemistry (Cellular Biochemistry), Biochemistry (Biochemical Analysis) or Biochemistry (Computational Biochemistry) options.

The credit hour and course requirements, program of study, four-year plan, research and other academic requirements for students enrolled in the option.

See Appendix A and B: Comparison of Biochemistry Option Requirements and 4-Year Plans

How and when advisors are assigned for students in the option.

Students in CAS will enter through the Cellular Biochemistry Option as the default, and will be assigned to Erin Sayer, the current advisor for all CAS Biochemistry majors. CAS advisors are assigned based on primary major, regardless of option. Through advising conversations, students may elect to change to one of the other options, depending on their interests and goals.

National Guidelines or Accreditations

The Department of Biochemistry is nationally accredited by the American Society of Biochemistry and Molecular Biology (ASBMB). The Foundational Concepts of ASBMB support student learning in areas that prepare our

graduates for careers in health, industry and biotechnology. The Proposed Option adds coursework in those skill set areas.

III. Review Criteria

A. Evidence of Need and Demand

1. **NEED:** The United States is lagging well behind its peers in science, technology, engineering, and mathematics (STEM) education as is evidenced by the fact that it ranks 35th (i.e., last) in mathematics and 25th in science when compared to 35 peer countries (Jackson & Kiersz, 2016). This status, which is devastating our competitive edge when it comes to innovation and economic growth, is compounded by the fact that workforce sectors – wide ranging from advertising to biomedical research and health professions – are drowning in massive amounts of data and lacking employees with the critical thinking and technical skills to manage, process, analyze, and interpret the data. In an effort to address this issue, Vision and Change in Undergraduate Biology Education (AAAS, 2011) has outlined a set of standards covering 21st-century competencies in which students need proper training. Among its recommendations are calls for increased technical and computational biology training and inquiry-based, applied, and collaborative teaching strategies.

In response to these challenges and the shift in skills needed by our students, the Biochemistry department has launched complementary and integrative efforts to provide our students with cutting-edge skills. The new Computational Biochemistry option aims at preparing students to learn various ways to generate and collect high-throughput data across many scales of biological organization. Students also learn technologies and methods that enable them to prepare, analyze, model, and interpret these data with the help of computational concepts, algorithms and software tools applied specifically to these biological data sets in the context of health, agriculture and biotechnology. To fully understand living cells and organisms, students also learn how the underlying cellular and molecular complex networks of interactions work in time and space. These dynamic properties of the networks that control cellular and organismal functions are critical components of computational biology. The learning outcomes (listed above) of this option are accomplished by integrating concepts and skills from biochemistry, biology, chemistry, physics, mathematics, statistics and computer science. We believe our graduates will be prepared to apply quantitative and multidisciplinary knowledge to improve the quality of human life.

2. **DEMAND:** UNL students enrolled in BIOC 101: Career Opportunities in Biochemistry were surveyed in Fall 2018 and Spring 2019. Of the students who responded to the survey, 36/71 (n=71, Fall 2018) and 15/22 (n=22, Spring 2019), answered they would be Interested or Very Interested in pursuing a new Biochemistry option that focuses study in bioinformatics, computational and systems biology. This positive response from current UNL students motivated our decision to propose a new option in our curriculum for students in CASNR, which has been available to the CASNR Biochemistry majors since fall 2020. With the increased flexibility for options through the College of Arts & Sciences, we want to add a computational option in CAS to benefit all students in the major. Since this is new to CAS, we anticipate growth will be from marketing/recruiting the new Option to high school students, incoming new students, and community college transfer students, for example Southeast Community College Associate of Science in Biotechnology. We also have expressed interest received from five biotechnology companies following an advertisement in BioNebraska to develop internships for students required by this major.

A. Impact on Other Programs/Units

This proposed Option utilizes ancillary and core courses already required by the Biochemistry major with the exception of 9 credits (2 courses) in advanced chemistry (CHEM 221A/L; CHEM 471). The proposed option integrates concepts and skills from biochemistry, biology, chemistry, physics, mathematics, statistics and

computer science, with emphasis on computer science and research techniques. The proposed Computational Biochemistry option differs from the existing minor in Bioinformatics (Computational Biology & Bioinformatics – CBBI) currently being offered -- the option provides fully integrated content from the different disciplines (biochemistry, computer science, computational biology) into a complete, seamless, and experiential (e.g., via the required internship) curriculum. The additional CSCI coursework as part of the Proposed Option is supported by the Computer Science & Engineering program (see attached letter).

B. Impact on Course Subject Codes

No new Subject Codes are needed at this time.

C. Adequacy of Resources

The Option uses current course offerings at UNL. Supporting letters from participating departments are provided.

IV. Appendix



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically

Appendix A: Comparison of Existing Biochemistry Major (ABIOC) to New Version with Proposed Options

| Current ABIOC Major (BS Only) | | 3 Proposed Options (BS Only) | | | | | |
|--------------------------------|--------------|------------------------------|--------------|--|--------------|---|--------------|
| | | Biochemical Analysis | | Cellular Biochemistry (Default) | | Computational Biochemistry | |
| Core Courses | | | | | | | |
| BIOC 101 | 1 | BIOC 101 | 1 | BIOC 101 | 1 | BIOC 101 | 1 |
| BIOC 205 | 2 | BIOC 205 | 2 | BIOC 205 | 2 | BIOC 205 | 2 |
| BIOC 431 | 3 | BIOC 431 | 3 | BIOC 431 | 3 | BIOC 431 | 3 |
| BIOC 432 | 3 | BIOC 432 | 3 | BIOC 432 | 3 | BIOC 432 | 3 |
| BIOC 433 | 2 | BIOC 433 | 2 | BIOC 433 | 2 | BIOC 433 | 2 |
| BIOC 435 | 3 | BIOC 435 | 3 | BIOC 435 | 3 | BIOC 435 | 3 |
| Ancillary Requirements | | | | | | | |
| MATH 106 | 5 | MATH 106 | 5 | MATH 106 | 5 | MATH 106 | 5 |
| LIFE 120/L | 4 | LIFE 120/L | 4 | LIFE 120/L | 4 | LIFE 120/L | 4 |
| LIFE 121/L | 4 | LIFE 121/L | 4 | LIFE 121/L | 4 | LIFE 121/L | 4 |
| BIOS 206 | 4 | BIOS 206 | 4 | BIOS 206 | 4 | BIOS 206 | 4 |
| Option Specific Courses | | | | | | | |
| MATH 107 | 4 | MATH 107 | 4 | MATH 107 | 4 | STAT 218 | 3 |
| CHEM 109A/L or 113A/L | 4 | CHEM 113A/L | 4 | CHEM 109A/L or 113A/L CHEM 110A/L or 114 | 4 | CHEM 109A/L or 113A/L CHEM 110A/L or 114 | 4 |
| CHEM 110A/L or 114 | 3-4 | CHEM 114 | 3 | | 3-4 | | 3-4 |
| CHEM 221A/L | 5 | CHEM 221A/L | 5 | | | | |
| CHEM 251/253 or 261/263 | 4-5 | CHEM 261/263 | 5 | CHEM 251/253 or 261/263 | 4-5 | CHEM 251/253 or 261/263 | 4-5 |
| CHEM 252/254 or 262/264 | 4-5 | CHEM 262/264 | 5 | CHEM 252/254 or 262/264 | 4-5 | CHEM 252/254 or 262/264 | 4-5 |
| PHYS 141 or 211/221 | 5 | PHYS 211/221 | 5 | PHYS 141 or 211/221 | 5 | PHYS 141 | 5 |
| PHYS 142 or 212/222 | 5 | PHYS 212/222 | 5 | PHYS 142 or 212/222 | 5 | PHYS 142 | 5 |
| BIOC 440, CHEM 471 or 481 | 3-4 | BIOC 440, CHEM 471, or 481 | 3-4 | BIOC 440 | 3 | CSCE 155T | 3 |
| BIOS 312/314 | 4 | BIOS 312/314 | 4 | BIOS 312/314 and One of: BIOS 205, 427, 213/213L, 478, or PLAS 325, 429 One of: BIOS 302, 442, 443, 402, or BIOC 434 | 4 | CSCE 311 | 3 |
| | | | | | 2-4 | BIOS 337 | 4 |
| | | | | | 3 | CSCE 413 | 3 |
| | | | | | | BIOC 095 (two semesters) | 0 |
| Total hours | 72-76 | Total hours | 74-75 | Total hours | 72-77 | Total hours | 72-75 |

Appendix B: 4-Year Plan Samples for Biochemistry (ABIOC) per Option

| | Biochemical Analysis | Cellular Biochemistry | Computational Biochemistry |
|---------------|--|--|--|
| Term 1 | MATH 106 (ACE 3) 5 CHEM 113A (ACE 4) 3 CHEM 113L (CDR Lab) 1 ACE 1 3 CDR Language 201 3 BIOC 101 1 16 | MATH 106 (ACE 3) 5 CHEM 109A (ACE 4) 3 CHEM 109L (CDR Lab) 1 ACE 1 3 CDR Language 201 3 BIOC 101 1 16 | MATH 106 (ACE 3) 5 CHEM 109A (ACE 4) 3 CHEM 109L (CDR Lab) 1 CSCE 155T 3 CDR Language 201 3 BIOC 101 1 16 |
| Term 2 | CHEM 114 (CDR Science) 3 LIFE 120 3 LIFE 120L 1 MATH 107 4 CDR Language 202 3 14 | CHEM 110A (CDR Science) 3 CHEM 110L 1 LIFE120 (CDR Science) 3 LIFE120L 1 MATH 107 4 CDR Language 202 3 15 | CHEM 110A (CDR Science) 3 CHEM 110L 1 LIFE120 3 LIFE120L 1 ACE 1 3 CDR Language 202 3 14 |
| Term 3 | CHEM 261 3 CHEM 263 2 LIFE 121 3 LIFE 121L 1 BIOC 205 2 ACE 6 3 14 | CHEM 251 3 CHEM 253 1 LIFE 121 3 LIFE 121L 1 BIOC 205 2 ACE 6 3 Elective 3 16 | CHEM251 3 CHEM253 1 LIFE121 3 LIFE 121L 1 STAT 218 3 ACE 6 3 14 |
| Term 4 | CHEM 262 3 CHEM 264 2 BIOS 206 4 CHEM 221A/L 5 CDR (Writing) 3 17 | CHEM 252 3 CHEM 254 1 BIOS 206 4 ACE 2 3 CDR (Writing) 3 14 | BIOC 205 2 CHEM 252 3 CHEM 254 1 BIOS 206 4 ACE 2 3 CDR (Writing) 3 16 |
| Term 5 | BIOC 431 3 BIOC 433 2 PHYS 211 4 PHYS 221 1 ACE 5 3 CDR (Social Science) 3 16 | BIOC 431 3 BIOC 433 2 PHYS 141 5 ACE 5 3 CDR (Social Science) 3 16 | BIOC 431 3 BIOC 433 2 PHYS 141 5 ACE 5 3 CDR (Social Science) 3 16 |
| Term 6 | BIOC 432 3 PHYS 212 4 PHYS 222 1 ACE 9 3 ACE 2 3 Electives 1 15 | BIOC 432 3 PHYS 142 5 ACE 9 3 BIOS 213/213L (or other) 4 15 | BIOC 432 3 PHYS 142 5 ACE 9 3 CSCE 311 3 Elective 2 16 |
| Term 7 | BIOS 312 3 BIOS 314 1 ACE 8 3 CDR (Diversity) 3 Electives 4 14 | BIOS 302 (or other) 3 BIOS 312 3 BIOS 314 1 ACE 8 3 CDR (Diversity) 3 13 | BIOS 337 4 BIOC 95 0 ACE 8 3 CDR (Diversity) 3 Electives 3 13 |
| Term 8 | BIOC 435 (ACE 10) 3 CHEM 471 4 ACE 7 3 CDR (Humanities) 4 14 | BIOC 435 (ACE 10) 3 BIOC 440 3 ACE 7 3 CDR (Humanities) 3 Electives 3 15 | BIOC 435 (ACE 10) 3 CSCE 413 3 BIOC 95 0 ACE 7 3 CDR (Humanities) 5 Electives 1 15 |
| | Degree total 120 | Degree total 120 | Degree Total 120 |

ITEM 9b. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog.- Changes to the minor in Meteorology.

University of Nebraska-Lincoln

Modification of Undergraduate Minor

I. Descriptive Information

| |
|---|
| Name of College Proposing Modification of Undergraduate Minor |
| College of Arts and Sciences |
| Name of Current Undergraduate Minor |
| Meteorology-Climatology |
| Primary Administrative Unit for Current Undergraduate Minor |
| Earth and Atmospheric Systems and College of Arts and Sciences |
| All Units Participating in the Current Undergraduate Minor |
| Earth and Atmospheric Systems |
| Current Delivery Site |
| City Campus |
| Undergraduate Minor Currently Offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance) |
| Name of Proposed Undergraduate Minor |
| Meteorology-Climatology (unchanged) |
| CIP Code: 6 digit <i>[IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i> |
| 40.0404 Meteorology |
| Primary Administrative Unit for the Proposed Undergraduate Minor |
| Unchanged |
| All Units Participating in the Proposed Undergraduate Minor |
| Unchanged |
| Proposed Delivery Site |
| City Campus |
| Undergraduate Minor will be offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance) |
| Proposed Date the New Minor will be Initiated |
| <i>[Fall/2023]</i> |

II. Details

A. Description of the Proposed Modification:
[Include the plan for implementation]

Curriculum action on the Meteorology-Climatology major has not taken place in several years, and not since we implemented consistent structures and guidelines for options and emphases. This minor has been operating with two different emphasis areas, although as a single minor with one plan code. This action seeks to eliminate those separate

emphases and streamline the minor into a single pathway, while reducing total hours. There are currently no students with a declared minor, so there are no immediate implementation concerns. And, there are no courses that will cease to be offered as a result of the changes.

B. Justification of the Proposed Modification:

The corresponding major is Meteorology – Climatology and there are currently no options or emphases within it, so this will bring the minor in line with the major. Additionally, the current Meteorology Emphasis and Climatology Emphasis minors are not realistic for most students as they require more credit hours than most other minors in the college and university. In addition, due to recent changes to courses within the major, there are hidden prerequisites making them larger still. For example, the Meteorology Emphasis minor requires METR 205 which now has a prerequisite of METR 153 which is not included in the minor. It also requires METR 341 which has a prerequisite of METR 223, also not included in the minor. These hidden requirements create a minor that is actually 29-30 credit hours. By streamlining the minor, reducing the credit load, and providing more flexibility, we hope to make our minor a more viable option for students.

Comparison of the former and proposed structures:

| Previous Minor: Select either the Meteorology or Climatology Emphasis for the minor requirements | Proposed Revision: Complete the following 20-23 hours: |
|---|---|
| Meteorology Emphasis (22-23 hours) | |
| METR 100 Weather and Climate 4 | METR 100 Weather and Climate 4 |
| METR 205 Introduction to Atmospheric Science 4 | METR 153 Intro to Sci. Programming 3 |
| METR 311 Dynamic Meteorology I 3 | METR 205 Introduction to Atmospheric Science 4 |
| METR 323 Physical Meteorology 4 | <i>Select three of the following METR courses, with at least one at the 400 level.</i> 9-12 |
| METR 341 Synoptic Meteorology 4 | METR 311 Dynamic Meteorology I |
| <i>Select one of the following:</i> 3-4 | METR 323 Physical Meteorology |
| METR 415 General Circulation of the Atmosphere | METR 341 Synoptic Meteorology |
| METR 421 Cloud Physics | METR 415 General Circulation of the Atmosphere |
| METR 433 Boundary-layer Meteorology | METR 421 Cloud Physics |
| METR 442 Advanced Synoptic Meteorology-Climatology | METR 433 Boundary-layer Meteorology |
| METR 443 Severe Storms Meteorology-Climatology | METR 442 Advanced Synoptic Meteorology-Climatology |
| METR 444 Mesoscale Meteorology | METR 443 Severe Storms Meteorology-Climatology |
| METR 446 Broadcast Meteorology | METR 444 Mesoscale Meteorology |
| METR 454 Stat. Analysis of Atmospheric Data | METR 446 Broadcast Meteorology |
| METR 463 Radar Meteorology | METR 454 Statistical Analysis of Atmospheric Data |
| METR 464 Satellite Meteorology | METR 463 Radar Meteorology |
| METR 471 Tropical Meteorology | METR 464 Satellite Meteorology |
| Climatology Emphasis (20 hours) | METR 471 Tropical Meteorology |
| METR 100 Weather and Climate 4 | |
| METR 205 Introduction to Atmospheric Science 4 | |
| METR 270 Global warming 3 | |
| METR 370 Applied Climatology 3 | |

| | |
|--|--|
| <p>Elective Courses</p> <p><i>Select two of the following 400-level climate courses: 6</i></p> <p>METR 408 Microclimate: The Biological Environment</p> <p>METR 450 Climate and Society</p> <p>METR 454 Statistical Analysis of Atmospheric Data</p> <p>METR 470 The Climate System: Analysis and Prediction</p> <p>METR 475 Physical Climatology</p> <p>METR 478 Regional Climatology</p> | |
|--|--|

! Sections III and IV are only required for mergers/consolidation or other substantial modifications. Delete these sections if they are not applicable; skip to Section V. Appendix

V. Appendix

A. Catalog Copy

! For faster processing

Before submitting to the Office of the Executive Vice Chancellor

Formatting

- Remove italicized text in the proposal template, meant to be a guide for completing the proposal
- Format your inserted text to non-bolded and non-italicized text
- Do not insert an image into the course chart or other places within the proposal
- Do not insert another table into the course chart table
- Remove this text box

Content of Proposal

- Course chart needs to be included within the proposal instead of directing the reviewers to the catalog copy appendix
- If courses outside your department and/or college are part of the curriculum, please include acknowledgement of the requirements (email strings are accepted) from the appropriate DEO and Dean.

Appendices

- If attaching additional appendices, please list each in section V
- include a cover page for each appendix

Submit the following to the Office of the Executive Vice Chancellor, electronically

- Signed memo from dean or VCIANR to EVC documenting college and department level approvals
- Proposal form as a Word document
- Budget projection tables 1 & 2 as an Excel document
- Supporting documentation as a PDF

ITEM 9c. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog - Changes to the major in Anthropology.

University of Nebraska-Lincoln Deletion of Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing Deletion of Option |
| Arts and Sciences |
| Name of Current Option |
| Standard |
| Associated Major of Current Option |
| Anthropology |
| Degree currently awarded to Graduates of the Program |
| BA or BS |
| Other Options Offered in Associated Major |
| Museum Studies, Forensic Anthropology |
| Administrative Units for the Option |
| School of Global Integrative Studies and College of Arts and Sciences |
| Current Delivery Site |
| City Campus and Reller Prairie |
| Option Currently Offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date for Deletion <i>[The deletion date will include advertising, recruiting and admitting students in this option]</i> |
| <i>[term/year] Fall 2023</i> |
| Option End Date <i>[This end date will allow current students to finish the program. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the program]</i> |
| Spring 2027 |

II. Details

A. Justification for the Deletion of the Option

The “Options” within the Anthropology major, specifically the Forensic Anthropology and Museum Studies option, were each set up to include a very specific set of courses, creating an obligation to offer those courses on a rotation that has proven unsustainable. As a result, most students choose to pursue the Standard option, which represented the original major structure before options, and which allows more flexibility and choice to remain on track for graduation. In addition, the number of students in the options and in the major overall have made it difficult to meet minimum enrollments in the option specific courses. By eliminating all the options and returning to a single major pathway with choices will allow students and faculty flexibility in the courses that make up the program. In addition, a more flexible major with a single pathway will allow for students to pursue a planned (but not yet proposed) accelerated Master’s program.

B. Plan for Deletion of the Option

1. Current Students [Number of students currently in the option. Please address if these students be allowed to finish the option and if so, what is the plan for advising?]

The Anthropology major has 80 currently enrolled students. Of these students:

- 42 are in the Standard Option
- 17 are in the Forensic Anthropology Option
- 6 are in the Museum Studies Option
- 15 are on catalog years prior to options being created

Students in the Standard Option will have no difficulty completing the major as it has a high level of choice within its subareas. There are no existing courses that will be discontinued with the deletion of options. Students in the Forensic Anthropology or Museum Studies Option may continue to struggle to find the courses they need, but they can shift to the Standard Option, or we will seek reasonable substitutions to ensure they continue their progress.

2. Current Faculty and Curriculum [Address what faculty and curriculum changes will be made if this option is deleted]

The Standard Option represented the existing major when we created Museum Studies and Forensic Anthropology, and without those, there is no need for the Standard Option, just a single major pathway. The courses in the options will continue to be offered within this more flexible pathway, so no adjustment to faculty is needed. The remaining single pathway through the major will stay at 39 hours and some structural adjustments are being made to better incorporate experiential learning opportunities for all students, and to support overall student success. ANTH 484: Data Analytics in Anthropology was added to the Core Requirements, and the Research Methods requirement was expanded to include at least one field and one lab course. Some new courses, especially at the 200 level, have been added as choices within the Archaeology, Biological, and Cultural sub areas, which used to contain only 3/400 level choices. An overall minimum of 18 hours of 3/400 level courses was added to the major overall rather than prescribed within sections. Finally, there will be just two ACE 10 courses for the capstone to focus students toward after-graduation success at the end of their program. Below compares the existing Standard Option to the new single pathway major.

| Current Standard Option | | Updated Major without Options | |
|---|-----------|--|-----------|
| Thirty-nine (39) hours of anthropology courses as described below. | | Thirty-nine (39) hours of anthropology courses as described below, to include at least 18 credit hours in 300/400 level courses. | |
| Core Requirements | 15 | Core Requirements | 21 |
| GIST 111 GIST 311 ANTH 212 ANTH 232 ANTH 242 and 242L ANTH 417 | | GIST 111 GIST 311 ANTH 212 ANTH 232 ANTH 242 and 242L ANTH 417 ANTH 484 ANTH 485 or 488 (ACE 10) | |
| Research Methods | 3 | Research Methods | 6 |
| ANTH 297, 389, 461, 482, 484, 487, or 497 | | One Field Course from: ANTH 297, 407, 497, 482 | 3 |
| | | One Lab Course from: ANTH 278, 304, 386, 389, 456, 463, 475, 487ABDE, or GEOG 217 or 461 | 3 |
| ACE 10 | 3 | | |
| ANTH 411, 433, 451, 485, or 488 | | | |
| Archaeology | 3 | Archaeology | 3 |
| ANTH 337 ANTH 386 | | ANTH 237 ANTH 252 | |

| | | | |
|--|-----------|--|-----------|
| ANTH 431 ANTH 432 ANTH 433 ANTH 434 ANTH 435 ANTH 436 ANTH 438 / CLAS 438 ANTH 475 ANTH 484 | | ANTH 337 ANTH 431 ANTH 432 ANTH 433 ANTH 434 ANTH 435 ANTH 436 ANTH 438 / CLAS 438 ANTH 455 | |
| Biological Anthropology | 3 | Biological Anthropology | 3 |
| ANTH 341 ANTH 385 ANTH 422 ANTH 430 / NUTR 430 ANTH 435 ANTH 442 ANTH 443 ANTH 444 ANTH 448 / BIOS 448 ANTH 462 ANTH 475 ANTH 484 | | ANTH 243 ANTH 341 ANTH 385 ANTH 430 / NUTR 430 ANTH 442 ANTH 443 ANTH 444 ANTH 447 ANTH 448 / BIOS 448 ANTH 449 ANTH 462 | |
| Cultural Anthropology | 3 | Cultural Anthropology | 3 |
| ANTH 351 / ETHN 351 ANTH 353 ANTH 410 / WMNS 410 ANTH 412 ANTH 416 ANTH 418 ANTH 451 / ETHN 451 ANTH 472 ANTH 473 ANTH 474 / GLST 474 / HRHA 474 ANTH 476 / ENVR 476 / GLST 476 / HRHA 476 ANTH 477 ANTH 488 | | ANTH 213 ANTH 214 ANTH 215 ANTH 260 ANTH 265 ANTH 280 ANTH 351 / ETHN 351 ANTH 353 ANTH 410 / WMNS 410 ANTH 411 ANTH 412 ANTH 416 ANTH 418 ANTH 422 ANTH 451 / ETHN 451 ANTH 472 ANTH 473 ANTH 474 / GLST 474 / HRHA 474 ANTH 476 / ENVR 476 / GLST 476 / HRHA 476 ANTH 477 | |
| Additional Anthropology | 9 | Additional Anthropology | 3 |
| <i>Select 9 hours of ANTH courses with at least 3 hours at the 300 or 400 level.</i> | | <i>Select 3 additional hours of ANTH coursework.</i> | |
| Total Hours | 39 | Total Hours | 39 |

3. Impact on other units and programs

None

4. Impact on course subject codes

None

5. Budgetary savings associated with the change

None



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically

University of Nebraska-Lincoln

Deletion of Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing Deletion of Option |
| Arts and Sciences |
| Name of Current Option |
| Forensic Anthropology |
| Associated Major of Current Option |
| Anthropology |
| Degree currently awarded to Graduates of the Program |
| BA or BS |
| Other Options Offered in Associated Major |
| Museum Studies, Standard |
| Administrative Units for the Option |
| School of Global Integrative Studies and College of Arts and Sciences |
| Current Delivery Site |
| City Campus and Reller Prairie |
| Option Currently Offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date for Deletion <i>[The deletion date will include advertising, recruiting and admitting students in this option]</i> |
| <i>[term/year]</i> Fall 2023 |
| Option End Date <i>[This end date will allow current students to finish the program. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the program]</i> |
| Spring 2027 |

II. Details

A. Justification for the Deletion of the Option

The “Options” within the Anthropology major, specifically the Forensic Anthropology and Museum Studies option, were each set up to include a very specific set of courses, creating an obligation to offer those courses on a rotation that has proven unsustainable. As a result, most students choose to pursue the Standard option, which represented the original major structure before options, and which allows more flexibility and choice to remain on track for graduation. In addition, the number of students in the options and in the major overall have made it difficult to meet minimum enrollments in the option specific courses. By eliminating all the options and returning to a single major pathway with choices will allow students and faculty flexibility in the courses that make up the program. In addition, a more flexible major with a single pathway will allow for students to pursue a planned (but not yet proposed) accelerated Master’s program.

B. Plan for Deletion of the Option

1. Current Students [*Number of students currently in the option. Please address if these students be allowed to finish the option and if so, what is the plan for advising?*]

The Anthropology major has 80 currently enrolled students. Of these students:

- *42 are in the Standard Option*
- *17 are in the Forensic Anthropology Option*
- *6 are in the Museum Studies Option*
- *15 are on catalog years prior to options being created*

There are no existing courses that will be discontinued with the deletion of options. Students in the Forensic Anthropology or Museum Studies Option may continue to struggle to find the courses they need, but they can shift to the Standard Option, or we will seek reasonable substitutions to ensure they continue their progress.

2. Current Faculty and Curriculum [*Address what faculty and curriculum changes will be made if this option is deleted*]

There will be a single pathway through the major, with courses from the Forensic Anthropology and Museum Studies Options becoming choices in various sub areas.

3. Impact on other units and programs

None

4. Impact on course subject codes

None

5. Budgetary savings associated with the change

None



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically

University of Nebraska-Lincoln

Deletion of Undergraduate Option

I. Descriptive Information

| |
|--|
| Name of College Proposing Deletion of Option |
| Arts and Sciences |
| Name of Current Option |
| Museum Studies |
| Associated Major of Current Option |
| Anthropology |
| Degree currently awarded to Graduates of the Program |
| BA or BS |
| Other Options Offered in Associated Major |
| Forensic Anthropology, Standard |
| Administrative Units for the Option |
| School of Global Integrative Studies and College of Arts and Sciences |
| Current Delivery Site |
| City Campus and Reller Prairie |
| Option Currently Offered <i>[Full program, not individual courses]</i> |
| <input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus & distance) |
| Proposed Date for Deletion <i>[The deletion date will include advertising, recruiting and admitting students in this option]</i> |
| <i>[term/year]</i> Fall 2023 |
| Option End Date <i>[This end date will allow current students to finish the program. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the program]</i> |
| Spring 2027 |

II. Details

A. Justification for the Deletion of the Option

The “Options” within the Anthropology major, specifically the Forensic Anthropology and Museum Studies option, were each set up to include a very specific set of courses, creating an obligation to offer those courses on a rotation that has proven unsustainable. As a result, most students choose to pursue the Standard option, which represented the original major structure before options, and which allows more flexibility and choice to remain on track for graduation. In addition, the number of students in the options and in the major overall have made it difficult to meet minimum enrollments in the option specific courses. By eliminating all the options and returning to a single major pathway with choices will allow students and faculty flexibility in the courses that make up the program. In addition, a more flexible major with a single pathway will allow for students to pursue a planned (but not yet proposed) accelerated Master’s program.

B. Plan for Deletion of the Option

1. Current Students [*Number of students currently in the option. Please address if these students be allowed to finish the option and if so, what is the plan for advising?*]

The Anthropology major has 80 currently enrolled students. Of these students:

- *42 are in the Standard Option*
- *17 are in the Forensic Anthropology Option*
- *6 are in the Museum Studies Option*
- *15 are on catalog years prior to options being created*

There are no existing courses that will be discontinued with the deletion of options. Students in the Forensic Anthropology or Museum Studies Option may continue to struggle to find the courses they need, but they can shift to the Standard Option, or we will seek reasonable substitutions to ensure they continue their progress.

2. Current Faculty and Curriculum [*Address what faculty and curriculum changes will be made if this option is deleted*]

There will be a single pathway through the major, with courses from the Forensic Anthropology and Museum Studies Options becoming choices in various sub areas.

3. Impact on other units and programs

None

4. Impact on course subject codes

None

5. Budgetary savings associated with the change

None



When submitting to the Office of the Executive Vice Chancellor, submit

- Memo from dean or VCIANR to EVC documenting college and department level approvals with original signatures, electronically
- Proposal form as a Word document, electronically
- Supporting documentation as a PDF, electronically

ITEM 9d. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog - changes to the major to Geography.

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Geography (note: proposing changes to BS only, not BA; if BS only is not an option, then proposing changes to both BS and BA) *Per CAS-CAC: There is only one version of the major which exists within both the BA or BS degrees.*

Contact Person for follow-up questions: R. Buller

Edits are for the Major, Minor, or both? major

| |
|---|
| OVERVIEW DESCRIPTION CHANGES Only if different from current catalog, submit full updated copy for the Overview tab here: n/a |
| LEARNING OUTCOMES CHANGES Only if different from the current catalog, submit a full updated list of learning outcomes here: n/a |
| STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe. Adding GEOG 217 "Principles of GIS" (4 credits) as a course within the "Core Requirements" of the Geography BS major. |
| CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe. |

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Are there any changes need to the following? If so, describe:

GRADING RULES

n/a

PASS/NO PASS RULES

n/a

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

n/a

OTHER - Concerns or issues with layout, clarity, etc. Describe.

n/a

JUSTIFICATION FOR CHANGES

Literacy of and competency in Geographic Information Systems (GIS)'s basic concepts are **now vital** to students' effective spatial knowledge, skillsets, and professional training, particularly those pursuing a scientific route.

ITEM 9e. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog - Changes to the major in Spanish.

CAS Curriculum and Advising Committee Proposal for Edits to Major or Minor*

This document is only for changes to the description, learning outcomes, structure, or requirements of a major or minor. All edits should be in contrast to what is currently published in the current catalog. Edits to individual courses must be requested in CIM. Edits to 4-Year Plans will be called for via the Advisor(s) serving your program.

Proposals Submitted by October 15 and Approved by the December CAS-CAC meeting will be effective for the next Catalog.

Questions on how to complete this document, contact Christina Fielder, 107 OLD, cfielder@unl.edu, 402-472-4190

Major/Minor: Spanish

Contact Person for follow-up questions: Iker González-Allende, Spanish Section Head

Edits are for the Major, Minor, or both? Both

OVERVIEW DESCRIPTION CHANGES

Only if different from current catalog, submit full updated copy for the Overview tab here:

LEARNING OUTCOMES CHANGES

Only if different from the current catalog, submit a full updated list of learning outcomes here:

STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe.

We are adding 6 credit hours at the 200 level in both the major and minor. The major will go from 27 to 33 credit hours, while the minor will go from 12 to 18 credit hours. Two of the prerequisite courses, SPAN 203 and SPAN 204, will now count for the major and minor, so students will not be taking more courses than previously to major and minor in Spanish.

We are also adding two new optional courses for the major and minor: SPAN 205, Spanish for Medicine and Healthcare, and SPAN 206, Spanish for Law. Students will choose one course among 203, 205 and 206; while 204 will be a required course.

Students who start our major or minor at the 300 level due to their previous knowledge of Spanish may request 6 retroactive credits for the two courses at the 200 level they don't need to take.

CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe.

We are changing the credit hours in the Spanish major from 27 to 33, and the credit hours in the Spanish minor from 12 to 18. The two courses that used to be prerequisites (203 and 204) will now count for both the major and minor, along with the two new optional courses (205 and 206).

COURSE ADDITIONS

Only courses already in existence or proposed simultaneously can be included. For any courses outside of your department or center, a letter of support from the course's home department must be included.

| Course (Prefix, Number, Title) | Hours | Inside which option, emphasis, subarea or requirement? |
|--|-------|--|
| SPAN 203 Intensive Conversation | 3 | One course required among 203, 205 and 206 |
| SPAN 204 Intensive Writing | 3 | Required course |
| SPAN 205 Spanish for Medicine and Healthcare | 3 | One course required among 203, 205 and 206 |
| SPAN 206 Spanish for Law | 3 | One course required among 203, 205 and 206 |
| | | |
| | | |

COURSE DELETIONS:

If a course you are deleting from your requirements will no longer be active, consider using CIM to propose inactivating (deleting) the course.

| Course (Prefix, Number, Title) | Hours | Inside which option, emphasis, subarea or requirement? |
|--------------------------------|-------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Are there any changes need to the following? If so, describe:

GRADING RULES

PASS/NO PASS RULES

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

OTHER - Concerns or issues with layout, clarity, etc. Describe.

Right now, the description of the major in the UNL catalog includes the prerequisites this

way: Prerequisites to Required Courses

[SPAN 203](#) Intensive Conversation
& [SPAN 204](#) and Intensive Writing

or [SPAN 220](#) Intensive Spanish for the
Professions

Depending on placement and permission, students who begin Spanish courses at the 300 level are not required to take [SPAN 203](#) and [204](#) or [SPAN 220](#).

We would like to change the former with the following:

Required Courses

| | | |
|----------------------------|-------------------------------------|---|
| SPAN 203 | Intensive Conversation | 3 |
| or SPAN 205 | Spanish for Medicine and Healthcare | |
| or SPAN 206 | Spanish for | |
| & SPAN 204 | Law Intensive Writing | 3 |
| Total Credit Hours | | 6 |

Depending on placement and permission, students who begin Spanish courses at the 300 level are not required to take these two 200-level courses and can request 6 retroactive credits for them.

Per CA-CAC: Catalog language will be adjusted for accuracy to the following: Students who have established a placement or proficiency level that allows them to begin their language study at the 300 level, may be eligible for retroactive credit for SPAN 203 and SPAN 204.

It is essential that this last sentence is included in the catalog for the Spanish Section to accept this change of the major. We don't want our students starting at the 300 level to have to take extra credit hours at the 300 or 400 level. Many of these students are heritage speakers of Spanish and first-generation students, so, for equity purposes, they should not have to take the 200-level credits they have earned at the 300 or 400 level.

The rest of the description of the major would remain the same. For the minor, we would like to add this same description regarding the 200-level courses before the information about the 300 and 400-level courses:

Required Courses

| | | |
|----------------------------|-------------------------------------|----------|
| SPAN 203 | Intensive Conversation | 3 |
| or SPAN 205 | Spanish for Medicine and Healthcare | |
| or SPAN 206 | Spanish for Law | |
| & SPAN 204 | Intensive Writing | 3 |
| Total Credit Hours | | 6 |

Depending on placement and permission, students who begin Spanish courses at the 300 level are not required to take these two 200-level courses and can request 6 retroactive credits for them.

As in the major, we would like this last sentence to be included in the catalog description of the minor for the reasons stated above. The rest of the description of the minor would remain the same.

JUSTIFICATION FOR CHANGES

Until now, the Spanish major and minor have started at the 300 level, with SPAN 303 / 304 / 300A. Before reaching this point, students had to take SPAN 203 and 204 as “prerequisites to required courses”. These two courses are beyond the UNL language requirement and, therefore, only count to start the Spanish major. By incorporating them into the major and minor, we will accomplish the following:

- Reduce what we perceive as an equity barrier to the Spanish major and minor– students do not have to pay for courses that don’t “count”.
- Attract more students to the Spanish major and minor, since they can start them right after completing the language requirement in SPAN 202. This way, there will be less of a psychological barrier to start major/minor coursework.

The creation of the two new courses that are optional but count for the major and minor (SPAN 205, Spanish for Medicine and Healthcare, and SPAN 206, Spanish for Law) is justified for the following reasons:

- Need to create more Spanish for the professions courses that can be useful for our students’ careers. Previously, these courses were hidden under generic titles such as “Intensive Spanish for the professions” or were offered as 6 credit hours (SPAN 220), which required too much scheduled time for our students. Now these two new courses will have a specific number and title so that they will be clearly identified and will be 3 credits. We plan to offer SPAN 205 during Fall and SPAN 206 during Spring each year.
- Give more course options to students at the 200 level. Students will be able to choose among 203, 205 and 206 depending on their interests and career paths.