

College of Arts and Sciences Faculty Meeting

Tuesday, May 3, 2022

3:30 p.m. – 5:00 p.m.

Register in advance: <https://unl.zoom.us/meeting/register/tJMvduyhqDksEtdvAbSgwz1agFz5Aoz1Ms7b>

AGENDA

1. Approval of Minutes from the Fall Faculty Meeting held on December 10, 2021. See Appendix, pages 2-6.
2. College Updates and information items
 - a. Updates from the Dean
 - b. Teaching Academy Update and plan for next year – Kathy Castle
 - c. Associate Dean for Undergraduate Education updates – June Griffin
 - d. Associate Dean for Faculty updates – Pat Dussault
 - e. Associate Dean for Research and Graduate Education updates – Will Thomas
 - f. Assistant Dean for Business and Finance updates – Alecia Kimbrough
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, pages 6-7.
4. Discuss recommendation from the Dean and the College Executive Committee to update the college mission statement. See Appendix, pages 7-9.
5. Opportunity for faculty to ask questions arising from annual reports of the various college committees. See appendix, pages 9-15.
 - a. Executive Committee (pages 9-10)
 - b. Promotion and Tenure Committee (page 10)
 - c. Curriculum and Advising Committee (pages 10-11)
 - d. Committee on Student Academic Distinction, Awards, and Appeals (pages 11-12)
 - e. Assessment Committee (page 13)
 - f. Research Advisory Committee (pages 13-14)
 - g. Endowed/College Professorships Committee (page 14)
 - h. Inclusion, Diversity, Equity, and Access (IDEA) Committee (pages 14-15)
 - i. Academic Freedom and Freedom of Speech Committee (page 15)
6. Recommendation from the College Curriculum and Advising Committee to approve for the 2023-2024 Undergraduate Catalog. See Appendix, pages 16-32.
 - a. Changes to the major in Environmental Studies – Changing the title to Environmental and Sustainability Studies. See Appendix, pages 16-20.
 - b. 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, pages 21-22.
 - c. 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, pages 23-24.
 - d. New Certificate in Social Entrepreneurship. See Appendix, pages 25-32.
7. Questions and Feedback

APPENDIX

1. Fall CAS Faculty Meeting Minutes (15 Dec 2021)

3:30 pm: The online meeting was called to order by Dean Mark Button. The meeting was then immediately paused for 30 minutes due to a tornado warning. The meeting reconvened at 4:00. By 4:15, there were 103 attendees.

1. Short business items

- i. Approve Mark Griep as secretary. Poll results: 20 yes, 0 no, 0 abstain. The motion passed.
- ii. Robert Gorman is hereby appointed Parliamentarian
- iii. Approval of Minutes from the Spring Faculty Meeting held on April 20, 2021. Poll results: 52 yes, 0 no, 7 abstain. The motion passed.

2. Opening remarks from the Dean

Dean Mark Button: Remarks will be short due to our compressed schedule. Thank you for your continued resilience, and dedication to our College mission. The contributions of faculty and staff continue to be extraordinary and truly inspiring.

Guidance will be forthcoming about the potential for masking during Spring semester.

There are three significant items today — experiential learning, a change to the College Bylaws about due process, and seventeen curricular changes. One of the priorities for the University and College is to ensure that, by 2025, every student has had experiential learning prior to graduation. These experiences can be transformative for students and are important to future employers. The support and funding of experiential learning is at the heart of the College's comprehensive campaign goals. I'm pleased to report that a \$1M lead gift was made to the college to support experiential learning with funding to begin next semester.

The College is a strong supporter of UNL's anti-racism journey. Our support includes the creation of a new Asian American Studies program by the Institute for Ethnic Studies. The College has also implemented changes to the search process that support our efforts to ensure diverse staff and faculty candidate pools.

Additional updates will be sent by email, and includes a note about support from President Carter to address nationally competitive salaries for all faculty and professors of practice as well as equitable compensation for staff.

3. Discuss 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.

Button: The first motion is a discussion about a change to the bylaws that came out of a system-wide recommendation to review items related to academic due process. The proposed change ensures due process in all situations where a personnel issue may yield an adverse decision. Faculty members must be informed of complaints against them and have an opportunity to respond to those complaints.

Pat Dussault (Assoc Dean): Dussault read the motion and asked for comments.

Tom Marley (Mathematics): Does "lecturer" include temporary lecturers?

Dussault: Yes, the change covers all faculty positions, including research professors.

Mark van Roojen (Philosophy): Does the five days indicate the time during which you must be

informed about the complaint, or the time to respond to the complaint?

Dussault: In parallel with other bylaws, it provides five days to respond.

Button: Seeing no further comments, we'll move on to the next item.

4. Recommendation from the Dean and the College Curriculum and Advising Committee to approve the proposed university-wide experiential learning requirement.

Button: The experiential learning requirement is a recommendation from the Dean and the College Curriculum Committee. This motion was discussed at the Spring faculty meeting. Since then, many questions about the motion have been addressed. In anticipation of more discussion, speakers are asked to limit their comments to roughly three minutes. Speakers won't be called a second time until everyone with comments has had a chance to speak.

June Griffin (Assoc Dean): Experiential learning was proposed in Spring as a requirement, and it generated a robust discussion. We decided then to defer the vote to gather more information, clarify the process, and to reduce the burden on faculty and staff. Specifically, the Academic Solutions Council led by Amy Goodburn, Associate Vice Chancellor, developed a proposal to guide the approval of experiential learning requirements. This document has been widely shared.

Experiential learning moves learning out of the classroom and into the world by having students perform field work, participate in Learning Abroad or undergraduate research, write a thesis, or participate in an internship. These experiences are critical to student success in finding the job they seek or gaining acceptance to graduate or professional school. In the past, the process for participation was not clear. The process has now been clarified and will become a regular part of student meetings with their advisors. Some students have been unaware of these opportunities or did not recognize them as being valuable. By making it a requirement, we ensure that everyone has a chance to participate. Most of these experiences are zero-credit opportunities so that students don't have to pay to engage.

It is important to keep in mind that departments do not need to develop experiential learning requirements for their majors because students have an array of potential opportunities already. Their advisors will help them find the experiences that meet their interests and goals. The other point to remember is that faculty will continue to determine which individual students they choose to mentor for these experiences.

The Committee proposes to amend the catalog description as recommended by the Academic Solutions Council. It involves a slight change so that students "complete" rather than "take" the requirement.

Button: Looking for a second to start the discussion.

Debbie Minter (English): I second the motion so we can start the discussion.

Stephen Ducharme (Physics): I've raised some opposition to this. First, there is already an opportunity for experiential learning, indicating that the need is already being met. The opportunities should be available and varied. Second, it is unnecessary to pass this motion because there are already more than enough opportunities. Finally, it is a burden to students to meet yet another requirement.

Shireen Adenwalla (Physics): I am in favor of experiential learning, and note the large number of types of opportunities, but don't know how the Dean's office will judge whether the requirement has been met.

Chad Brassil (BioSci): I am in favor of the motion. From a DEI lens, we are making it explicit that this is the path to success.

John DeLong (BioSci): I am in favor of the motion. The component that needs to be addressed is that

participation in experiential learning is currently not explicit.

Kathy Castle (CommStudies): I am in favor of the motion. There is inequity in student perception of access to these opportunities. It is imperative that we make this explicit.

Peter Dowben (Physics): I ask everyone to vote against the measure. Either experiential learning is substantive or not. If it is not, we don't need it. If it is, then a one-semester experience is not enough, and it is burdensome to students to meet this requirement. NSF won't pay for UG research under these conditions. A meaningless indicator of experiential learning doesn't help anyone on their transcripts.

Regina Werum (Sociology): A number of courses already meet this requirement so why not make it automatic. It would be less burdensome than finding a mentor and a project.

Jeannette Jones (History): I've worked with nine first-generation students through UCARE. When I wrote recommendation letters for six of them, it mattered that they had experiential learning. What can we do to make this less burdensome?

Button: The two dominant questions are: How to decide what counts as experiential learning? How will students know how a course meets this requirement?

Griffin: Permanent, regular courses (field courses, research courses, Math in the City, etc.) will be approved for meeting the experience. In CLSS, students will be able to search for courses that meet the designation. UCARE projects will have an associated zero-credit course that meets the requirement. Writing a thesis or internships will be associated with zero or three credit courses depending on the unit's current structure. The academic advisor will help them find these opportunities.

Button: Are there additional comments?

Jody Kellas (CommStudies): I am in favor of the motion, and I agree with some of the concerns, but I find that students often need a requirement to incentivize them to participate. Experiential learning sparks their participation in innovative activities.

Dowben: I am not opposed to research experience or experiential learning. My objection is that having a line on the transcript for experiential learning won't mean anything. This requirement will add inequity rather than equity. Isn't adding this burden counterproductive for struggling students, especially those with financial burdens?

Jones: Students have asked to work with me to get those experiences, and it not a burden. Although some of these students have jobs, they are missing out on this important component of their education if they don't participate. How do we have this requirement without increasing the burden?

Griffin: The new scholarships will pay students to carry out community internships, or publish a paper

Katrina Jagodinsky (History): I want to reiterate the point about paid research experiences, such as UCARE, FYRE, and paid community internships.

Button: Thank you for the conversation. Let's call the question. Poll results: 58 yes, 21 no, 10 abstain. The motion passed.

5. Recommendation from the College Curriculum and Advising Committee to approve for the 2022-2023 Undergraduate Catalog.

Eric Malina (Chemistry): There are 17 different items today. We'll vote on each in turn. [None of the following items received any comments]

a. Changes to the college portion of Catalog:

i. Course Restrictions (page 9)

Poll results: 57 yes, 2 no, 15 abstain. The motion passed.

Poll results: 63 yes, 0 no, 2 abstain. The motion passed.

ii. New Catalog Requirement Policy for Transfer Students and Prior Year Catalog. (pages 10-12)

b. New major in **Multi-disciplinary Studies**.

Poll results: 64 yes, 4 no, 9 abstain. The motion passed.

c. Changes to the major in **Chemistry** – Restructuring the major: BA – Changes in required credit hours and core courses; BS – Creating options: Professional Option and Chemical Biology Option.

Poll results: 73 yes, 1 no, 3 abstain. The motion passed.

d. Changes to the minor in **Greek** – Changing credit hours for minor.

Poll results: 68 yes, 0 no, 10 abstain. The motion passed.

e. Changes to the minor in **Latin** – Changing credit hours for minor.

Poll results: 68 yes, 1 no, 8 abstain. The motion passed.

f. Changes to the minor in **Communication Studies** – Deleting the Plan B option.

Poll results: 66 yes, 0 no, 7 abstain. The motion passed.

g. Changes to the major in **Environmental Studies** – Increasing core credit hours, adding to core requirements and adjusting option credit hours due to increase in core hours.

Poll results: 71 yes, 0, 6 abstain. The motion passed.

h. Changes to the major in **Ethnic Studies** – Removing emphases and creating options: Multi-Ethnic Studies Option, Latinx and Latin American Studies Option, African and African American Studies Option; and Indigenous Studies Option.

Poll results: 67 yes, 1 no, 7 abstain. The motion passed.

i. Deletion of the major in **Latin American Studies** – Declining interest in major; this will be an option under the Ethnic Studies major.

Poll results: 71 yes, 1, 3 abstain. The motion passed.

j. Changes to the minor in **U.S. Latina/Latino Studies** – Changing the title to Latinx Studies.

Poll results: 63 yes, 2 no, 6 abstain. The motion passed.

k. Changes to the minor in **Native American Studies** – Changing the title to Indigenous Studies.

Poll results: 64 yes, 0 no, 4 abstain. The motion passed.

l. Changes to the minor in **Mathematics** – Deleting the Plan B option.

Poll results: 66 yes, 1 no, 5 abstain. The motion passed.

m. Changes to major and minor in **French** – Increasing major to 33 hours and minor to 18 hours; changing required courses to both.

Poll results: 68 yes, 0 no, 3 abstain. The motion passed.

n. Changes to major and minor in **German** – Increasing major to 33 hours and minor to 18 hours; adding required courses to both.

Poll results: 71 yes, 0 no, 2 abstain. The motion passed.

o. Changes to major and minor in **Russian** – Increasing major to 33 hours and minor to 18 hours; adding required courses to both.

Poll results: 70 yes, 0 no, 2 abstain. The motion passed.

p. Changes to the minor in **Psychology** – Deleting the Plan B option.

Poll results: 72 yes, 0 no, 3 abstain. The motion passed.

q. Changes to the major in **Anthropology** – Increasing credit hours for major with increased core credit hours and an additional required course in Forensic Option.

Poll results: 71 yes, 0 no, 2 abstain. The motion passed.

6. Questions and Feedback

Button: Thank you for staying past the hour. We've never had a tornado warning coincide with a faculty meeting before.

The meeting adjourned at 5:10.

Minutes respectfully submitted by Mark Griep

3. Discuss 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.

Current:

II. Members

Section 1. The Faculty shall consist of all full-time or part-time members holding the rank of Assistant Professor, Associate Professor, Professor, Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice, Lecturer, Research Professor, Research Associate Professor, or Research Assistant Professor. In what follows, all references to Assistant Professor, Associate Professor and Professor include both the tenure track ranks and the corresponding Practice and Research ranks.

Section 2. Faculty members in other colleges shall not be members unless specifically authorized by action of the Faculty of Arts and Sciences.

Section 3. In order to vote in a college election or nominate a candidate for election to a college committee, a member of the Faculty must hold an appointment of 50 percent or more FTE in the College of Arts and Sciences.

Proposed:

II. Members

Section 1. The Faculty shall consist of all full-time or part-time members holding the rank of Assistant Professor, Associate Professor, Professor, Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice, Lecturer, Research Professor, Research Associate Professor, or Research Assistant Professor. In what follows, all references to Assistant Professor, Associate Professor and Professor include both the tenure track ranks and the corresponding Practice and Research ranks.

Section 2. Faculty members in other colleges shall not be members unless specifically authorized by action of the Faculty of Arts and Sciences.

Section 3. In order to vote in a college election or nominate a candidate for election to a college committee, a member of the Faculty must hold an appointment of 50 percent or more FTE in the College of Arts and Sciences.

Section 4. In accordance with the Bylaws of the Board of Regents (Chapter IV), the faculty of the College of Arts and Sciences are entitled to academic due process in all cases where a personnel issue may yield an adverse decision (e.g., a sanction or other remedial action). The appropriate unit or college officer (e.g. Chair/Director or Dean/Associate Dean) must inform the faculty member of the complaints or charges against them, and the faculty member must be provided the opportunity to respond in writing to those complaints with five (5) business days.

Justification: In a memo dated April 23, 2021 from the Office of the Executive Vice Chancellor, all college and departmental bylaws should be amended as needed to guarantee academic due process in situations where

there is a personnel issue that may yield an adverse decision about a faculty member. In addition, all faculty should be evaluated at least annually and should be included in faculty meetings and in other formal and informal settings as appropriate and practical.

4. Discuss recommendation from the Dean and the College Executive Committee to update the 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 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.
- Improve lives and broaden horizons of understanding and empathy through research, creative activity, and community engagement.
- Serve the people of Nebraska and the wider common good through the bold pursuit of truth and the free expression of ideas and diverse perspectives.
- Ensure a diverse, inclusive, and equitable institutional culture that nourishes mutual respect and inspires conscientious citizenship.

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.

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] We are committed to equitable access and the attainment of higher education for the Indigenous peoples whose lands make up our campus and community in addition to serving the many others who call Nebraska home.

The College of Arts and Sciences occupies a 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 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 provide 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 humanity, and promote widespread access to the liberal arts and life-long learning through research and creative activities, innovative academic programs, and by sustaining a culture that reflects our commitments to access, diversity, equity, and inclusion.

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

^[1] Information for this statement is courtesy of the research of Dr. Margaret Huettl, Department of History, and Institute for Ethnic Studies.

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.

5. Opportunity for faculty to ask questions arising from annual reports of the various college committees.

a. Executive Committee

The college Executive Committee serves in an advisory role to the dean regarding significant policy initiatives and general welfare of the college.

The Executive Committee is chaired by Dean Button and consists of the Associate Deans and 8 faculty members, five elected and three appointed. The committee members for 2021-22 were:

Member name, department, appointment date and term end year

- Ken Bloom, Physics and Astronomy (Sciences) elected; 2022
- Katrina Jagodinsky, History (Humanities) elected; 2022
- Trey Andrews, Psychology (Interdisciplinary- Social Sciences) appointed to finish final year elected term for a faculty member on FDL
- Rachel Azima, English (Humanities) elected; 2023
- Petronela Radu, Mathematics (Science) elected; 2023
- Isabel Velasquez, Modern Languages and Literatures (Humanities) appointed; 2022
- Casey Kelly, Communication Studies (Social Sciences) appointed; 2022
- Clay Cressler, School of Biological Sciences (Sciences) appointed; 2022
- Dean Mark Button
- Associate Dean June Griffin
- Associate Dean Pat Dussault
- Associate Dean Will Thomas

2021-22 Executive Committee activities:

- Review and update language for bylaw amendment to include information relevant to due process (presented to faculty in December 2021, up for full faculty vote May 2022)
- Follow up plans for the Experiential Learning Requirement within the college
- Review and provide feedback for Professor of Practice guidelines
- Review and provide feedback for Research Faculty guidelines
- Review and provide feedback for CAS policies for faculty leave and future F&A policy
- General Faculty Handbook review for future revisions – committee consistency, committee responsibilities, general updated language
- 1st year general review of CAS Strategic Plan Review and Reporting
- Review and provide feedback for college Mission Statement draft (presented to full faculty in May 2022 faculty meeting)

A subcommittee (Professors Bloom, Kelly, Cressler, Jagodinsky, Radu) served as the CAS Awards Committee, selecting recipients of college awards and making nominations for university awards. Subcommittee members recused themselves from decisions involving members of their own units. Awardees will be honored at various events including an event during the fall 2022 semester.

College Distinguished Teaching Award winners:

Clay Cressler (Biological Sciences)

Huijing Du (Mathematics)

Julia Frengs (Modern Languages and Literatures)

Pascha Stevenson (English)

Ohla Tytarenko (Modern Languages and Literatures)
Hope Wabuke (English)

College Outstanding Research and Creative Activity Awardees:

Social Sciences: Kelsey Burke (Sociology)

Humanities: Iker González-Allende (Modern Languages and Literatures)

Natural Sciences: Mark Walker (Mathematics)

The Hazel R. McClymont Distinguished Teaching Fellow Award:

Allan Donsig (Mathematics)

Annis Chaikin Sorensen Award for Outstanding Teaching in the Humanities

Roland Végső (English)

CAS Engagement Award:

Hana Waisserova, Modern Languages and Literatures

CAS Mentoring Award:

Katrina Jagodinsky, History

b. Promotion and Tenure Committee

The committee reviewed 9 recommendations regarding promotion to Associate Professor with tenure, 1 recommendation regarding promotion to Full Professor with tenure, 1 recommendation for tenure, 6 recommendations regarding promotion to Professor, 4 recommendations for promotion to Associate Professor of Practice, 1 recommendation for promotion to Professor of Practice, and 2 recommendations regarding promotion to Research Associate Professor.

Committee members for 2021-2022: Mark van Roojen (Philosophy), Mohammad Rammaha (Mathematics), Sabrina Russo (School of Biological Sciences), Carrie Heitman (School of Global Integrative Studies), Iker González-Allende (Modern Languages and Literatures), Regina Werum (Sociology), Associate Dean Pat Dussault, and Dean Mark Button, Chair

c. Curriculum and Advising Committee

The committee reviewed:

- 6 new courses with ACE proposals;
- 3 new courses with ACE and CDR Diversity proposals;
- 1 change/Add ACE proposals;
- 16 decertify/remove ACE proposals;
- 31 new course proposals;
- 112 change course proposals;
- 36 course inactivation (remove/delete) proposals;
- 6 course proposals for CDR Diversity;
- 1 new major proposal
- 1 new minor proposal
- 2 delete major proposals
- 1 delete minor proposal
- 3 delete Plan B minor proposals
- 20 substantive change proposals for various majors and minors
- 14 non-substantive change proposals for various major and minors

The Committee forwarded to the faculty the following recommendations:

- to approve the proposed changes to the major in Chemistry
- to approve the proposed changes to the minor in Greek
- to approve the proposed changes to the minor in Latin
- to approve the proposed changes to the college degree restrictions
- to approve the proposed new major in Multi-disciplinary Studies
- to approve the deletion of the Plan B minor in Communication Studies

- to approve the proposed changes to the major in Environmental Studies
- to approve the proposed changes to the major in Ethnic Studies
- to approve the proposed deletion of the major in Latin American Studies
- to approve the proposed title change for the minor in U.S. Latina/Latino Studies
- to approve the proposed title change for the minor in Native American Studies
- to approve the deletion of the Plan B minor in Mathematics
- to approve the proposed changes to the major and minor in French
- to approve the proposed changes to the major and minor in German
- to approve the proposed changes to the major and minor in Russian
- to approve the deletion of the Plan B minor in Psychology
- to approve the proposed changes to the major in Anthropology
- to approve the proposed title change for the major in Environmental Studies
- to approve the new certificate in Social Entrepreneurship
- to approve the proposed removal of the CAS major and minor in Plant Biology

The Committee approved non-substantive changes to majors and minors. The following changes went directly to the catalog editor.

- | | |
|---|--|
| • Asian Studies Minor | • French major |
| • Classics Minor | • German major |
| • College Degree Exclusions | • Russian major |
| • Catalog Rules for Transfer Students | • Philosophy major |
| • Digital Humanities Minor | • Political Science major and minor |
| • Meteorology-Climatology major and minor | • Global Studies Major and minor |
| • Film Studies (Learning Outcomes) | • Women's & Gender Studies Major and Minor |
| • Mathematics Major | |

A sub-committee consisting of Amanda Gailey, Xia Hong, and non-committee member Geoff Lorenz (Political Science, prior award winner) reviewed proposals and made recommendations for the CAS Instructional Improvement Fund.

- Ross Dixon, "Weather and Climate in a Rotating Tank: Equipment for Instruction and outreach"
- Olha Tytarenko, "Developing and Implementing Virtual Reality (VR) Infused Project-Based Instructions for Immersive Language Learning in RUSS 101 through RUSS 202 Sequence."

The committee made nominations for vacancies on the College Curriculum and Advising Committee for the 2022-2023 AY

The chair for the 2022-2023 academic year will be decided at the next committee meeting.

2021-2022 Committee Members: Professors Eric Malina, Chair (Chemistry), Amanda Gailey (English), Julia Frengs (Modern Languages and Literatures), Ingrid Haas (Political Science) and Xia Hong (Physics & Astronomy); McKenzie and Sawyer Smith (Student Advisory Board Representatives); Christina Fielder (Director, CAS Advising Center); Amy Beyer (non-voting, CAS Advising Center); Michael Dodd (non-voting, University Undergraduate Curriculum Committee-CAS Representative, Psychology); and Associate Dean June Griffin (Executive Secretary).

d. Committee on Student Academic Distinction, Awards and Appeals

Distinction

This report covers the period of three graduations: August 2021, December 2021, and May 2022. The College of Arts & Sciences awarded degrees with distinction as follows:

- based on academic record and submission of a thesis – 73 total

- 38 degrees with Highest Distinction
- 16 degrees with High Distinction
- 19 degrees with Distinction
- based on academic record only – 177 total
 - 110 degrees with High Distinction
 - 67 degrees with Distinction

For the past several years the college has made a concerted effort to increase our numbers by emailing juniors and seniors encouraging them to write a thesis as well as asking major advisors to encourage their students. The chart below details the upward trend of students earning distinction with or without a thesis over the last five years.

Year	With Thesis			No Thesis			TOTAL Degrees with level of Distinction	
	Highest	High	Distinction	Total Thesis	High	Distinction		Total no Thesis
21-22	38	16	19	73	110	67	177	250
20-21	41	9	19	0	118	71	189	258
19-20	30	9	21	60	79	64	143	203
18-19	30	12	20	62	77	65	142	204
17-18	22	6	24	52	64	56	120	172

Scholarships

The college continues to partner with the Office of Scholarships and Financial Aid with the application process.

2022-2023 Academic year awards:

- 894 applicants did the college portion of the application. The committee considered just under 340 applicants for the awards controlled by the college.
- We recently received fund balance information. We are working on finalizing award selections. We anticipate having awards finalized and all notifications out by the end of May.
- Our awards will be a mixture of need based and merit-based awards.

Summer 2021 and AY 2021-22 Dean’s Experiential Learning Awards:

- The college is partnering with the Global Experience office for the application and review process for education abroad which will be done three times a year by term.
- Anticipate making 13 awards for \$1500 each.
- There are 5 summer awards and 4 for Fall 2022/AY2022-2023 that have been made to date.
- Applications for research and internships will be done three times a year by term. These are currently under review for summer.
- The awards will be made from scholarship funds designed for this purpose.

Grade Appeal

The college received one grade appeal which the committee chose to hear.

2021-2022 Committee Members: Stephen Behrendt (English), Ross Secord (Earth & Atmospheric Sciences), Robert Shepard (School of Global Integrative Studies); Michelle Homp (Mathematics), Edward Dawson (Modern Languages & Literatures), Olatz Sanchez-Txabarri (Graduate Student Representative), Hannah Johnson and Henry Drovil (Undergraduate Student Representatives), Kaitlin Ferris (CAS Advising), Associate Dean June Griffin

e. Assessment Committee

Biennial assessments of the major were submitted by departments to the Undergraduate Education Program. The assessment committee reviewed the submitted reports and generated feedback to be distributed to departments. 2021-2022. Additionally, the committee reviewed 57 ACE 10 reports and provided feedback.

Committee Members: Matt Cohen (English), Cara Burberry (Earth and Atmospheric Sciences), Cal Garbin (Psychology), and Rose Holz (Women's and Gender Studies).

f. Research Advisory Committee

The Research Advisory Committee is chaired by the Associate Dean for Research and Graduate Education, William G. Thomas III.

Committee members are appointed by the Associate Dean for Research and Graduate Education and serve staggered two-year terms. A few of the members stayed for a third year or a second term. Committee members for 2021-2022 were:

Member name, department, appointment date

- Kristi Montooth, School of Biological Sciences (Sciences), 2019
- Shireen Adenwalla, Physics (Sciences), 2020
- Jeannette Jones, History/Ethnic Studies (Humanities), 2020 (on leave)
- Alice Kang, Political Science/Ethnic Studies (Social Sciences), 2020
- Colin McLear Philosophy (Humanities), 2020
- Brie Owen, English (Humanities), 2020
- Alex Zupan, Math (Sciences), 2020
- Laura Munzo, History (Humanities), 2021 (for J. Jones)
- Rebecca Lai, Chemistry (Science), 2021
- Roberto Abadie, SGIS (Social Sciences), 2021
- Trey Andrews III, Psychology/Ethnic Studies (Social Sciences), 2021
- Luis Othoniel Rosa, MLL/Ethnic Studies (Humanities), 2021
- William G. Thomas III, Chair (January 2021 – present)

The committee hosted two college-wide research roundtables and met two times each semester to advise the college in matters pertaining to research and research funding. A Grand Challenges research roundtable was held in the spring. The fall research roundtable was held in September, focusing on Antiracism and Racial Equity.

In spring 2021 the committee reviewed and revised the CAS research funding programs to better align with the college's Strategic Plan. Department chairs and directors reviewed the new program descriptions and provided feedback. The committee announced the new criteria and call for proposals in August for the 2021-2022 academic year. The new categories and priorities are:

CAS Interdisciplinary Research Team Grants: Aims to develop and enhance research teams across two or more disciplines, cognate areas (humanities, social sciences, and physical and natural sciences), or colleges.

Priorities: advancing research in areas no single discipline will undertake on its own; combining modes of disciplinary thinking to advance knowledge; creating teams that address complex problems to improve lives.

CAS Research Impact and Engagement Grants: Aims to support the completion and dissemination of research, to enhance community-based or engaged research, and to elevate the national and international impact of CAS research and creative activity.

Priorities: supporting international travel for research presentations; enhancing publication quality, visibility, and reach; fostering CAS research and creative activities in partnership with communities that are mutually beneficial, collaborative, and reciprocal.

CAS Spark Grants: Aims to enhance early-stage research, including idea generation, prospectus development, writing, grant narrative development, experimentation, research travel, and creative exploration.

Priorities: supporting early and mid-career faculty with less substantial start-up funds and limited extramural funding opportunities.

CAS Strategic Priorities Grants: Aims to support and encourage team-based, collaborative research and creative activity focused on the College of Arts and Science's strategic plan and the university's grand challenges.

The priority for the 2021-2022 award cycle was anti-racism and racial equity. Future areas of focus (subject to change) will feature climate resilience in 2022-23 and health equity in 2023-24.

The committee reviewed 40 proposals for funding in the 2021-2022 academic year. On the committee's recommendation the College of Arts and Sciences made \$152,778 in awards for faculty research funding. The committee made several recommendations and changes to the submission process on NuRamp aimed at broadening the number of applications and streamlining the process of submission and review.

The Committee also discussed and provided input on the College Strategic Plan and the proposed Institute for Advanced Research and Engagement. The Committee wishes to thank Kirsten Licht for her support and extensive contributions to the committee this academic year.

g. Endowed/College Professorships Committee

The Committee reviewed and made recommendations to the Dean on four renewal applications for College professorships and seven renewals for University professorships. The Committee reviewed and made recommendations on eleven nominations for University professorships.

2021-2022 Committee Members: Cary Savage (Psychology), Dawn O. Braithwaite (Communication Studies), Eileen Hebets (School of Biological Sciences), Martin Centurion (Physics and Astronomy), Tim Borstelmann (History), and Associate Dean Pat Dussault, Chair

h. Inclusion, Diversity, Equity, and Access (IDEA) Committee

The committee co-hosted the CAS Connections Staff Event on October 19, 2021. The event provided CAS staff with resources around Diversity and Inclusion. The Office of Diversity and Inclusion presented the "All are Welcome: Diversity & Inclusion Basics" workshop.

The Committee evaluated the nominations for the annual Inclusive Excellence and Diversity Award for the College in faculty/unit and student/staff categories. Three awards were made, one to a graduate student, one to a faculty member, and another to a unit. Announcements are forthcoming.

The IDEA committee also hosted a two-part Health and Self-Care Series in April. Our first presentation was "Gaining a Sense of Well-Being in a Cultural Diverse and Troubled World" with Michael Scheel

“Gaining a Sense of Well-Being in a Cultural Diverse and Troubled World” with Michael Scheel (Department of Educational Psychology) and Lawrence Chatters (Nebraska Athletics) on Thursday, April 14, 1:30pm to 2:30pm. The second presentation was "Growing Wellbeing from a Disability Perspective" with Angela Adler (Sociology) on Wednesday, April 27, 12:30pm to 1:30pm.

The committee is supporting a virtual writing retreat hosted by the Writing Center in May 2022 with particular encouragement for CAS faculty at the associate level to participate to help move towards promotion. In addition, the committee reviewed funding requests for two events to occur early next academic year, and has started reflecting on how to address the action items in the CAS Strategic Plan.

2021-2022 Committee Members: Faculty: Christine Kelley (Co-Chair, Mathematics), Rachel Azima (English/Writing Center), Kwakiutl Dreher (English), Thomas Gannon (English/Ethnic Studies), Staff: Lindsey Witt-Swanson (Co-Chair, Bureau of Sociological Research), Sloane Cornelius (Chemistry), Students: Angela Adler (Sociology), Samantha Schmid (Psychology), Kate Vermilyea (English/Psychology)

i. Academic Freedom and Freedom of Speech Committee

AY 2021-2022 marked the second year for this committee, following its transition from an ad hoc to a standing committee in the college. Two new members joined the committee to start their 3-year terms. We reviewed the purpose of the committee and the basics of academic freedom. We educated ourselves through discussions regarding Academic Freedom (AF) and Freedom of Speech (FoS) issues in current events around the nation, comparing the responses of institutions and administrators to situations that arose on their campuses. The committee invited Kevin Hanrahan, James A. Lake Academic Freedom Award recipient and former President of the Faculty Senate, to share his perspectives on the history and challenges of AF and FoS on campus. We discussed what tasks the committee could undertake to have a positive presence within and beyond CAS. We developed three initiatives as committee priorities for the next Academic Year:

- We are developing talking points and responses to be available to administrators and faculty members responding to queries from the legislature and the media. The intent is to succinctly relay a clear understanding of principles of AF, examples of best practices, and pitfalls to avoid.
- The committee will be reintroducing to the UNL Faculty Senate the policy statement on Academic Freedom in the Classroom that was adopted by CAS in 2021, with the goal of encouraging adoption by the Senate.
- The last initiative includes the development of a series of ‘Tip-Sheets’ and accompanying workshops with guest speakers to educate and engage faculty and students in issues related to AF and FoS. These materials would comprise resources of value into the future.
- The committee also sought nominations for two new members to begin in Fall 2022. Thomas Marley (Mathematics) and Kristen Hoerl (Communications Studies) will replace Anna Hiatt and Ari Cohen, who will be cycling off after having served on the committee since its
- inception.

2021-2022 Committee on Academic Freedom and Freedom of Speech: David Harwood (Committee Chair, Earth & Atmospheric Sciences), Dawne Curry (History & Institute for Ethnic Studies), Amanda Gailey (English), Anna Hiatt (Biology), Ari Kohen (Political Science & Judaic Studies), Beth Theiss-Morse (Political Science), and Patrick Dussault (Dean's Office), ex officio.

6.a. Recommendation from the College Curriculum and Advising Committee to approve changes to the major in Environmental Studies

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 November 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: Change **Environmental Studies to Environmental and Sustainability Studies**

Contact Person for follow-up questions:

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: See Attachment
LEARNING OUTCOMES CHANGES Only if different from the current catalog, submit a full updated list of learning outcomes here: NA
STRUCTURAL CHANGES - Additional/deleted/changed requirements. Describe. NA
CREDIT HOURS - Total hours in the major or minor or within a subarea or requirement. Describe. NA

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

GRADING RULES NA

PASS/NO PASS RULES NA

COURSE LEVEL RULES OR SPECIAL RESTRICTIONS

NA

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

JUSTIFICATION FOR CHANGES

The Environmental Studies program has provided educational experiences in which sustainability and resilience are core principles across our curriculum. Sustainability has been identified in our learning outcomes since the major curriculum update implemented in 2010 (Fig. 1). Environmental Studies is recognized as a leader at UNL in providing learning experiences that empower students to create a more sustainable and resilient world that results in the effective, efficient, economic, equitable, and environmentally/socially responsible use of resources in the short- and long-term. Environmental Studies is the facilitator of both the Environmental Studies and Sustainability Studies minors. It seems appropriate that the name of the program includes both of these areas. This is a name change only.

LEARNING OUTCOMES

Graduates of environmental studies will be able to:

1. Explain and apply appropriately the systemic principle of sustainability for the development of solutions to environmental and natural resource issues.

Figure 1 Learning outcome from UNL Course Catalog

This name change provides an opportunity for CAS and CASNR to contribute to the implementation of UNL's Environment, Sustainability, and Resilience Master Plan related to creating a multi-college sustainability major.

There is a growing demand for well-qualified sustainability professionals within the public, private, and nonprofit sectors (NASEM 2022). This is reflected in the interest of students in Nebraska and surrounding states in programs in environmental studies including sustainability Figure 2. In addition, employment of environmental related specialists is projected to grow 8 percent from 2020 to 2030. Adding sustainability to the program name will provide potential students information about these types of program that is more easily accessible to the google searches, etc.

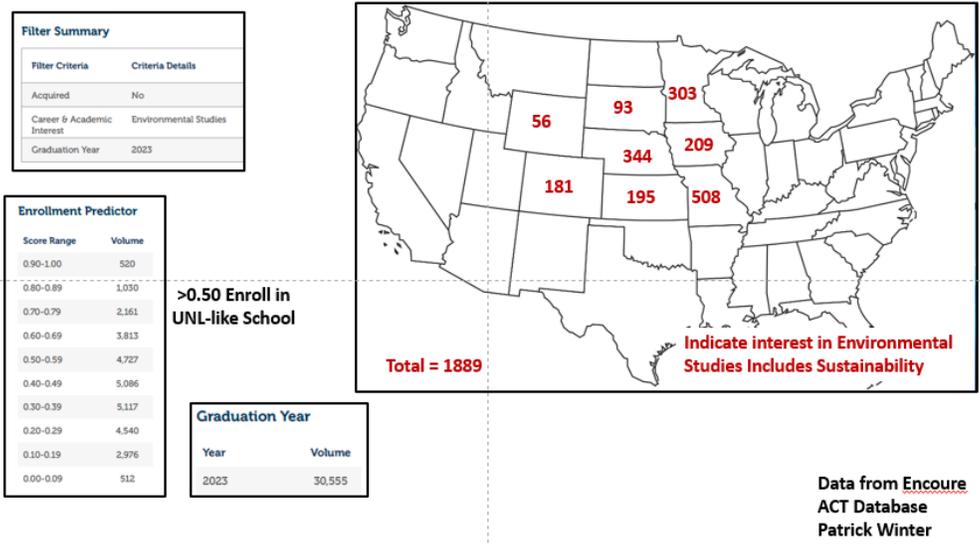


Figure 2. Data from the Encourage® platform and the ACT data base. These data provide colleges and universities the information and capabilities required to create the data-enabled enrollment office of the future, today.

Reference:

National Academies of Sciences, Engineering, and Medicine (NASEM) 2020. *Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25821>.

Date: March 4, 2022

To: CAS Curriculum Committee
CASNR Curriculum Committee

From: David C. Gosselin, Director
Environmental Studies Program

Re: Proposal for a Program Name Change

On behalf of the Environmental Studies program, please find attached the documents to request a name change for Environmental Studies to Environmental and Sustainability Studies. There are no proposed changes to the curriculum. There was unanimous consensus in support of the name change when discussed the Environmental Studies Coordinating Committee during its last meeting in December 2021.

I have attached a justification for the change in Appendix A and modifications to the catalog listing for the major in Appendix B.

If you need any additional information or have any additional questions, please contact me at 472-8919 or dgosselin2@unl.edu.

University of Nebraska-Lincoln

Deletion of Undergraduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
Plant Biology
Degree Currently Awarded to Graduates of the Program
BA or BS
Major or Degree is Currently Offered [full program, not individual courses]
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
CIP Code
26.03 Botany/Plant Biology
Subject Code
PBIO
Administrative Units for the Major or Degree
College of Arts and Sciences and CASNR Department of Agronomy and Horticulture
Date Approved by the Governing Board
[leave blank]
Proposed Date for Deletion of Major or Degree <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Fall 2021
Major or Degree End Date <i>[This end date will allow current students to finish the major or degree. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the major or degree]</i>
Fall 2026

II. Details

A. Justification for Deletion of the Major or Degree

This major has been available to students who are degree seeking in the College of Arts and Sciences or the College of Agricultural Science and Natural Resources. Enrollment through CAS has been very low and currently there are only three students with a declared major in our college. In addition, the curricular structure no longer fits within 120 hours inside the CAS BA or BS. With curricular changes happening in CASNR with this major that do not involve CAS, it is time to delete the major from CAS.

B. Plan for Implementation of the Deletion of the Major or Degree

1. Current Students

[Include the number of students currently in the major or degree and their status. Address if these students will be allowed to finish the major or degree and if so, who will advise them.]

The 3 existing students in the major within CAS will be allowed to complete their degree as intended, but no additional students will be added to this major within CAS. There are 2 juniors and 1 freshman.

2. Current Faculty and Curriculum

[Address what faculty and curriculum changes will be made if this major or degree is deleted.]

None

3. Impact on other units and programs

None

4. Impact on Course Subject Codes

(Will any subject codes need to be created, modified, or deleted in relation to the deletion of this certificate program)

None

5. Budgetary Savings associated with the change

None

6. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses

https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf

Table 2: Revenue Sources for Projected Expenses

https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.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
- Supporting documentation as a PDF, electronically

University of Nebraska-Lincoln

Deletion of Undergraduate Minor

I. Descriptive Information

Name of College Proposing Deletion of Minor
Arts and Sciences
Name of Current Minor
Plant Biology
Primary Administrative Unit for the Minor
College of Arts and Sciences
All Units Participating in the Minor
College of Arts and Sciences, CASNR Agronomy and Horticulture Department
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 & distance)
Proposed Date for Deletion <i>[The deletion date will include advertising, recruiting and admitting students in this minor]</i>
Fall 2021
Minor 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>
Fall 2026

II. Details

A. Justification for the Deletion of the Minor

We propose to delete the Plant Biology major and its attached minor in the College of Arts and Sciences only. Arts and Sciences degree seeking students may still seek the minor through CASNR which offers its minors to students who are degree seeking in other colleges.

B. Plan for Deletion of the Minor

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

Currently only 4 CAS students are seeking the Plant Biology minor and they may continue to do so as intended. Students are advised by their primary major in CAS.

2. Current Faculty and Curriculum *[Address what faculty and curriculum changes will be made if this minor is deleted]* - None

3. Impact on other units and programs - None

4. 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 New Undergraduate Certificate

I. Descriptive Information

Name of Institution Proposing New Undergraduate Certificate
University of Nebraska-Lincoln
Name of Proposed Undergraduate Certificate
Social Entrepreneurship
Other Programs Offered in this Field by this Institution
CIP Code <i>[IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i>
Subject Code
No specific subject code
Primary Administrative Unit for the Proposed Undergraduate Certificate
School of Global Integrative Studies
All Units Participating in the Undergraduate Certificate
Human Rights and Humanitarian Affairs, College of Arts and Sciences and various Colleges around Campus
Proposed Delivery Site
Oldfather Hall
Undergraduate Certificate will be offered <i>[full program, not individual courses]</i>
<input type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input checked="" type="checkbox"/> Both (on-campus and distance)
Undergraduate Certificate will be Offered to
<input type="checkbox"/> UNL degree seeking <input type="checkbox"/> UNL non-degree seeking <input checked="" type="checkbox"/> Both <input type="checkbox"/> Other (please explain)
Date Approved by the Governing Board
<i>[leave blank]</i>
Proposed Date the New Undergraduate Certificate will be Initiated
<i>[term/year]</i>

II. Details

Purpose of the Proposed Undergraduate Certificate:

In a rapidly globalizing world, organizations focused on making a social impact play an important role in helping meet the challenges faced by our communities. Nonprofit and civic organizations, governmental agencies, and an increasing number of for-profit corporations have placed social responsibility at their core, making it a rewarding career choice for students with a wide range of academic backgrounds and life experiences. The Undergraduate Certificate in Social Entrepreneurship will provide students with a professional credential that will help them rise to the top of applicant pools in this exciting and growing sector. This eighteen-hour certificate, administered and supervised by the School of Global Integrative Studies (SGIS), provides students with a solid foundation for pursuing a career in the social good, both domestically and abroad. The focus on the global aspects of this certification is especially important as we look to a

future that will continue to be defined by globalization and collaboration across cultural, social, linguistic, political, and physical borders.

There is growing demand, both locally and globally, for social entrepreneurship and innovation-oriented education and training of the workforce. In Nebraska there are close to 10,000 nonprofit organizations, with Lancaster County being home to over 3,000 of them. The nonprofit sector is the third largest industry in the state, bringing in over \$3 billion in income each year. In Lincoln alone, there are over 500 nonprofit organizations. Meanwhile, across the United States, 1.6 million nonprofit organizations engage in social impact work, contributing an estimated \$985 billion to the US economy. In addition to the rapidly growing nonprofit sector, there is a rapidly growing group of for-profit businesses with socially-minded missions. Together, these organizations constitute a powerful economic force and resonate broadly with today's students and recent graduates. As the social entrepreneurship sector continues to grow across the country and around the globe, this certificate will allow UNL students to secure jobs locally, nationally, and globally and become leaders in this emerging sector. Our certificate will help prepare students to tackle today's most pressing challenge in a variety of fields including health care, public health, education, law, human rights, environmental protection, and business just to name a few.

This certificate provides students with the skills they need to be leaders in the social entrepreneurship sector and to evaluate their own strengths and opportunities. All students will take two required courses: (1) GIST 201: Social Entrepreneurship and Innovation (3 credits); and (2) GLST/HRHA 415: Grant Writing and Fundraising for Social Impact (3 credits). In addition, all students will take one skill-based course (3 credits) and enroll in two additional courses (6 credits total) from one of the three subject specializations, including: Human Rights and Community Changemaking; Environment and Society; and Education and Human Services in a Diverse Community. Finally, all students will take a capstone course, HRHA 495: Experiential Learning in Human Rights.

Throughout their training in the certificate program, the students will make a tangible impact on our community through experiential learning opportunities and get a head start on making their mark. This certificate will formalize much of the work that many of our students already do through civic engagement, volunteerism, community service, or fundraising efforts. Both the students and the community will experience the long-term benefits of this program.

Description of the Proposed Undergraduate Certificate:

Learning Objectives:

1. Provide students with the social entrepreneurship training they need to step into active roles within an organization. The certificate is designed to prepare students to lead and function within social entrepreneurship organizations and build a thriving organizational culture.
2. Students will learn to think critically and act strategically and ethically to serve mission-driven organizations focused on the social good and building a sustainable and innovative future.

Admission Criteria: All UNL and non-UNL students regardless of college will be able to earn the certificate. Any person who has completed an undergraduate degree will be able to apply for the certificate.

Admission Processes: Students with a GPA of 2.0 will fill out a formal application which will then be reviewed by the Certificate Coordinator and the Social Entrepreneurship Certificate Advisory Board composed of faculty and local social entrepreneurship professionals.

The credit hour and course requirements, program of study, research and other academic requirements for students enrolled in the certificate program.

<i>List specific required or elective courses in the certificate program. List prerequisites for required courses only. Add lines as necessary.</i>		
Course Code and Name for Required Courses	Certificate Credit Hours	Prerequisites, if applicable
GIST 201: Social Entrepreneurship and Innovation	3	
GLST/HRHA 415: Grant Writing and Fundraising for Social Impact	3	
Course Code and Name for Electives	Certificate Credit Hours	
Skill Based Course (select 1 course from the list below)		
ALEC 302: Dynamics of Effective Leadership in Organizations	3	
ALEC 428: Leadership in Public Organizations	3	
ALEC 466: Leadership and Diversity in Organizations and Communities	3	
COMM271: Organizing Social Change	3	
COMM 382: Nonprofit Organizing & Communication	3	
CRPL 441: Researching Quality of Life	3	
CRPL 467: Active and Healthy Community Development	3	
CRPL 470: Environmental Planning and Policy	3	
ENTR 321: Entrepreneurship & Innovation in Organizations	3	
ENTR 423: Business Plan Development and Decision Making	3	
ENVR 319: Environmental Engagement and the Community	3	
FINA 300: Financial Decision Making	3	
GEOG 217: Principles of GIS	3	
HRHA 440: Human Rights, Conflict and Community Changemaking	3	
JGEN 103: Media Literacy	3	
MNGT 360: Managing Behaviors in Organizations	3	
MNGT 365: Managing Diversity in Organizations	3	
Subject Specializations (Select 1 Specialization)		
Specialization Option 1: Human Rights and Community Changemaking (select 2 courses)		
ANTH/GLST/HRHA 474: Development in Theory and Practice	3	
HIST 213: Revolutions and Revolutionary Movements in the Modern World	3	
HIST/JUDS 339: The Holocaust	3	
HIST/ETHN 340: Rights & Wrongs in American Legal History	3	
HIST/ETHN 460: The Civil Rights Movement	3	
GLST/HRHA 101: Human Rights in a Global Context	3	
GLST/HRHA 350: Refugees, Displaced Persons and (Im)migrants in a Globalized World	3	
HRHA 440: Human Rights, Conflict and Community Changemaking	3	
JOMC 222: Social Justice, Human Rights and the Media	3	
POLS 377: Transnational Criminal Networks	3	

POLS 470: International Human Rights	3	
Specialization Option 2: Society and Protecting the Environmental (Select 2 Courses)		
ALEC/AECN 388: Ethics in Agriculture and Natural Resources	3	
ENVR/GLST/HRHA 476: Human Rights, Environment, and Development	3	
ARCH 107: Sustainability Basics and the Built Environment	3	
CRPL 300: The Community and the Future	3	
ENVR/SCIL/AECN/NRES/GEOG 109: Water in Society	3	
ENVR 201: Science, Systems, Environment and Sustainability	3	
HIST 469: Global Environmental History	3	
NREE/AECN 265: Resource and Environmental Economics I	3	
NRES/GEOG 289: People and the Land: Human Environmental Interactions on the Great Plains	3	
PHIL 105: The Philosophy of Food	3	
PHIL 225: Environmental Ethics	3	
POLS 332: Climate Change: Policy and Politics	3	
PSYC/ENVR 334: Psychology of Environmental Sustainability	3	
SOCI 346: Environmental Sociology	3	
Specialization Option 3: Living and Learning in a Diverse Community (Select 2 Courses)		
CRIM 338: Race, Ethnicity and Criminal Justice	3	
CYAF/EDPS 121: U.S. Education in the Age of Globalization	3	
CYAF 413: Global Case Studies in Refugee Health & Wellbeing	3	
CYAF 415: Family and Violence in the Global Contest	3	
CYAF 482: Understanding Families from a Global Context	3	
CYAF 488: Child and Family Policy		
EDPS 350: Basic Helping Skills	3	
ETHN 101: How to Be Antiracist	3	
ETHN/COMM 311: Intercultural and Intergroup Communication	3	
ETHN/POLS 333: Immigration and Politics	3	
GPSP/COMM 378: Cultural Encounters on the Great Plains	3	
PSYC 330: Psychology of Diversity	3	
PYSC/CYAF/EDPS/SOCI 471: Human Sexuality and Society	3	
SOCI/WMNS 200: Gender in Contemporary Society	3	
SOCI/WMNS 226: Families and Society	3	
SOCW 100: Social Work and Social Welfare	3	
TEAC/ETHN 330: Multicultural Education	3	
TEAC 438: Linguistics in Language and Learning Context	3	
WMNS 210: Activism and Feminist Communities	3	
Capstone Course		
HRHA 495: Experiential Learning in Human Rights	3	
TOTAL	18	

How and when advisors are assigned for students in the certificate program?

Students will be advised by the Certificate Coordinator (housed in SGIS) to add the certificate to their program of student and create course schedules. The Certificate Coordinator will manage admission, course scheduling, and general advising. This individual will be supervised by the Director of SGIS and will actively work with the nonprofit community in Lincoln and around the state, as well as partner with other organizations, to establish working MOUs for applied practicum experiences.

Identify the primary contact (person and/or office) who can answer questions about the certificate (regarding requirements, substitutions, scheduling of courses, etc.).

Primary Contact: Emira Ibrahimspasic, Assistant Professor of Practice and Assistant Director, Global Studies, School of Global Integrative Studies

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

The School of Global Integrative Studies Executive and Curriculum Committees, as well as the Social Entrepreneurship Certificate Advisory Board, composed of faculty and local social impact professionals, will provide yearly evaluations of the certificate program.

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

The Certificate Coordinator will continually track student progress and will have annual meetings with all enrolled students. The Certificate Coordinator also will serve as the facilitator for all matters related to the certificate program.

What is the Impact on Course Subject Codes; Will any subject codes need to be created, modified, or deleted in relation to the creation of this certificate program?

No new codes will be created.

Costs of Operating the Proposed Certificate Program: This position will require the hire of a new full-time Professor of Practice who will teach the core certificate courses and the capstone. This person will be a full PoP and will teach a 2:3 load with an administrative apportionment necessary to run the certificate. This person will also be the Certificate Coordinator and advisor and will be responsible for all the operational aspects of running the certificate.

III. Review Criteria

A. Centrality to UNL Role and Mission

This certificate program is directly aligned with the University's role and mission to serve as the state of Nebraska by providing leadership through quality education and the generation of new knowledge. By facilitating the development of transferable skills in social entrepreneurship, this certificate program will provide another opportunity for the University to contribute to the economic and cultural development of the entire state. Given its focus on applied social impact for the public good, this certificate program will also help the University achieve the goal of having every student at UNL with a documented experiential learning experience. Through the thoughtful design of the curriculum and the focus on experiential learning and public service, the Social Entrepreneurship Certificate will advance the four core aspirations of the N150 Commission and the university's path over the next 25 years: Nebraska students co-create their experience; Our research and creativity transforms live and learning; Every person and every interaction matters; and Engagement builds communities.

B. Relationship of the proposal to the NU 5-year strategy

This certificate program will enhance the NU five-year strategy focused on access, affordability, and attainment. As an 18-credit hour program that can be completed online, this will be an accessible and affordable credential in the rapidly growing sector of social entrepreneurship. Given the growing list of workforce needs in the state,

as well as the need for innovative solutions to a wide-range of human and environmental challenges, this unique collaboration of six colleges at UNL will enable the university to lead in the area of workforce development. By leveraging the unique strengths that exist within the colleges of UNL, we expect this certificate program to have a practical impact in some of the key areas identified within the NU five-year strategy, such as water and food security; infectious disease; rural community vitality; and early childhood education.

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

This certificate program is consistent with the Comprehensive Statewide Plan for Post-Secondary Education because it is responsive to changing academic, workforce, societal, and community development needs. The state of Nebraska, like the rest of the US and the world, is beset by a range of “wicked problems” that demand innovative solutions that neither the state nor the market alone can supply. This program will harness and cultivate the ingenuity and creativity of student-scholars to serve as agents of positive change in their communities. A flexible online certificate option is also student-centered and will help serve the citizens of the state. The unique design of this program – drawing on the expertise and unique strengths of six academic colleges – embodies the shared values and beliefs of the Coordinating Commission that “the state benefits when Nebraska institutions focus resources on unique areas of excellence in which they can bring major benefits to the state and to students.” As a professional certificate program that is open to diverse, non-degree seeking members of the public, this program will contribute to a competent and competitive workforce for our state, facilitate lifelong learning and training opportunities for our citizens, and promote an innovative and entrepreneurial culture that rises to the challenges of globalization.

D. Evidence of Need and Demand

1. Need:

As noted above, the non-profit sector is one of the fastest growing industries in the United States, with over 1.6 million organizations contributing an estimated \$985 billion to the US economy. In addition to the rapidly growing nonprofit sector, for-profit entities, ranging from the footwear company TOMS to tech start-ups like Career Karma, are embracing social entrepreneurship with vigor. At the same time, consumers increasingly demand that the products and services they buy are ethically sourced and produced. With social entrepreneurship reshaping significant portions of the economy in both the for-profit and non-profit sectors, there is an increased need for employees who can tackle the world’s most pressing problems across a range of fields, from public health to law, and education to environmental protection. This need for creative problem-solvers is even more acute given the “Great Resignation” that has resulted from the Covid-19 pandemic. Our Social Entrepreneurship Certificate will help students acquire the competencies that the world needs today.

2. Demand: *[include the extent of student interest in the proposed certificate. Evidence may include quantifiable and/or qualitative data regarding expected number of students to enroll in each of the first five years of operation, and minimum number of students required to make the certificate program viable.]*

We anticipate that FY23 enrollment in the certificate program will be 20 students, and we have set the minimum number of students required to make the certificate viable at 10. In the first three years of the certificate, we expect that demand for the certificate largely will derive from existing students, particularly those already engaged in the Global Studies and Human Rights programs. In 2020, there were 135 Global Studies majors and approximately 100 human rights minors. These students, as well as students in political science (359 majors in 2020), environmental studies (31 majors in 2020), management (491 majors in 2020) and a host of other fields will also be attracted to this certificate.

We utilize pre-existing courses for the majority of the course credits in the certificate program. We selected these courses because of their substantive focus and strong enrollment histories. These enrollment numbers also ensure demand for the certificate. For example, the required experiential capstone course, HRHA 495,

enrolled 15 students in AY 2020. This course, as well as many others in the list above, have additional capacity for the certificate students, while also guaranteeing that there will be demand for the course and that the course will run regularly.

In addition to the course offerings, we see evidence for demand for this program from several stakeholders. For example, UNL's Office of Career Services noted that UNL Career Coaches across campus, including coaches from the College of Education and Human Sciences, the College of Business, the College of Agriculture and Natural Resources, and the College of Journalism and Mass Communication, as well as Career Coaches in UNL's Explore Center, have students coming to their offices with an expressed interest in careers social entrepreneurship.

Students across campus also regularly report to their faculty members that they are interested in pursuing this type of career, which is consistent with Gen Z students' values more broadly. Similarly, employers, both locally and globally, as well economic organizations like the World Economic Forum are heralding the importance of social entrepreneurship for the future of the global economy.

E. Avoidance of Unnecessary Duplication

The Social Entrepreneurship Certificate fills important gap in the UNL curriculum. While the College of Arts of Sciences offers a program of study in Global Study and a minor in Human Rights, both of which contribute to this certificate, neither program is solely focused on social entrepreneurship. Similarly, the College of Business offers a minor in entrepreneurship, broadly defined. The focus of that program is not social impact, however. UNL also offers a Civic Engagement Certificate, which builds student's skills in civic participation. While we expect that some students will be interested in both certificates, they draw on different skill sets and focus areas.

The proposed Social Entrepreneurship certificate builds on the strengths of these existing programs to offer something unique to UNL students who are interested in working at this intersection between the public good and entrepreneurship.

F. Adequacy of Resources:

1. Faculty/Staff:

Current faculty and staff will administer the certificate and certificate students will enroll in existing classes for the majority of the course credits required for the certificate. Part-time adjuncts will cover new classes related to the certificate (GIST 201 and GLST/HRHA 415) until we are able to hire for the Assistant Professor of Practice position described above.

2. Library/Information Resources

We do not expect that this certificate will affect existing library or information resources.

3. Physical Facilities and Equipment

This program will not require any additional facilities or equipment.

4. Instructional Equipment and Informational Resources

This program will not require any additional equipment or informational resources beyond existing resources, e.g. Canvas.

5. Course and Lab Fees

Are there any course or lab fees planned or currently assessed on the courses in the program of study? If so, note the fee amount on a table of courses.

N/A

6. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses

https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf

Table 2: Revenue Sources for Projected Expenses

https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.pdf

IV. Appendices

A. Additional Details for Distance Programs Only

Fill out *Appendix A: Online and Distance Education* template found in Box file

B. Letters of Support

Internal

Supporting letters of approval from department and participating college graduate committees.

External

External letters of support, if appropriate, including letters of support from multiple potential employers



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