

TO: The Board of Regents Addendum IX-A-4
Academic Affairs

MEETING DATE: December 5, 2019

SUBJECT: Creation of the School of Global Integrative Studies by merging the Department of Anthropology and programs in Geography and Global Studies in the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to create the School of Global Integrative Studies by merging the Department of Anthropology and programs in Geography and Global Studies in the College of Arts and Sciences at UNL

PREVIOUS ACTIONS: April 13, 2012 – The renaming of the Bachelor of Arts (BA) and Bachelor of Science (BS) majors and BA and BS minors in International Studies to the BA and BS majors and BA and BS minors in Global Studies at UNL was reported to the Board.
January 23, 2009 – The Board approved the renaming of the UNL Department of Anthropology and Geography to the Department of Anthropology.
January 16, 1999 – The renaming of the International Affairs major to an International Studies major in the UNL College of Arts and Sciences was reported to the Board.

EXPLANATION: The proposed School of Global Integrative Studies in the UNL College of Arts and Sciences will unite three existing programs – Anthropology, Geography, and Global Studies – into a single School with 18 faculty members. These three disciplines share a focus on human populations, but they differ in scholarly perspective. Teaching and research synergy among the fields will strengthen individual programs, attract intra- and extramural research collaborations, and bring about opportunities for graduates that will have an impact locally, nationally, and globally.
No new funds will be required to create the new school. Upon approval, the Department of Anthropology will no longer be considered an organizational unit.
This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: \$0

SOURCE OF FUNDS: Not applicable - the School Director's stipend will be reallocated from the Department of Anthropology (one of the programs being included in the new school).

SPONSORS: Richard E. Moberly
Interim Executive Vice Chancellor and Chief Academic Officer
Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

RECOMMENDED:



David S. Jackson
Interim Executive Vice President and Provost

DATE:

November 8, 2019

University of Nebraska-Lincoln

New Academic Unit

Academic units include colleges, departments, and schools
For Centers, Bureaus and Institutes use Centers form

I. Descriptive Information

| |
|---|
| Name of Institution Proposing New Academic Unit |
| University of Nebraska-Lincoln |
| Name of Proposed Academic Unit |
| School of Global Integrative Studies (SGIS) |
| Administrative Unit(s) for the new Academic Unit [e.g. college, division, etc.] |
| College of Arts and Sciences |
| Academic Programs to be Housed in the new Academic Unit |
| B.A. and B.S. in Anthropology, Geography and Global Studies M.A. in Anthropology and Geography Ph.D. in Geography |
| Programs (including grad certs) |
| Certificate in Forensic Anthropology Certificate in Geographic Information Science Certificate in Museum Studies |
| Proposed Date the New Unit will be Initiated |
| Fall 2020 |
| Date Approved by the Governing Board |
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Summary: The College of Arts and Sciences at the University of Nebraska-Lincoln proposes to create a School of Global Integrative Studies (SGIS) to be formed by a merger and re-envisioning of the Department of Anthropology, the Geography Program, and the Global Studies Program.

Since the existing Department and Programs are already demonstrably consistent with UNL, NU, and CCPE goals and missions, the newly designated School will be as well. Very little in the way of new resources is required, and upon formation of the new School some administrative savings will be realized.

II. Details

A. Purpose of the Proposed Unit:

The School of Global Integrative Studies (SGIS) in the College of Arts and Sciences at the University of Nebraska-Lincoln will unite three existing programs, Anthropology, Geography, and Global Studies, into a single School. The disciplines of Anthropology, Geography, and Global Studies share a focus on human populations, but they differ in scholarly perspective. The study of cultural and biological aspects of humans across time and space are the central foci of Anthropology. Geographers also study human populations, but with an explicit focus on how spatial variation in the natural and built environments affects human activities. Global Studies scholars examine social and political institutions, typically taking a comparative approach. Uniting Anthropology, Geography, and Global Studies in a single unit will foster an explicitly global and transdisciplinary perspective from which to examine issues connecting people across time and space. Teaching and research synergy between the fields will

strengthen individual units, attract intra- and extramural research collaborations, and bring about opportunities for graduates that will have an impact locally, nationally, and globally. As the human population has grown to 7.7 billion, connections and conflicts among previously more isolated cultures, ethnic groups, and nations affect all peoples. The goal of the new School is to prepare students for this ever more globally connected world.

B. Description of the Proposed Unit:

Scholarship: The School of Global Integrative Studies will leverage the strengths of the three disciplines to address in a creative and broadly interdisciplinary manner some of the grand challenges facing Nebraska and the world, many of them exacerbated by the continuing effects of global climate change and globalization. Some examples include:

- Cultural and geographic factors affecting population displacement, with implications for vulnerable populations and human trafficking, identity formation, heritage, human rights, and assimilation;
- Social inequalities, with implications for health and disease, environmental justice, and social/economic mobility;
- Environmental and cultural factors affecting sustainability and resilience, in both historic and contemporary populations, with implications for food security and conflict;
- Importance of national and transnational institutions on human populations and national identity;
- Geospatial methods, including Geographic Information Science, remote sensing, and spatial statistics, to address cultural, geographic, and environmental factors affecting human populations.

TABLE 1: CURRENT STRENGTHS OF COMPONENT UNITS OF THE PROPOSED SCHOOL OF GLOBAL INTEGRATIVE STUDIES

Anthropologists, Geographers, and Global Studies scholars all study human populations and cultures, but approach these topics from different perspectives. The strength of the School of Global Integrative Studies will be in exposing students and faculty to multiple research approaches, allowing synergies in scholarship and teaching that are difficult to nurture when programs are separately administered. From the table entries below it is clear that each program has special strengths to bring to the School of Global Integrative Studies. Once established the School of Global Integrative Studies will contribute transdisciplinary research addressing pressing global challenges and will provide cultural, global, and quantitative education to our students.

| UNIT | ANTHROPOLOGY | GEOGRAPHY | GLOBAL STUDIES |
|--|--|---|--|
| DISCIPLINARY FOCUS | Study of cultural and biological aspects of humans across time and space | Understanding how spatial variation in the natural and built environment affects human activities | Study of social and political institutions, using a comparative approach |
| DEGREES OFFERED | BA, BS, MA, 2 graduate certificates | BA, BS, MA, PhD, 1 graduate certificate | BA, BS |
| FACULTY | 8 tenure-line; 2.5 Professors of Practice; 0.67 FTE lecturer | 5 tenure-line; 1 Professor of Practice; 1.5 FTE lecturer | 1 Professor of Practice; 0.33 FTE lecturer |
| UNDERGRADUATE STUDENTS | 106 majors, 29 minors | 56 majors, 20 minors | 223 majors, 102 minors |
| FOCUS AREAS WITHIN THE UNDERGRADUATE MAJOR | Cultural Anthropology, Biological Anthropology, Archaeology | Human Geography, Environmental Geography, Regional Geography, Geospatial Techniques | Regional Specializations: Asia and Eurasia; Africa and Middle East; Europe; Latin America. Themes: Identity, Culture, and Society; Global Development and Service; Global Security and Foreign Policy; Global Resources and Environment; Human Rights. |

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|--|--|---|---|
| GRADUATE STUDENTS | 24 M.A. | 9 M.A., 8 Ph.D. | |
| FOCUS AREAS WITHIN GRADUATE PROGRAM | Cultural Anthropology, Biological Anthropology, Archaeology | Historical Geography; Geography of the Great Plains; Political Geography; Cultural Geography | |
| FIELD SCHOOLS (GRADUATE AND UNDERGRADUATE STUDENTS) | Archaeology (locations vary; Nebraska Sand Hills 2018, Boulder Utah 2019) | Geography Field Tour (locations vary; western Nebraska 2018, Yellowstone 2019) | |
| EDUCATION ABROAD (UNDERGRADUATES) | Faculty led program in Honduras | | Faculty led programs in Belize, India, Belgium/Netherlands, Russia (in last 3 years) |
| INTERNSHIP OPPORTUNITIES (UNDERGRADUATES) | History Nebraska; National Park Service Midwest Archaeological Center; Defense POW/MIA Accounting Agency; Smithsonian Institution | Midwest Regional Office of the National Park Service | Asian Community and Cultural Center; Indian Center; People's City Mission; Matsudo Middle School, Chiba, Japan; UNL Programs in English as a Second Language; Nebraska Appleseed; Lincoln Literacy; Friends of Refugees; Washington D.C. Professional Enrichment Academy. |
| NATIONALLY COMPETITIVE STUDENT AWARDS (SINCE 2015) | 1 Fulbright | | 15 Fulbright Awards; 2 Boren Scholarships; 6 Critical Language Scholarships; >20 Gilman Scholarships; 1 Carnegie Junior Fellowship; 1 Truman Scholarship; 1 Udall Scholarship |
| UNDERGRADUATE AND GRADUATE STUDENT PRESENTATIONS AT MEETINGS (SINCE 2017) | 13 Nebraska Academy of Sciences; 4 American Anthropological Association; 6 specialty meetings of the American Anthropological Association; 7 Society for American Archaeology; 2 Computer Applications in Archaeology; 2 Digital Heritage International Conference | 6 Midwest Regional meeting of the American Association of Geographers; 4 National meeting of the American Association of Geographers | |
| FACULTY RESEARCH EXPERTISE | Archaeology of North and Central America, Greece, Caribbean; Digital Archaeology; Cultural Anthropology; Biological Anthropology; Zooarchaeology; Digital Humanities | Geography of the Great Plains; Historical Geography; Political Geography; Urban Geography; Human/Environment Interactions; Adaptation to Climate Change | Corporate Social Responsibility in the Global South |

| | | | |
|---|---|---|--|
| <p>EXISTING RESEARCH AND TEACHING PARTNERSHIPS</p> | <p>National Park Service Midwest Archaeological Center; Defense POW/MIA Accounting Agency; University of Nebraska State Museum; American School of Classical Studies, Athens; Salmon Pueblo Archaeological Research Collection/Salmon Ruins Museum; Copan Archaeological Park, ; Antiochia ad Cragum National Autonomous University of Honduras; archaeological site, Turkey; Center for Entrepreneurship, College of Business; Center for Digital Research in the Humanities, UNL; Honduran Institute of Anthropology and History; University of Glasgow</p> | <p>Center for Great Plains Studies; Community and Regional Planning Department, College of Architecture; School of Natural Resources, Institute for Agriculture and Natural Resources</p> | |
|---|---|---|--|

Undergraduate Education: The School of Global Integrative Studies will initially continue to offer undergraduate degrees in the component disciplines, including the BA and BS in Geography, BA and BS in Anthropology, and BA and BS in Global Studies. Currently each degree program is administered separately, although as an interdisciplinary major the Global Studies major, especially, draws from other disciplines, including Anthropology and Geography. Curriculum development, course scheduling, and teaching assignments will be more efficient in a single administrative unit. A single undergraduate advisor will serve all three majors, and will be better able to help students find their own best path through the curriculum.

Upon formation of the School, the director will convene an undergraduate curriculum committee tasked with enhancing the relevance and currency of the curriculum while leveraging our existing resources. New, transdisciplinary courses will be developed that will establish a common curricular foundation for all students in the School. For example, the disciplinary breadth of the School will be introduced through a new 200-level seminar, required of all majors, on how human culture and institutions interact with, and are affected by, the natural and built environment. A common capstone course will encourage undergraduates to engage in research and projects from the broad, interdisciplinary perspective embraced by the School. As the new curriculum is developed, a transdisciplinary major with disciplinary tracks may be developed.

Importantly, field courses and education abroad experiences are central to all three disciplines. An exciting contribution of the new School is that these experiences can be better coordinated, and often jointly run. For example, a summer field course in Iceland (titled Fire and Ice) will explore the physical environment of glaciers and hot springs (Geography), the culture that developed in this harsh environment (Anthropology and Geography), and the political relationship between a relatively isolated country and the rest of Europe (Global Studies). In addition, ongoing faculty-led trips with Global Studies will be adjusted to incorporate material and coursework relevant to Anthropology and Geography students (both undergraduate and graduate).

Graduate Education: The School of Global Integrative Studies will continue to offer the PhD in Geography, the MA in Geography, and the MA in Anthropology. UNL is unique as the only institution in Nebraska offering the PhD in Geography and MA in Anthropology. Our graduates in both Geography and Anthropology have successfully gone on to jobs in higher education, state and federal agencies, nonprofit organizations, and private

industry. However, where appropriate, for example in Cultural Anthropology and Human Geography (areas where our programs are already strong), graduate training will be integrated. Over time the PhD program will be re-envisioned to incorporate synergies in scholarship realized in the new School. Due to the merger of the three existing faculties, a larger faculty in the School will be able to support a larger and more collaborative graduate student population, synergistically contributing to the research productivity of students and faculty. In addition, existing connections between the programs comprising the School and other units on campus will be further developed. For example, the Community and Regional Planning Program in the College of Architecture has strong ties to the Geography Program, with common interests in human interactions in the built environment. These ties will be formalized in the School with a transdisciplinary graduate program that serves scholarship across units at UNL.

In addition, the School will continue to offer our existing and newly approved graduate certificates.

- Geographic Information Science: coursework (offered in conjunction with the School of Natural Resources) includes GIS, remote sensing, GPS, digital image analysis, and computer mapping techniques. Graduates with high-level skills in these methods are in strong demand, and the US Department of Labor forecasts an increasing number of jobs requiring these skills.
- Forensic Anthropology (pending approval): offered in conjunction with the Defense POW/MIA Accounting Agency (DPAA) located at Offutt Air Force Base, the federal agency tasked with identifying remains of US service members killed in on foreign soil. The DPAA employs ~45 forensic anthropologists and has plans to nearly double this number.
- Museum Studies (pending approval): offered in conjunction with the Nebraska State Museum. Coursework prepares students to work as display designers, administrators, and curatorial assistants in museums of all types.

Administration of the School of Global Integrative Studies: The School will be led by a Director. Faculty in the School will serve as Chairs and Members of the Graduate Program, the Undergraduate Program, Undergraduate Curriculum Committee, Graduate Curriculum Committee, Tenure and Promotion Committee, and other committees as deemed appropriate by the Director and Faculty. Administrative support will be provided by a 1.5 FTE Administrative Support Technician, business and grant support staff in the Oldfather Business Cooperative, and Arts and Sciences Computer Support staff. Finally, an Undergraduate Advisor is assigned to the School of Global Integrative Studies programs. These staff are already in place prior to formation of the School, but some reorganization of duties may be necessary.

The founding Director of the School of Global Integrative Studies will be Professor Sophia Perdikaris, who is currently Chair of the Anthropology Department. Professor Perdikaris joined the UNL faculty in January 2018; previously she was Chair of the Anthropology Department at City University of New York and director of the Human Ecodynamics Research Center from 2012 to 2017, where she worked and coordinated projects with faculty and students from 10 disciplines representing 15 countries. She also held an honorary position in the Geography Department at Edinburgh University from 2008 to 2012. Her interdisciplinary research and administrative experience will assist in the smooth operation of the School of Global Integrative Studies.

C. Plan for Implementation:

The School of Global Integrative Studies will be formed upon approval by the Board of Regents and faculty will work together to write by-laws for the School. However, the component units are already working closely together to coordinate undergraduate and graduate course offerings, and are in discussions surrounding common research interests. Tenure homes for tenured faculty will move to the School of Global Integrative Studies once the by-laws are in place. In fall of 2020 we will be submitting newly developed courses and undergraduate degree requirements for all three majors to the University Curriculum Committee.

The courses we propose include:

- a) a joint 200-level Seminar that orients students with theories and studies encompassed within Global Integrative Studies;
- b) a joint senior seminar/capstone (ACE 10) course that will be required of all majors in the School; and
- c) two 1-credit joint courses (required at different points along the degree plan, with one completed in the first 2 years in the program and the other in the second two years of the program) that will focus on academic and professional development.

Once approved, newly developed courses and degree requirements will be active for all students entering the different units in the fall of 2020. All students who entered the respective majors prior to formation of the school will have an option of being grandfathered into the new School with original degree requirements. Similarly, to address course and degree needs for graduate students in the School, a committee will convene in the fall of 2019 to discuss and ultimately recommend changes which will then be submitted to the University Curriculum Committee for implementation in the fall of 2021.

Table 2: Timeline for Implementation of School of Global Integrative Studies

| | | 2018-2019 AY | 2019-2020 AY | 2020-2021 AY | |
|-------|--|--------------|---|---|---|
| Tasks | Faculty Hires in Forensic Anthropology (1) and Environmental Geography (2) | | Current students grandfathered into School, complete existing programs. | | |
| | SGIS Proposal Writing and Submission | | New Course and Curriculum Development for Undergraduate and Graduate programs | New Course Submission to UCC | |
| | | | Establish Faculty Research Development Working Group | | Approval of course and degree changes by UCC Both Undergraduate and Graduate Programs in place |
| | Transition to administrative integration of units | | Establishment of joint undergraduate curriculum committee, coordination of revised curriculum | Full administrative integration in place | |
| | | | Establishment of joint graduate committee, coordination of graduate curricula across programs | | |
| | Transition to new faculty governance structure | | Establish committee to develop School bylaws and governance structure | Finalize and ratify School bylaws and governance document | |

III. Review Criteria

A. Centrality to UNL Role and Mission

The individual programs that are coming together in the School of Global Integrative Studies have all made important contributions to the University of Nebraska system mission of teaching, research, and service, and have provided leadership through quality education and the generation of knowledge. In addition, all three component programs have strong connections to institutions throughout the state of Nebraska. For example, Anthropology works closely with History Nebraska (formerly the Nebraska State Historical Society) and the National Park Service Midwest Archaeological Center. Geography also works with the National Park Service, and with the Center for Great Plains Studies has produced Atlases of the Great Plains and of Nebraska. Global Studies students regularly have internships with local agencies and organizations including the Lincoln Literacy, ACLU of Nebraska, Lutheran Family Services and many others. In establishing the School of Global Integrative Studies we seek to capitalize on each program's strengths to facilitate interdisciplinary teaching, research collaborations, and external funding. Globalization has increased the need for inter-cultural communication focused on politics, business, people, and the economy. Consistent with the UNL mission, we will train students from Nebraska, the nation, and beyond, preparing them for an increasingly global world.

B. Relationship of the proposal to the NU Strategic Framework

GOAL 1-Access and affordability: The School of Global Integrative Studies will provide high quality, affordable undergraduate and graduate programs that do not exist at other universities in Nebraska. In particular, our transdisciplinary approach to global issues will attract students to UNL who otherwise might leave the state. Moreover, our graduate certificates in GIS, Forensic Anthropology, and Museum Studies will be offered online (and in-person) and thus will be accessible to students well beyond Lincoln.

GOAL 2-Quality academic programs: The School of Global Integrative Studies will provide global experiences and broader global understanding to our students, an important NU strategic goal. Excellent teaching and mentoring are already embedded in our existing Anthropology, Geography, and Global Studies programs, and will only be enhanced by our new transdisciplinary perspective. School-wide integrative courses built into degree requirements for undergraduate and graduate students will bring students and faculty together. In addition, bringing these programs together in the new School of Global Integrative Studies will allow all of our faculty and students to benefit from our broad expertise. For example, GIS methods (currently in Geography) will be more accessible to Anthropologists and Global Studies students, advising students for Fulbright and other competitive national scholarships (currently an impressive strength of Global Studies) will be more accessible to Geographers and Anthropologists, and expertise in the development of field schools (a strength of Anthropology) will spread to Geography and Global Studies.

GOAL 3-Workforce and economic development: Demand for graduates with global, cultural, and research experience is strong. Indeed, UNL students graduating with undergraduate and graduate degrees in Geography, Anthropology, and Global Studies have found employment with state and federal agencies, non-profit organizations, and the private sector. As our programs become integrated, and our students develop expertise across the disciplines, we expect demand for our students will increase. Moreover, as our graduate certificate programs are more fully developed in the School of Global Integrative Studies we expect that demand for the specific skill sets we offer will climb. For example, the U.S. Department of Labor has identified geographic and geospatial skills, museum studies, forensic science experts, and cross-cultural communication and language proficiency, as areas of faster than average job growth, and there is a widening gap between the number of job openings for those with this training and the number of suitably experienced job candidates (at both the undergraduate and graduate levels). Students with these skills and broad global experiences will be especially competitive on the job market.

GOAL 4-Research growth: Anthropology and Geography already have a long history of producing nationally and internationally recognized research and scholarly activity. Geography faculty are well-known for their unique place-based research relevant to the citizens of Nebraska, publishing, for example, award-winning books on the Plains Indians and atlases of Nebraska, the Great Plains, and the 2016 elections. Anthropology faculty have expertise in digital archaeology, the archaeology and cultural anthropology of the Caribbean, Arctic, Amazon, Mediterranean, Mayan, and American Southwest, and have been awarded grants by the National Science Foundation, the National Endowment for the Humanities, and the Andrew W. Mellon Foundation. This spring we hired two Environmental Geographers and a Forensic Anthropologist on tenure-leading lines who will add to existing faculty expertise and expand opportunities for collaborative research and the acquisition of external grants. To ensure integration of research efforts across the new School of Global Integrative Studies the Director will charge a Faculty Research Development Working Group that will work to develop local, national, and international collaborations and grants. We anticipate significant research growth through shared technology, including support from the Center for Digital Research in the Humanities (Anthropology Professors Carrie Heitman and Heather Richards-Rissetto are both Fellows and Heitman is co-director of CDRH), the existing Digital Labs in Anthropology, and the Geographic Information System (GIS) Lab (see below, under F.2.). Research partnerships with local, national, and international agencies (see below, under GOAL 5) will provide a foundation for expanding research opportunities that will be highly attractive to future faculty and students.

GOAL 5-Engagement with the State: The School of Global Integrative Studies faculty and students will continue to be actively engaged in outreach activities, partnerships, and internships across Nebraska, and indeed, nationally and internationally. Examples of ongoing programs that will be expanded across the School include:

- Student internships (with local non-profits such as Nebraska Appleseed, the Indian Center, Lincoln Literacy; UNL Programs in English as a Second Language; Washington DC Professional Enrichment Academy; local museums and agencies; internationally with Matsudo Junior High School in Japan).
- Research partnerships with the History Nebraska, the National Park Service Midwest Archaeological Center, the Defense POW/MIA Accounting Agency, the Salmon Pueblo Archaeological Research Collection, and internationally with Copan Maya in Honduras and the American School of Classical Studies in Athens, Greece.
- Collaborations with the Center for Great Plains Studies focused on Nebraska and the Great Plains (e.g. the recently published Atlas of Nebraska).
- Outreach activities (e.g. weather- and climate-focused educational websites that reach thousands of viewers each day, Weatherfest for families, and Weather Camp for middle school students; Social Justice Community Organization Fair connecting local social justice organizations and students/faculty; Global Opportunities Fair connecting local businesses and organizations with internationally minded mission with students/faculty).

GOAL 6-Accountability: The School of Global Integrative Studies will be administered cost-effectively, and will work hard to maximize both efficient use of resources and student achievement.

- Assessment of educational programs: The School of Global Integrative Studies will thoughtfully participate in campus assessment activities including ACE assessment, Biennial Undergraduate Program Assessment, and Academic Program Reviews, as required by UNL policy. These assessments ensure that we are working to continuously improve instruction and the student experience.
- Efficient resource use: By combining Geography, Anthropology, and Global Studies into a single academic unit efficiencies of scale and administrative savings will be realized and reinvested in the academic programs.
- Alumni support and fund raising: Both Geography and Anthropology have small endowed funds held by the NU Foundation. These funds are primarily used to support student research, travel, and tuition. In addition, the Anthropology Department has an active Alumni and Friends Advisory Board (AFAB) which raises funds to support outstanding students and departmental initiatives. At their most recent board

meeting on October 4, 2018 the AFAB enthusiastically agreed to the formation of the School and to welcome members who are active supporters of Geography and Global Studies.

- External support: Synergies among faculty with common interests in human culture and the interaction of human populations with the natural and built environment will lead to additional external funding for School of Global Integrative Studies programs.

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

The Comprehensive Statewide Plan for Post-Secondary Education lists five over-arching goals: meeting the needs of students, meeting the needs of the State, meeting needs by building exemplary institutions, meeting needs through partnerships and collaboration, and facilities planning to meet educational needs (<https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/COMP%20PLAN-updated%20October%202018.pdf>). The School of Global Integrative Studies will contribute directly to the first four of these goals.

Meeting the educational needs of students: The School of Global Integrative Studies will be student-centered and will create an inclusive environment, thus fostering student success. Students will graduate from our program with intercultural experiences, critical thinking skills, and quantitative skills. This combination will make students highly competitive in the 21st century global market place.

Meeting the needs of the state: The Nebraska economy is deeply intertwined with the global economy, and for this reason it is critical that UNL provide educational experiences that prepare students to understand global issues. The School of Global Integrative Studies coursework, global experiences, internships, and co-curricular programming all contribute to better cultural competency and global awareness.

Meeting needs by building exemplary institutions: Exemplary institutions are made up of exemplary academic units training students for the global economy. The mission of the School of Global Integrative Studies is explicitly to prepare students for an increasingly connected world. Exemplary institutions also efficiently use limited resources. Combining Geography, Anthropology, and Global Studies in a single academic unit will reduce administrative costs, increase efficiency of course offerings, and broaden the availability of internships and international field experiences.

Meeting needs through partnerships and collaboration: Opportunities for internships with local agencies and non-profit organizations and research partnerships with state and federal agencies will increase in the School of Global Integrative Studies.

D. Evidence of Need and Demand

Demand for programs that will be incorporated into the School of Global Integrative Studies is already strong, with 385 BA and BS, 33 MA, and 8 PhD students enrolled. Furthermore, the component units currently teach more student credit hours than many units on campus, and Geography teaches more student credit hours/FTE than any other unit on campus. These numbers demonstrate there is a strong demand for degrees that prepare students to address global challenges using an interdisciplinary skillset (including understanding human cultures and geospatial analysis methods, for example). We expect that the explicitly interdisciplinary experiences provided in the School of Global Integrative Studies will attract an increasing number of students at both the undergraduate and graduate levels.

As noted above, the US Department of Labor forecasts increasing demand for students with geospatial skills (GIS, remote sensing, geospatial statistics; +19%), museum studies (+13%), forensic anthropology (+17%), and cross-cultural competency and foreign language proficiency (+18%). The growth rates for these skill sets are much higher than the national average of +7% for all careers. The School of Global Integrative Studies will train

students in these methods and concurrently provide students with opportunities outside of the classroom to increase their competitiveness upon job market entry.

E. Avoidance of Unnecessary Duplication

No other University of Nebraska campus, nor any other college or university in Nebraska, has an academic unit that intentionally creates synergy among disciplines focused on human culture and human interaction with the natural and built environment in the way we propose for the School of Global Integrative Studies. At UNO Anthropology is joined with Sociology, Geography is a stand-alone department, and International Relations is a cross-departmental major. UNK offers individual undergraduate degrees in Geography and International Studies, but not Anthropology. None of these programs offers the Ph.D., and none offers the integrative, interdisciplinary approach proposed by the new School. Its focus is unique not only on the local and state level, but also within the Big10 Conference. Beyond the Big10, Arizona State University, Colorado State University, and California State University-Monterey Bay have interdisciplinary schools with some similarity to the School of Global Integrative Studies. Notably, these interdisciplinary schools have generated considerable momentum and visibility of the sort we hope to attain with the UNL School of Global Integrative Studies.

F. Adequacy of Resources:

1. **Faculty/Staff:** Successful faculty searches for a Forensic Anthropologist and two Geographers with specializations in Human/Environment Interactions have been completed along with a 0.5 PoP position with a specialization in medical anthropology. By the time the School is approved and implemented, we will have 18 permanent faculty and several additional lecturers. In addition, the School will have a 1.5 FTE administrative staff person, 0.25 FTE teaching lab coordinator, 1.0 FTE assigned undergraduate advisor, and business and computer support from the centralized College of Arts and Sciences business unit. These personnel will be sufficient to meet current student demand.
2. **Physical Facilities and Equipment:** Space already assigned to the component programs will be sufficient to meet current needs of the School of Global Integrative Studies. Administrative, faculty, and shared graduate student offices are on the 8th and 9th floors of Oldfather Hall on UNL's City Campus. Geospatial and digital research labs (including GIS, 3D exploration and virtual reality, and scanning), as well as small meeting and video-conferencing rooms are also on the 8th and 9th floors of Oldfather. Archaeology teaching labs are located in 128 and 129 Bessey Hall, Physical Geography and Digital teaching labs are located in Burnett 126 and 127, and zooarchaeology research labs are located in Manter 12 and 13.

The College is in the process of creating a state-of-the-art GIS research lab. This facility, together with the GIS/digital classroom in Burnett, are critical for a successful graduate study and training in Geospatial Information Science, as well as for cutting edge research by School of Global Integrative Studies faculty and graduate students. Our key partner in this endeavor is the School of Natural Resources.

3. **Instructional Equipment and Informational Resources:** see physical facilities and equipment.
4. **Budget Projections**
See attached budget tables.

APPENDICES

- A. Memo of Understanding: Anthropology, Geography and Global Studies (School of Global Integrative Studies) College of Arts and Sciences and the College of Agricultural Sciences and Natural Resources for the GIS certificate.

- B. Support Letters
Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources, UNL
Sophia Perdikaris, Chair, Department of Anthropology, UNL
Diana Pilson, Former Interim Director, Geography Program, UNL Radha Balasubramanian, Former Director, Global Studies Program, UNL John Carroll, Director, School of Natural Resources, UNL

- C. Faculty Curricula Vitae (available upon request)

**Memorandum of Understanding
between the
Anthropology, Geography and Global Studies (School of Global Integrative Studies)
College of Arts and Sciences
and
the College of Agricultural Sciences and Natural Resources**

The College of Arts and Sciences (CAS) has proposed a new School of Global Integrative Studies (SGIS) that will bring together three units: the Department of Anthropology, the Geography Program, and the Global Studies Program.

While most courses to be offered through SGIS are specific to the Anthropology, Geography, and Global Studies majors, faculty in SGIS recognize that faculty expertise and courses offered in CASNR will contribute to and enhance the Certificate in Geographic Information Science program.

This Memorandum of Understanding (MOU) establishes the following:

- IANR will support the request from CAS and faculty in Anthropology, Geography, and Global Studies to establish a School of Global Integrative Studies;
- The parent/home unit for the Certificate in Geographic Information Science program will be the Geography Program until SGIS is established, at which point SGIS will be the parent/home unit.
- The Certificate in Geographic Information Science Curriculum Committee will include representatives from SNR to ensure a collaborative partnership between faculty in SNR/CALMIT/CASNR and CAS in the area of Geographic Information Science. Once the school is approved, the name of the committee will become the GIS Curriculum Committee.
- The GIS Curriculum Committee will draft operating procedures that include CASNR and develop specific pathways for faculty in CASNR to contribute to and explore opportunities for expanding the options under the Certificate in Geographic Information Science program for students in both Colleges.

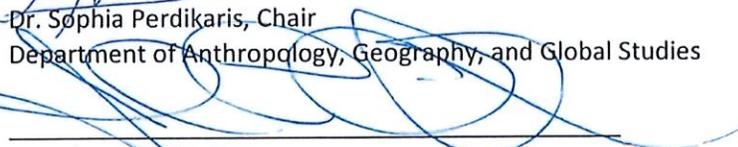
Amendments to this Memorandum of Understanding will be, if deemed necessary by either SNR/CASNR or CAS, negotiated annually. This Memorandum of Understanding shall commence when properly signed by all parties.



Dr. Sophia Perdikaris, Chair
Department of Anthropology, Geography, and Global Studies

6/28/19

Date



Dr. John Carroll, Director
School of Natural Resources

28 Jun 19

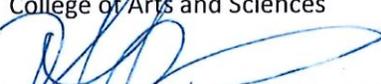
Date



Dr. Elizabeth Theiss-Morse, Interim Dean
College of Arts and Sciences

6/28/19

Date



Dr. Tiffany Heng-Moss, Dean
College of Agricultural Sciences and Natural Resources

6/28/19

Date

INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
Office of the Dean

TO: Elizabeth Theiss-Morse, Interim Dean, College of Arts and Sciences

FROM: Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources

DATE: June 28, 2019

RE: Proposal to establish the School of Global Integrative Studies

The College of Agricultural Sciences and Natural Resources supports the proposal submitted by the College of Arts and Sciences and faculty in Anthropology, Geography, and Global Studies to establish a new School of Global Integrative Studies. We look forward to continuing to strengthen and expand our collaborative partnership with the College of Arts and Sciences.

September 12, 2018

To whom it may concern:

On behalf of the Anthropology faculty I am writing this letter in support of the proposal to establish the School of Global Integrative Studies (SGIS) in the College of Arts and Sciences. The vote to proceed with SGIS was unanimous in today's meeting. Anthropology, Geography, and Global Studies have natural synergies and a school structure will allow all the programs to benefit from each other for mutual growth and better support for our students. The certificates, options and degrees will foster a vibrant intellectual community and allow for cutting edge transdisciplinary research in current issues addressing people, space and time. While it is understood that it will take time and work to adjust to this new structure, it is welcomed and all are looking forward.

The unanimous consensus of the faculty is that merging with Geography and Global Studies will create opportunities that would otherwise not be available, such as the presence of a Ph.D. in Geography and the plethora of majors in Global Studies. SGIS is an administrative and academic advantage that is well positioned to perform well under changing funding climates such as RCM, and will allow faculty and students to thrive in a well structured collegial, transdisciplinary environment that is forward thinking and align with the vision of N150.

Sincerely,



Sophia Perdikaris
Professor and Chair
Anthropology

February 6, 2019

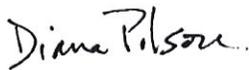
To whom it may concern:

On behalf of the Geography faculty I am writing this letter in support of the proposal to establish a School of Global Integrative Studies (SGIS) in the College of Arts and Sciences. Because the disciplines of Anthropology, Geography, and Global Studies share a focus on human populations, the merger of these units to form the SGIS will foster an explicitly global and transdisciplinary perspective from which to examine issues connecting people across time and space. Geography faculty are excited about synergies in teaching and research that will be created in the SGIS.

Currently there are 3.75 faculty and 1.5 lecturers in Geography, with searches for two additional faculty underway. Even with these new hires the Geography Program will be small, and operating as an independent academic unit would be challenging. Thus, the merger with Anthropology and Global Studies will bring both disciplinary synergies and administrative efficiencies. Geography faculty are excited that the SGIS will have dedicated administrative support staff, a full-time undergraduate advisor, and a research lab outfitted with computers and state-of-the-art geospatial equipment and software. Geography faculty have already benefited from interactions with Anthropology and Global Studies faculty, and new research areas are being explored. Such staff support, research equipment, and focused interactions would be difficult or impossible to attain if Geography remained as a separate small unit.

Geography faculty discussed the proposed SGIS at two separate faculty meetings in fall 2018, one that was attended by Interim Dean of Arts and Sciences Beth Theiss-Morse who answered questions about the proposed School. The unanimous consensus of the faculty is that merging with Anthropology and Global Studies will create opportunities not available to a small stand-alone Geography Program. In sum, Geography faculty are excited about the new SGIS, and are looking forward to belonging to a cohesive, collegial, and interdisciplinary academic unit.

Sincerely,



Diana Pilson
former Interim Director, Geography Program

To whom it may concern

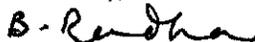
Feb 11, 2019

I am writing this letter in support of the formation of the School of Global Integrative Studies (SGIS) by merging Global Studies Program, Department of Anthropology and Department of Geography. The idea came at a time, when I had announced my retirement from UNL in the fall of 2018, and subsequently the position of the Director of Global Studies, that I had held from 2015-18, fell vacant in December 2018. In those three years Global Studies became a very strong student-oriented program with only one full-time Professor of Practice to teach, advise and coordinate, besides me as the non-teaching Director. On occasion, we hired a part-time lecturer, and when the major and minor numbers doubled, we hired a part-time advisor to advise the large number of students. By the time I left, the program had about 230 majors and over a hundred minors. It became very clear that such a strong program with the most number of prestigious scholarships and awards (for e.g. Fulbright, Gilman, Boren, etc.), needed more support from the administration to let it grow to greater heights.

In November 2018, before I retired, there were a couple of meetings with Deans Beth Theiss-Morse and Priscilla Hayden-Roy about the prospect of merging the Anthropology, Geography and Global Studies into a single unit. I welcomed the idea as it had the potential to foster an explicitly global and transdisciplinary perspective from which one could examine issues connecting people across the world. In addition, the School could create exciting new collaborations in teaching and research that would otherwise be difficult to cultivate, if the units remain separate departments or programs. I was particularly happy that the lone professor in Global studies will belong to a bigger unit and could work with professors with slightly different, but similar interests from the departments of Geography and Anthropology.

There is a cohesiveness to the SGIS's mission, as the three units study human populations from different perspectives: spatial, cultural, social and political. This common goal will certainly foster new joint collaborations among faculty in many aspects of teaching and research. The students in the three programs will feel energized with more options to learn and develop, as they will belong to a larger unit with more choices. As the former Director of Global studies, I am excited about the creation of the School of Global Integrative Studies and enthusiastically support the formation of this interdisciplinary School in the College of Arts and Sciences. With my best wishes,

Sincerely,



Radha Balasubramanian,

Former Director Global Studies and Professor Emeritus Department of Modern Languages and Literatures.

7 February 2019

To: UNL Administration

From: Dr. John P. Carroll, Professor and Director

Regarding: Proposal by Dr. Sophia Perdikaris to form as School of Global Interdisciplinary Studies

I am writing in support of this proposal and view my School as a future willing partner. Our relationship to this School idea is related to our years of managing the UNL geography program within SNR. Geography is one of the proposed programs within the new School. After Geography was brought back to the College of Arts and Sciences the difficulty of reframing the program when much of the science side of it remained in IANR became very apparent. This idea of focusing the new Geography program within this umbrella is brilliant and is a path to future success. My spatial and remote sensing team sees the new School as an important and complimentary partner as we continue to develop the science of spatial analysis and remote sensing here in SNR.

Again, we are fully supportive of this plan and excited to partner with the new School in the future.

Sincerely,



John P. Carroll, PhD
Director and Professor
Jcarroll12@unl.edu

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT
UNL School of Global Integrative Studies

| | (FY2020) Year 1 | | (FY2021) Year 2 | | (FY2022) Year 3 | | (FY2023) Year 4 | | (FY2024) Year 5 | | Total Cost |
|-----------------------------------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|-----------------------|
| | FTE | Cost | |
| Personnel | | | | | | | | | | | |
| Faculty | | | | | | | | | | | |
| Non-teaching staff: Professional | | | | | | | | | | | |
| Graduate Assistants | | | | | | | | | | | |
| Non-teaching staff: Support | | | | | | | | | | | |
| Subtotal | 0.0 | \$0 | 0.0 | \$0 | 0.0 | \$0 | 0.0 | \$0 | 0.0 | \$0 | \$0 |
| Operating | | | | | | | | | | | |
| General Operating | | | | | | | | | | | |
| Equipment | | | | | | | | | | | |
| New or Renovated Space | | | | | | | | | | | |
| Library/Information Resources | | | | | | | | | | | |
| Other | | | | | | | | | | | |
| Subtotal | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | \$0 |
| Total Expenses¹ | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | \$0 |

¹ No new expenses are projected; the School Director's stipend will be reallocated from the Department of Anthropology (one of the programs being included in the new school).

TABLE 2: PROJECTED REVENUES - NEW ORGANIZATIONAL UNIT
UNL School of Global Integrative Studies

| | (FY2020) Year 1 | | (FY2021) Year 2 | | (FY2022) Year 3 | | (FY2023) Year 4 | | (FY2024) Year 5 | | Total |
|---------------------------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------|
| | FTE | Cost | |
| Existing Funds | | | | | | | | | | | |
| Required New Public Funds | | | | | | | | | | | |
| 1. State Funds | | | | | | | | | | | |
| 2. Local Funds | | | | | | | | | | | |
| Tuition and Fees | | | | | | | | | | | |
| Other Funding | | | | | | | | | | | |
| Total Revenue | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | \$0 |