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I am an adviser. I do more than help students select classes – I am truly interested in the success of my students and their professional and personal pursuits. I view each student as an individual, with their own special set of skills and abilities. I strive to be better at my job every day and learn from each student that comes into my office. As I reflect upon my advising philosophy and approach, a few key words come to mind.

I am a **listener**. I know how to listen to what a student tells me with their words, their body language, and even their silence. As I listen, I get to know my students as individuals, understand their unique set of skills and abilities, their struggles and concerns, their goals and dreams.

I am a **resource**. I teach my students that I am available to help, but I also expect them to take responsibility for themselves and follow through on our discussions.

I am a **career counselor**. I often reflect on my experiences as I work with students, reminding them that it is okay to not know what they want to do as a career choice. I encourage them to pick a career path that they will truly enjoy while developing educational and career goals that will be useful during their time at UNL and after graduation.

I am a **pusher**! This world can be scary and sometimes we all need a little push. Often times, students come into my office afraid of an opportunity or a difficult class, questioning their knowledge, skills, and abilities. I PUSH them.

I am a **cheerleader**. I encourage and believe in my students, sometimes long before they believe in themselves.

I am a **collaborator**. I could not do my job without the knowledge, support, and assistance from other staff and faculty.

I am **lucky**. Being a professional adviser has given me so much satisfaction and joy. I love getting to know my students, sharing in their success and watching them develop into amazing professionals."
“Knowing someone cares about you and is willing to give you their time when you need help makes students more willing and more likely to put effort into their classes, clubs, and university. This has a positive effect on the University because when students are putting more time and effort into their classes and activities, they feel a sense of belonging.

This sense of belonging is something that is unique about UNL and is a reason that students choose to come here. This sense of belonging stems from the amazing advisors we have at UNL. I just want to thank each and every one of the advisors for taking time out of your day, often dropping highly important tasks, to help us. We truly do not say thank you enough for putting the students first. So thank you on behalf of all of the University of Nebraska, Lincoln students. You are greatly appreciated.”
New Faculty Luncheon

Dean Waller will be hosting a series of luncheons for new faculty (Phase I and II) to explore how our office can assist you with your goals for the upcoming year as well as discuss how your transition to UNL is going. Below are four dates that Dean Waller and the Associate Deans are available to meet for lunch. Please send Carol Wusk an email at cwusk1@unl.edu to let her know your availability on the following dates. We look forward to meeting with you.

Thursday, December 3 from 11:30 AM–1:00 PM
Thursday, December 10 from 11:00 AM–12:30 PM
Friday, December 11 from 11:30 AM–1:00 PM
Thursday, December 17 from 11:30 AM–1:00 PM

Enrollment Update and Student Demographics - Fall 2015

The Data Index provided by Institutional Research and Planning is the source of the following data. This data and much more is available on their web site irp.unl.edu/data-index.html.

CASNR undergraduate enrollment increased 0.6% (13 students) to 2267 [2254 at UNL and 13 at UNO (6 pre-agricultural sciences, 3 pre-horticulture, 1 pre-turfgrass and landscape management, and 3 pre-natural resources]. This is the fifth consecutive all-time high CASNR undergraduate enrollment (previously 2254 enrolled in 2014). UNL undergraduate enrollment increased 1% (+203: 19,979 to 20,182). Total UNL enrollment (undergraduate, graduate and professional) is 25,260, a 1.0% increase from the previous Fall.

UNL increased 254 students in Fall-15 (undergraduate, graduate and professional). The CASNR undergraduate enrollment increased 13 (CASNR/UNO). Biochemistry in the College of Arts and Sciences increased 15 students. Agricultural Engineering decreased 4 students and Biological Systems Engineering in the College of Engineering decreased 40 students. The Professional Program in Veterinary Medicine increased 1 student and the Doctor of Plant Health program decreased 2 students. The graduate student enrollment in departments and programs within CASNR increased 17 to 661. This is the Eleventh consecutive year that the College has had an increase in undergraduate enrollment.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Increase</th>
<th>Enrollment Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>3.44% (1st)*</td>
<td>42 Students (1st)</td>
</tr>
<tr>
<td>2006</td>
<td>3.10% (2nd)</td>
<td>39 Students (3rd)</td>
</tr>
<tr>
<td>2007</td>
<td>11.70% (1st)</td>
<td>152 Students (1st)</td>
</tr>
<tr>
<td>2008</td>
<td>12.90% (1st)</td>
<td>187 Students (1st)</td>
</tr>
<tr>
<td>2009</td>
<td>7.10% (2nd)</td>
<td>116 Students (3rd)</td>
</tr>
<tr>
<td>2010</td>
<td>7.10% (2nd)</td>
<td>124 Students (2nd)</td>
</tr>
<tr>
<td>2011</td>
<td>3.00% (2nd)</td>
<td>56 Students (3rd)</td>
</tr>
<tr>
<td>2012</td>
<td>3.70% (3rd)</td>
<td>71 Students (2nd)</td>
</tr>
<tr>
<td>2013</td>
<td>5.20% (2nd)</td>
<td>105 Students (2nd)</td>
</tr>
<tr>
<td>2014</td>
<td>6.60% (3rd)</td>
<td>140 Students (3rd)</td>
</tr>
<tr>
<td><strong>2015</strong></td>
<td><strong>0.60% (4th)</strong></td>
<td><strong>13 Students (5th)</strong></td>
</tr>
</tbody>
</table>

*UNL Rank
The number of students graduating (December 2014, May 2015 and August 2015) comprised our largest graduating class. We are up 25 graduates from the previous year, 492 to 517 (5.1% increase).

### 5.1% Increase in Graduates

First-time student enrollment (new UNL/CASNR freshman, including UNO) increased from 449 to 460 (+2.4%); (UNL decreased 0.5%). The degree programs with the largest class of new freshmen (UNL, including UNO) were as follows: Animal Science (70), Agribusiness (54), Pre-Veterinary Medicine (49), Agronomy (44), Forensic Science (39) and Fisheries and Wildlife (37). Nebraska residents comprised 80% (368/460) of first-time freshmen within CASNR.

1. **Animal Science**
2. **Agribusiness**
3. **Pre-Veterinary Medicine**
4. **Agronomy**
5. **Forensic Science**
6. **Fisheries and Wildlife**

New transfer students (UNL/CASNR, including UNO) declined 23 from last year (116). The UNL degree programs with the largest class of new transfer students were Animal Science (20), Agronomy (15), Applied Science (11), Fisheries and Wildlife Management (10), and Agricultural Economics (9). There are 5 international transfer students (China, Malaysia and Oman), 86 Nebraska residents and 25 out-of-state students representing 15 states.

New transfer students, shown on the graph to the right, represent 20.1% (116/576) of first-time students (UNL/CASNR and UNO).

The Fall-2015 incoming CASNR class (freshmen and transfer students, including UNO) decreased from last fall (-2.0%) (588 to 576).

The student population (UNL/CASNR and UNO; 2267) is 55.4% **male** (1257) and 44.6% **female** (1010), (a significant increase in females) as seen in the graph to the left. Nebraska residents comprise 80.1% of our total student population (1817/2267).
The College increased in **non-resident students** (+1.2%) (includes both CASNR and UNO). About eighteen percent (18.6%) of our total undergraduates (UNL/CASNR and UNO) are non-resident students (422/2267). The College has 38 states represented in addition to Nebraska. As shown on the map to the right, our largest feeder states are **Minnesota** (54), **California** (29), **Colorado** (29), **Illinois** (28), **Iowa** (27) and **Kansas** (23) and **South Dakota** (23).

Programs with the largest non-resident enrollment are Animal Science (59 students), Forensic Science (49 students), PGA Golf Management (45 students), Food Science and Technology (39 students), and Biochemistry (27 students).

The Big Ten States [Iowa, Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, Wisconsin, Maryland, and New Jersey] are red in the above map and accounted for 6.4% (145/2267) of our total undergraduate enrollment and 7.2% (33/460) of our first-time freshmen in the Fall 2015. Last fall the same states accounted for 5.8% (130/2254) of total undergraduate enrollment and 7.1% (32/449) of our first time freshman.

As shown on the graph to the left, the student population (UNL/CASNR and UNO; 2267) is 88.9% (2015) White-Non Hispanic and Unknown; 0.62% Asian (14); 0.97% Black/African American (22); 3.35% Hispanic (76); 0.31% American Indian/Alaska Native (7); 1.81% Two or More Races (41).

The minority student population as a percent of the total undergraduate College enrollment is 7.1% (161/2267, does not include ‘non-resident alien’ and ‘unknown’).

**International students** (resident and non-resident) comprise 4.5% (102 students) of the total CASNR and UNO enrollment. They represent 24 countries. Students from China represent 38.2% (39/102) of our international students. The Food Science and Technology degree program has the largest international student enrollment (24 which is 32.0% of their total undergraduate enrollment).

The top five degree programs based on CASNR enrollment are: **Animal Science** (351), **Agribusiness** (246), **Agronomy** (212), **Fisheries and Wildlife** (170) and **Forensic Science and Agricultural Economics** (123). **Biochemistry** has a total enrollment of 263 (81-CASNR, 182- CAS).
Areas of growth (degree programs/pre-program with at least 25 students) include **Agricultural Education** (34.8%), **Applied Science** (27.8%), **Agricultural Economics** (9.8%), **Mechanization Systems Engineering** (7.5%) and **Animal Science** (4.8%).

The total College undergraduate enrollment is 2761 (-0.6% decrease over last fall) [182 Biochemistry (+15 in Biochemistry) the College of Arts and Sciences (+9.0%), 66 (+1 UNO) **Agricultural Engineers** (-5.6%) and 245 **Biological Systems Engineers** (-14%) (241 at UNL and 4 at UNO) in the College of Engineering.]

**Graduate student** enrollment on the sixth-day census (Fall 2014; Fall 2015) increased (+2.6%) in CASNR units (644 to 661 enrolled graduate students).

**Morrill Scholars Update**

This fall, 17 new students joined the Morrill Scholars Program and are currently participating in the seminar series. The fall 2015 cohort group spans seven different degree programs in CASNR. Eight students from the 2013 and 2014 group went on a service learning trip to Justin Smith Morrill homestead in Strafford, VT. They were accompanied by Sue Ellen Pegg and Deepak Keshwani. During the trip, the students did numerous archival projects for Justin Smith Morrill homestead over a span of two days. The group also visited a Maple Syrup Farm in Vermont, and walked the Freedom Trail in Boston, MA.

The Justin Smith Morrill Scholars Program is open to all UNL students. For more information, please contact Deepak Keshwani at dkeswani2@unl.edu or Sue Ellen Pegg at spegg2@unl.edu.

**CASNR Career Fair**

The CASNR Career Fair was held in conjunction with Career Fair Week, which featured three days of Career Fairs with over 300 employers participating in whole. 675 students and alumni from the University and local community attended the CASNR Career Fair to visit with 106 employing organizations and graduate institutions. There were 70 organization at the morning session and 68 organizations at the afternoon session. Representatives from local, state, and national organizations attended to connect with students as they seek full-time and internship opportunities.

**New employers that came to the fall Career Fair included:**
- AmeriCorps NCCC
- Blue Sky Crop Consulting & Tri-County Seeds, LLC
- Federal Deposit Insurance Corporation (FDIC)
- First State Bank and Trust, Food Protection Services
- GeneSeek, Gowan USA, LLC
- Hansen Agri-PLACEMENT
- Lindsay Corporation
- Nebraska Farm Business Inc.
- Schwartz Farms, Inc.
- Suidae Health & Production
FROM THE DEAN’S OFFICE

Triumph Foods LLC
U.S. Army Corps of Engineers, Omaha District
University of Nebraska Admissions
Waddell & Reed
WISH Nebraska Inc.

In addition to the Career Fair, we hosted the first “CASNR Dean’s Employer Appreciation Reception.” It was held the evening before the Career Fair with 18 employers and academic program representatives in attendance. The annual Faculty/Employer Brunch was held the morning of the career fair with 82 employers and faculty in attendance. The day after the Career Fair 267 interviews were conducted.

Employment Seminar (AGRI/NRES 388)

Employment Seminar was held on Tuesday evenings from 6-8 p.m. for the first eight weeks of the fall semester. Subjects covered included: resume and cover letter development; speed networking; job search strategies on the Internet/Husker Hire Link; job search ethics and job offer evaluation; interviewing and professional etiquette; preparing for a career fair; industry mock interviews; and etiquette dinner and discussion. Twenty-four students participated in the course.

New Degree Programs and Minors

Integrated Science - Endless Opportunities with CASNR New Degree Program

There’s a new degree program in CASNR, Integrated Science.

- The goal of the new degree program is to give students the opportunity to reach their academic and professional goals by allowing the students and their advisors to be innovative curricular entrepreneurs. The integrated science degree provides minimal curriculum structure and maximum flexibility for a student to develop an individualized program of study with existing courses and co-curricular experiences. Students focus their degree and select courses across multiple areas to create a unique program of study.

- This is a transdisciplinary degree. Curriculum development in higher education has evolved from single discipline based, to multidisciplinary (value added from complimentary disciplines) to interdisciplinary (synergy of integration of affiliated disciplines) to the relatively new transdisciplinary (transformational holistic systems approach including non-traditional disciplines). Transdisciplinary is a focus on an issue or topic within and beyond discipline boundaries with the goal of developing new ideas, creative solutions and innovations. Current issues that are relevant to IANR and especially well-suited to a transdisciplinary approach are food security and climate change.

Unique aspects of the degree program

- The student advising model is significantly different. Rather than a traditional single advisor model, each student has their own advisory committee composed of experts from the different content areas they have chosen. An advising innovation is the opportunity
The degree program flexibility offers significant opportunity to emphasize globalization as well as research and experiential learning.

The program was designed to readily lend itself to partnerships with business. By defining a unique program of study, the student and their advisory committee are creating a career trajectory that is not addressed with existing degree programs. Partnerships with business are vital, as they enhance the education offered at UNL and provide students with greater access to potential employers. For example, Dow AgroSciences is the first committing to the program through internships and other experiential learning opportunities, in addition to encouraging their scientists to serve on student advisory committees.

How do students get started with the new degree program?

- Potential students have to complete a rigorous application process, including an interview, for admission to the program. First, they create a self-assessment outlining their interests, strengths, abilities and career goals.
- They then consult with a faculty mentor to determine if an existing degree program satisfies their personal and professional interests. If no existing degree program aligns with their self-assessments, students can continue the process by identifying their advisory committee to help them design their program of study and develop a degree proposal.
- Students then present their degree proposal to the advisory committee for approval.

For more information, please contact Tiffany Heng-Moss at thengmoss2@unl.edu.

Food, Energy and Water in Society Minor

The Food, Energy and Water in Society minor is designed to offer an education component to all University of Nebraska students that will prepare them with the knowledge and skills to analyze complex, real-world problems from a systems perspective to make informed decisions regarding current and emerging food, energy, and water issues, and the interrelatedness of agriculture, natural resources, and society. The framework for the minor started with over 90 faculty developing student learning outcomes on the interconnectedness of food, energy and water systems at the 2012 Interim Teaching and Learning Workshop. The level of engagement among participants was evidence of a growing interest in integrating student learning outcomes for water, food, and energy into the UNL curriculum.

The next step in this process was the development of a series of introductory-level, ACE-certified courses based upon the learning outcomes that focused on important issues and challenges for the future of agriculture within the context of food, energy, and water as well as long-term global needs and sustainability. These courses provided the foundation for the new Food, Energy, and Water in Society Minor that was developed by a Steering Committee of Deepak Keshwani, Karen Cannon, Dennis Ferraro, Roger Terry, Cory Forbes, Lilyan Fulginiti and Tiffany Heng-Moss.
Food, Energy, Water in Society Minor Requirements:

- **AGRI/NRES 103** Introduction to Agricultural and Natural Resource Systems (3 hrs)
  or **NRES 111** Natural Resource Conservation in Society (3 hrs)
- **ALEC 108** Food in Society (3 hrs)
  or **ALEC 125** Land, Food and People (3 hrs)
- **ENSC 110** Energy in Perspective (3 hrs)
  or **ENSC 220** Introduction to Energy Systems (3 hrs)
  or **ENSC 230** Energy and the Environment: Economics and Policy (3 hrs)
- **SCIL 109** Water in Society (3 hrs)
- **SCIL 300** Experiential Learning in Food, Energy and Water Systems I (3 hrs)
- **SCIL 400** Experiential Learning in Food, Energy, and Water Systems II (3 hrs)

Business Minor for Non-Business Majors – Offered by the College of Business Administration (CBA)

The College of Business Administration has recently created a new business minor for non-business majors. The business minor provides an overview of the critical areas of business in six courses (18 hours): accounting, business law, economics, finance, marketing and management.

*Business Minor Requirements:*
- **ACCT 200** Accounting for Business Decisions (3 hrs)
- **ECON 200** Economic Essentials & Issues (3 hrs)
- **BLAW 300** Business, Government & Society (3 hrs)
- **FINA 300** Financial Decision Making (3 hrs)
- **MNGT 300** Management Essentials for Contemporary Organizations (3 hrs)
- **MRKT 300** Contemporary Marketing (3 hrs)

*No more than one course may be transferred into the minor. The number of courses is calculated on the course replaced. If ACCT 201 and ACCT 202 are used to replace ACCT 200, it is one course.*

High School Visits

Nicole D’Angelo conducted the CASNR high school visits in the spring of 2015. She visited 11 schools with a total of 16 visits and reached approximately 1,412 students. She conducted 21 total workshops for the spring semester. Eight of these high schools were new stops from those visited in the 2013-2014 academic year. In addition, Nicole held two presentations at Omaha Bryan High School in non-agricultural departments. Many students remembered her when they saw her at other events from her time in their classroom. The ratings from her workshops were excellent overall with teachers finding her extremely knowledgeable about the CASNR degree programs. The table on the following page shows the schools visited and the students impacted.
## Spring 2015 High School Visits

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Students</th>
<th>Distance</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3,4</td>
<td>Norris</td>
<td>76</td>
<td>21 miles</td>
<td>Bingo</td>
</tr>
<tr>
<td>February 10, 2015</td>
<td>Hampton</td>
<td>29</td>
<td>48 miles</td>
<td>Bingo, Jeopardy</td>
</tr>
<tr>
<td>February 12, 13, 2015</td>
<td>UNL Career Fair</td>
<td>**</td>
<td>East Union ***</td>
<td></td>
</tr>
<tr>
<td>February 16, 2015</td>
<td>Waco</td>
<td>16</td>
<td>42 miles</td>
<td>N It to Win It</td>
</tr>
<tr>
<td>February 18, 2015</td>
<td>Bruning-Davenport</td>
<td>14</td>
<td>86 miles</td>
<td>Jeopardy, Bingo</td>
</tr>
<tr>
<td>February 26,27 2015</td>
<td>Blair</td>
<td>88</td>
<td>65 miles</td>
<td>N It to Win It</td>
</tr>
<tr>
<td>March 2, 2015</td>
<td>Wallace</td>
<td>26</td>
<td>270 miles</td>
<td>N It to Win It, Bingo</td>
</tr>
<tr>
<td>March 12, 2015</td>
<td>Lakeview</td>
<td>32</td>
<td>82 miles</td>
<td>N It to Win It, Jeopardy, Bingo</td>
</tr>
<tr>
<td>March 16,17, 2015</td>
<td>Omaha Bryan (Food Science)</td>
<td>41</td>
<td>49 miles</td>
<td>N It to Win It</td>
</tr>
<tr>
<td>March 20, 2015</td>
<td>Saunders Co. Science Day</td>
<td>64</td>
<td>41 miles</td>
<td>Pictionary</td>
</tr>
<tr>
<td>March 23, 2015</td>
<td>Holdrege</td>
<td>55</td>
<td>165 miles</td>
<td>N It to Win It, Jeopardy, Bingo</td>
</tr>
<tr>
<td>March 24, 2015</td>
<td>Pender</td>
<td>51</td>
<td>102 miles</td>
<td>N It to Win It, Bingo</td>
</tr>
<tr>
<td>April 7,8, 2015</td>
<td>Norris</td>
<td>76</td>
<td>21 miles</td>
<td>Bingo</td>
</tr>
<tr>
<td>April 10, 2015</td>
<td>State FFA Career Fair</td>
<td>800</td>
<td>PBA **</td>
<td></td>
</tr>
<tr>
<td>April 22, 2015</td>
<td>Sandhills Lab Science Day</td>
<td>86</td>
<td>297 miles</td>
<td>CASNR Presentation</td>
</tr>
<tr>
<td>April 23, 2015</td>
<td>Mullen</td>
<td>34</td>
<td>275 miles</td>
<td>N It to Win It, Bingo</td>
</tr>
</tbody>
</table>

**Names in bold indicate a new school visited from the previous year

### CASNR Education Abroad

In the 2014-2015 academic year, students participating in CASNR education abroad programs traveled to Australia, Botswana, China, England and Scotland, Namibia, Puerto Rico, Spain and France. A total of 88 students went abroad to study in seventeen countries. The third annual CASNR Education Abroad Fair was held on October 6 and promoted nearly a dozen college supported programs. Some of these programs are new within CASNR and seek to provide educational opportunities for students that focus on Sustainable Tourism in Jamaica and Mummification Studies in Sicily. In December 2015, a large group of 42 students will study abroad in New Zealand, a biannual program that has been led by Steve Jones in the Department of Animal Science. Information on all upcoming CASNR education abroad programs can be found at the following link: [casnr.unl.edu/programs-abroad](http://casnr.unl.edu/programs-abroad).

The Global Agriculture Club, a chapter of the international student focused club International Association of Students in Agricultural and Related Sciences (IAAS) recently traveled to Oregon State University to participate in the IAAS National Summit. The presidency for this organization was open and our delegation was chosen to be the next president as well as Lincoln, Nebraska to be the next destination for the 2016 national summit. Students have chosen to name the summit, which is scheduled for April 2016, “Harvesting the Heartland.” Students are currently looking for interested speakers focused on international agriculture and natural resources. The Global Agriculture Club can be contacted at [iaasunl14@gmail.com](mailto:iaasunl14@gmail.com).
Scholarships Available for Education Abroad

The CASNR Dean’s Office provided a total of $14,000 to 21 students and $3,000 in travel awards for the 2014-2015 academic year. The Education Abroad Office provided a total of $55,950 to CASNR students pursing educational opportunities abroad.

For the 2015-2016 academic year, students have a number of options for helping to pay for their education abroad. Both CASNR and UNL offer scholarships and financial aid to support education abroad opportunities for our students. UNL Education Abroad Office scholarships require applications by Feb. 15 for summer travel, May 1 for fall travel, and October 15 for spring travel. Applications are available in the International Affairs office, CASNR Dean’s Office, or online at educationabroad.unl.edu/scholarships. CASNR has its own application for education abroad scholarships at casnr.unl.edu/pictures/PDFs/EdAbroadScholarships.pdf. Scholarships awarded through CASNR generally cover up to 10% of the estimated expenses for the education abroad experience. CASNR also offers a global access travel grant that provides students with $150 to apply against an education abroad experience. This grant is equivalent to the cost of a passport, and all students are encouraged to apply for a passport while in CASNR.

To find out the most up-to-date information, a newly created web page has gone live which is more user friendly and brings increased focus to abroad opportunities, scholarships, and resources within the college. It can be found by going to casnr.unl.edu/undergraduate-education-abroad.

CASNR Week Activities for Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, April 8</td>
<td>Bull-A-Thon Bowling Tournament</td>
<td>Lanes ‘N Games Nebraska East Union</td>
<td>7:00 p.m. - 11:00 p.m.</td>
</tr>
<tr>
<td>Saturday, April 9</td>
<td>Fun Run</td>
<td>East Campus</td>
<td>8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>Burr/Fedde/Love Hall Bull Fry</td>
<td>Burr Hall East Campus</td>
<td>4:00 p.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>Sunday, April 10</td>
<td>CASNR Week Banquet</td>
<td>Nebraska Union City Campus</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Tuesday, April 12</td>
<td>Nebraska Community Blood Bank Blood Drive</td>
<td>Mobile Unit East Campus Mall</td>
<td>9:00 a.m. - 3:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Lunch on the Lawn</td>
<td>Great Plains Room Nebraska East Union</td>
<td>11:00 a.m. - 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Community Night</td>
<td>Great Plains Room Nebraska East Union</td>
<td>5:00 p.m. - 7:00 p.m.</td>
</tr>
<tr>
<td>Wednesday, April 13</td>
<td>Club Advisor Luncheon</td>
<td>Nebraska East Union</td>
<td>Noon - 12:50 p.m.</td>
</tr>
<tr>
<td>Thursday, April 14</td>
<td>Undergraduate TA Luncheon</td>
<td>Nebraska East Union</td>
<td>Noon - 12:50 p.m.</td>
</tr>
<tr>
<td></td>
<td>Alpha Gamma Rho/Sigma Alpha Barbecue</td>
<td>AGR House East Campus</td>
<td>5:00 p.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>Friday, April 15</td>
<td>University of Nebraska Rodeo Association Rodeo</td>
<td>Lancaster Event Center</td>
<td>7:00 p.m.</td>
</tr>
<tr>
<td>Saturday, April 16</td>
<td>University of Nebraska Rodeo Association Rodeo</td>
<td>Lancaster Event Center</td>
<td>1:00 p.m. &amp; 7:00 p.m.</td>
</tr>
</tbody>
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CASNR Alumni

The CASNR Alumni Association Annual Football Reunion and Silent Auction was held on Saturday, September 26th in the Nebraska East Union. Over 200 guests joined us for breakfast and a silent auction prior to the Nebraska/Southern Mississippi football game. Proceeds from the silent auction totaling $2,150 will be used to provide scholarships for incoming CASNR freshmen. Guests were also able to tour the Legacy Courtyard where 286 newly inscribed bricks were installed this fall as part of the Alumni Brick Program.

Masters Week

Verne Holoubek was hosted by the College of Agricultural Sciences and Natural Resources during the Nebraska Alumni Association’s Masters Week held November 4-6. Verne, a 1967 graduate of UNL and founder of Holoubek Studios, began the business as a street artist earning money for college.

As a college senior he created an iron-on heat-transfer and became an industry legend, with many of his t-shirts considered collectibles. His enterprise became a full-scale garment production plant in Pewaukee, Wisconsin, with Holoubek as CEO until the sale of Holoubek, Inc. in 2005. Today the environmentalist and his spouse, Terri, operate a 400-acre farm, 90 percent powered by solar energy. He is president of the Terri and Verne Holoubek Family Foundation, funding children’s health and education.

Verne’s time on campus was spent meeting with students in the Department of Agricultural Leadership, Education and Communication and the Engler Agribusiness Entrepreneurship Program.

CASNR Salute to Graduates & Senior Send-Off

The Salute to Graduates will take place on Friday, December 18th at 4:00 pm in the Nebraska East Union and the Senior Send-Off will be at Pinnacle Bank Arena on Saturday, December 19th at 7:30 am.
Lawrence K. Crowe Undergraduate Advising Award

The 2015 Lawrence K. Crowe Undergraduate Advising Award was presented to Sara Winn, School of Natural Resources, at the L. K. Crowe Undergraduate Award Luncheon on October 29 in the Nebraska East Union. The Crowe Family has provided a $1,000 stipend to accompany this award. Congratulations Sara!

Darrell W. Nelson Excellence in Graduate Student Advising Award

The 2015 Darrell W. Nelson Excellence in Graduate Student Advising Award was presented to Galen Erickson, Department of Animal Science, during the annual Graduate Fellowship and Awards Luncheon held October 13. Congratulations, Galen!

NACTA Graduate Student Teaching Award of Merit

Matt Pedersen, Department of Agronomy and Horticulture, was also honored at the Graduate Fellowship and Awards Luncheon as the recipient of the 2015 NACTA Graduate Student Teaching Award of Merit. Congratulations, Matt!

NACTA Teaching Award of Merit

The 2015 NACTA Teaching Award of Merit was presented to Lisa Karr-Lilienthal, Department of Animal Science, during the CASNR Week Banquet held April 12 at the Nebraska Union. Congratulations, Lisa!
UNL Academic Advising Association

The UNL Academic Advising Association (AAA) is the network for all faculty, staff and administrators with an appointment or interest in academic advising. Advisors play a crucial role to the continued success of our students and should engage in best practices, professional development and intra-campus collegiality. Please encourage your advisors to join the organization and become members of the listserv by directing them to this page: aaa.unl.edu/become-member. Questions or concerns can be directed to Dr. Ann Tschetter, the AAA Faculty Representative at atschetter2@unl.edu.

UNL Academic Advising Association Executive Committee Members

Kelly Payne – Chair
Eric Einspahr – Chair Elect
Megan Friesen – Secretary
Kayla Person – Communications Coordinator

Vicki Fisher - Treasurer
Ann Tschetter – Faculty Representative
Matthew Geyer – Graduate Student Representative
Tony Lazarowicz – Immediate Past Chair

Reminder on Activity Insight

Activity Insight is used to capture your teaching and advising information so that we can correctly determine your Academic Appointment Load Calculation. Please remember that data can be entered into Activity Insight any time. You may want to consider updating the academic portion of your Activity Insight report every semester.

For an estimate of your Academic Appointment Load Calculation, please visit casnr.unl.edu/teaching-casnr and select “Teaching FTE Calculations” (under the heading “Promotion, Tenure, and Annual Evaluation of Teaching”). There are downloadable Excel worksheets to estimate your Teaching FTE based on courses and advising. If you need an adjustment to your Academic Appointment Load Calculation based on new course development, advising a student organization, or other activity (a full list may be found at casnr.unl.edu/teaching-casnr, under “Academic Appointment Guidelines”), you must submit an adjustment worksheet to your unit administrator. Calculated Teaching FTE reports, including any adjustments, will be sent to unit administrators around March 1. Please contact Erin Blankenship at erin.blankenship@unl.edu if you have questions about the academic portion of Activity Insight.

UNL Grading System

Students registered Pass/No Pass must earn a grade of “C” or better for a “P” grade. The Pass/No Pass (P/ NP) option does not affect a student’s GPA and has to be decided by a certain deadline and can be changed in MyRED. Some courses have the option to be taken as P/NP or are only offered as P/NP.

Students in CASNR may take any course offered on a Pass/No Pass basis within the 24-credit hour limitation established by the Faculty Senate. However, a department may specify that the Pass/No Pass status of its courses be limited to non-majors, or may choose to offer some courses for letter grades only.
CIEQ Assessment Instrument

CIEQ is an assessment instrument that has been demonstrated to provide reliable data regarding how students feel about a course. It only measures student affective response to the course and the instructor, it does not measure learning or success at achieving educational outcomes. Student learning outcomes should be measured and reported as part of the degree program’s assessment (PEARL Assessment) and the instructor’s self assessment of their teaching. Assessment of student learning outcomes can provide quantitative and/or qualitative data on what is working, inform the instructor on strategies for improving the course through changes in teaching methodologies, course materials, student learning assessment instruments and other areas, and document student achievement of the learning outcomes.

The CIEQ score for an instructor is influenced by a number of factors and comparison of scores among faculty must be done with this in mind. The most appropriate use of CIEQ scores by an administrator is to look for trends over time or significant changes in evaluation scores from one year to the next. CIEQ scores should not play a major role in promotion or tenure decisions as the sole indicator of instructional competence.

Student evaluation scores are known to be affected by the following factors:

- Scores are impacted by disciplines, with the life, physical, chemical and Earth sciences and mathematics receiving the lowest scores and arts and humanities the highest scores.
- Scores are impacted by class level, with first year classes receiving lowest scores and graduate courses the highest scores.
- New faculty tend to have lower scores that increase with more teaching experience.
- In laboratory classes your score may be markedly affected by the performance of your teaching/learning assistant.
- Departments that teach service courses for non-majors often receive low CIEQ scores.

CASNR is now calculating a composite CIEQ percentile that adjusts for class level and department as an index of student satisfaction. This is listed as ADJ PERC on the report form. Faculty receiving scores <25% should reflect on whether the class environment is having a negative impact on learning. Variation of >10% may not be significant.

How to administer the CIEQ Instrument:

- Anytime during the last 5 weeks; scores don’t change during this time period.
- Do not give the CIEQ on the day of an exam.
- Do not give the CIEQ on the day before or after an exam.
- If you administer the CIEQ on the last day of class, do it at the start of class and allow at least 15 minutes.
- Tell the students that you won’t see the results until after grades are submitted.
  - The instructor should leave the classroom during the time needed by the students for completing the form in class.
• A student of the class, either volunteer or designee, takes the completed forms (in a sealed envelope) to the departmental office.

• The departmental CIEQ Coordinator sends the forms to the Department of Statistics for processing. Following the filing of grades, the results are sent back to the departmental CIEQ Coordinator who returns all raw data sheets and comments (along with the summary of the core questions) to the faculty member. The Department of Statistics also provides the Dean’s office with a copy of the summary.

• The instructor has the option to share the written comments from students with their unit administrator or include as part of their annual evaluation materials or promotion and tenure packet. (Common Core Evaluation of Courses – February 13, 1984, November 13, 2015)

Interpretation of CIEQ Results

• Check that the sample size is at least half the course enrollment.

• Under Subscale results, check that the Reliability (REL) is high (Values > 0.65)

• Check decile results of CIEQ data normalized for INSTR RANK: the rank of the instructor

• CLASS LEVEL: All courses at the same level (e.g. Junior, Senior, Graduate, etc.)

• CASNR: All courses within CASNR

• DEPT: All courses in that UNL Department

• CASNR is now calculating a composite of the CLASS LEVEL and DEPT percentile as an index of student satisfaction. This is the Adjusted Percentile (ADJ PERC)

• Interpretation of Results Groupings
  0 to 25%: Substantial improvement needed
  25-70%: Some improvement possible
  70-99%: Student responses indicate course is satisfactory

  Within a decile class, movement up or down by one number (10%) is not significant. Deciles and percentile report student satisfaction. More analysis and collaboration with the instructor are likely necessary to understand and implement appropriate changes in the course.

ACE Reporting Requirements

UNL’s Achievement-Centered Education (ACE) general education program is built on student learning outcomes that answer the fundamental question, “What should all undergraduate students - irrespective of their majors and career aspirations - know or be able to do upon graduation?” – ace.unl.edu

The College requires that all CASNR courses that are ACE-certified must archive all assessment materials as defined in the original ACE proposal every semester the course is offered.
ACE Program Assessment (Original ACE Proposal)

A. Each instructor of an ACE-certified course is responsible for:

- Seeing that the syllabus clearly indicates the ACE Outcome(s) for which the course is certified, the opportunities the course will give students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s), and the graded assignments which s/he will use to assess the students’ achievement of the Outcome(s).

- Providing the hosting department/unit each semester with a reasonable sample (at least three) of students’ products (related to achievement of the appropriate ACE Learning Outcome) and assessments of those products.

B. Each hosting department/unit of an ACE-certified course is responsible for:

- Seeing that syllabi for ACE-certified courses clearly indicate the ACE Outcome(s) for which the course is certified, the opportunities the course will give students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s), and the graded assignments which the instructor(s) will use to assess the students’ achievement of the outcome(s).

- Collecting from instructors of ACE-certified courses a reasonable sample (at least three) of students’ products (related to achievement of the appropriate ACE Learning Outcome) and instructor assessments of those products.

- Reviewing and aggregating samples and summary assessments across course sections and semesters.

- Drafting a summary assessment across courses/sections that addresses:
  1. General trends in the kinds of assignments used to assess student achievement of the appropriate ACE Learning Outcome(s).
  2. General trends in students’ achievement of the ACE Learning Outcomes.
  3. The kinds of modifications that might improve student achievement.

- Providing the results of these aggregated assessments, along with samples of student work and the summary, to the college committee responsible for program assessment.

MyPLAN

MyPLAN (My Personal Learning and Advising Network) provides a convenient way for students to communicate with faculty and staff. Students can schedule with instructors and advising support staff as well as search through available campus resources.

Faculty and advising staff can follow students through their UNL careers, recording notes, scheduling appointments, accessing basic student information, and communicating with those on campus who are involved with their students. You can get to MyPLAN directly from MyUNL/Blackboard. Just log into MyUNL/Blackboard and click the MyPLAN link. The MyPLAN Team is listed on the following page.
MyPLAN Team:

Administration
Steve Booton
Vanessa Roof
Heath Tuttle
Bill Watts

College/Unit Representatives
CASNR – Deepak Keshwani
CBA – Megan Friesen
CAS – Tony Lazarowicz
CEHS – Cameya Ramirez-Rousseau
Engineering – Kayla Person
EXPLORE – Paul Breitkreutz
First Year Experience & Transition – Heather Stalling
Career Services – Chris Timm

Substitution Waiver Deadlines

Requests for substitutions and waivers involving courses that fall within the basic four-year curriculum must be filed before the start of the fall semester for December graduates, before the start of the spring semester for May graduates and prior to the last day of classes of the spring semester for August graduates. We can’t guarantee that forms received after the specified deadlines will be processed in time to meet graduation deadlines. Forms are available in 103 Agricultural Hall, from the student advisor, or on the CASNR website.

NOTE: If a course and/or a requirement within the degree program is waived, the credit hours in the degree program are still required.

Degree Rosters

Degree rosters are completed prior to the final grade rosters and include the names of students that are expected to graduate at the end of the semester. The grade given to a student on the degree roster may not be the final grade, but the Office of the University Registrar needs to know if the student will receive a passing grade (depends upon specific degree requirements) so they can be cleared for graduation.

Please contact the Office of the University Registrar prior to 4 PM on the Friday before graduation:

1. If the grade that was reported on the degree roster is a passing grade and the final grade is an F or no pass.
2. If the grade that was reported on the degree roster is not a passing grade, but the final grade is a passing grade.
Master of Applied Science

The Master of Applied Science degree program continues to attract students in a number of different areas of interest, and while most students are distance students, approximately 10% of students enrolled in the program are resident students. As a practitioner degree, many students are industry professionals and teachers interested in pursuing advanced science education. Currently, 77 students are active in the program, most students are between the ages of 25-35 years of age and to date, more than 90 students have graduated with an MAS degree. For more information about the program please visit the following link: appliedscience.unl.edu/master-applied-science-degree.

The College appreciates the efforts of faculty who serve as MAS student advisors as they assist students with developing a program of study, mentor their advisees throughout their degree programs, and supervise their degree projects. As such, MAS student advisors may request up to $400 per advisee upon graduation to fund travel to a professional meeting or support of other educational activities. To apply for travel funding as a MAS student advisor, the application form may be completed and submitted through NUgrant - nugrant.unl.edu.

- Select Internal Competitions
- Select Add New Application
- Under Select a competition identify and select
  Travel and Support Funds for Master of Applied Science Advisors
- Select Start Application

Contact Dan Cotton, Coordinator, CASNR Extended Education at 2-8841 if you have questions about completing an application.

GPIDEA/AG*IDEA Course Offering and Enrollment Policies

CASNR greatly appreciates your ongoing commitment to online education through GPIDEA/AG*IDEA. Because of our membership in this consortium, we are able to offer students access to important educational programs we know are of great value and only possible through collaboration with other member institutions.

As the number of these programs grow, it’s important to consider related course offering and enrollment policies. To clarify CASNR’s course-share policy, all of our agreements with GPIDEA/AG*IDEA have limited our ‘course share’ to courses approved as part of the original curriculum proposal. This precludes adding additional UNL courses that can be accessed through Online Worldwide for the broader GPIDEA/AG*IDEA course share. However, it does not restrict our students from taking these courses offered by other member institutions, as appropriate.

For complete information about our policies for course offering and enrollment for GPIDEA/AG*IDEA programming, please visit the Teaching at CASNR section of the CASNR website at casnr.unl.edu/teaching-casnr. If you have questions please feel free to contact Dan Cotton at 2-8841 or Diane Wasser at 2-6521 in the CASNR Extended Education office.
The Plan is complete and available for review at bit.ly/1KtzrfG. It charts a course forward to achieve excellence in the development and support of CASNR online and distance education. The faculty committee responsible for the Plan took a learner-centric approach, while studying important trends, challenges and technologies that are sure to impact the long-term landscape of online education. The Plan contains a number of key recommendations for helping to guide important directions and efforts. In 2015-2016, key milestones include:

- Identify and begin development of new programs in CASNR areas of strength; conduct market research and analysis to identify student and industry educational needs.
- Determine the level of participation in and skill sets necessary for faculty to teach online and deliver distance education programs.
- Develop professional development programs for faculty interested in developing online and distance education.
- Seek buy-in of programs by asking them to review the Plan, provide feedback and develop their own online and distance education plan.

We look forward to working on these and other important recommendations moving forward.