

University of North Carolina at Chapel Hill

Certificate Program Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Innovation for the Public Good

Sponsoring Academic Unit: College of Arts and Sciences (UNC Public Policy), Gillings School of Global Public Health (Health Behavior) and School of Education

Administering Unit, if different: Inaugural Certificate Director will be Dr. Elizabeth Chen, Teaching Assistant Professor, Gillings School of Global Public Health (Health Behavior)

Primary Contact 1 Name: Dr. Daniel P. Gitterman (Chair, UNC Public Policy)

Address and CB #: 216 Abernethy Hall, CB #3435

Phone Number: 919-843-6407 **Email:** danielg@email.unc.edu

Primary Contact 2 Name: Dr. Kurt Ribisl (Chair, Health Behavior, Gillings School of Global Public Health)

Address and CB #: 303 Rosenau Hall, CB #7440

Phone Number: 919-843-8042 **Email:** kurt_ribisl@unc.edu

Secondary Contact Name: Dr. Steven Knotek (School Psychology, School of Education)

Address and CB #: Peabody Hall, CB #3500

Phone Number: 919-843-2049 **Email:** sknotek@email.unc.edu

First Term the Certificate Would be Offered: Fall 2020

1. Describe the Certificate Program and provide a statement of educational objectives.

The Carolina Graduate Certificate in Innovation for the Public Good (CIPG) is at the cross-section of the two core strategies of UNC's overarching "Blueprint for Next" strategic framework: "Of the Public, for the Public" and "Innovation Made Fundamental." This certificate will play a catalytic role in amplifying the mission of Carolina by providing an educational pathway for our students to explore modern changemaking and practice the skills necessary to contribute toward meaningful change in the world.

Completed and approved applications should be submitted to:
Stephanie Schmitt, Associate Dean for Academics, sschmitt@email.unc.edu

Updated: July 20, 2010

The collection of courses for the Innovation for the Public Good certificate emphasizes evidence and promising based creative problem-solving approaches and early, team-oriented, customer/community discovery methods to develop solutions that address pressing human concerns.

The learning journey is designed to help students move their ideas into action through the intentional development of mindset, knowledge and skills that transcend any single discipline. The Certificate Program will require students to take **9** credits: a 3-credit Core course in *Design Thinking for the Public Good*; 3 credits in Innovation Methods, Tools and Best Practices; and 3 credits in Social Innovation in Practice. Appendix A maps the learning objectives to the curriculum categories.

The learning objectives of the Graduate Certificate are for students to:

1. Identify how to center innovation designs as a response to the voice, experiences, wishes and aspirations of those most directly impacted by innovation;
2. Develop an understanding of one's own experiences, intentions, strengths and limitations, motivations and biases as a changemaker relative to the impacted audiences;
3. Identify, define and clearly analyze a problem, recognize opportunities, challenges and the assets of communities as they address the problem, and generate optimal solutions through the application of social innovation in practice;
4. Understand how the context in which a problem is located and solution is imagined shapes and impacts the innovation design and implementation process;
5. Recognize and critically assess the strengths and limitations of various social innovation approaches including knowing when a particular approach is most appropriate for a given context;
6. Understand how to effectively engage stakeholders in co-design, implementation, evaluation and adaptive learning associated with the innovation;
7. Understand how to build and maintain collaborations and partnerships in support of a shared mission over time as the innovation moves from design to accepted practice.

2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this Certificate at UNC-Chapel Hill. Is the Certificate offered at other universities or community colleges?

In October 2019, Reuters ranked the University of North Carolina at Chapel Hill number six on its list of The World's Most Innovative Universities, up three spots from the 2018 rankings. Like the five schools listed ahead of UNC (Stanford, MIT, Harvard, University of Pennsylvania, and University of Washington), UNC offers courses that teach commercial and social entrepreneurship, design thinking and product/service development. However, these Universities, including UNC, neither offer a coordinated interdisciplinary offering that is broadly accessible to students outside of the business and STEM programs nor do they offer pan-campus programs in social innovation. With the launch of CIPG, UNC will offer a program that focuses on teaching the methods and tools for innovation for the public good that reaches students from all disciplines on campus.

More importantly, our graduate students are seeking this training and our faculty are eager to teach in interdisciplinary environments towards the goal of creating greater social impact. The recognition that businesses, nonprofits, and government entities are moving towards innovations based in cross-sector, community-engaged practices is fueling demand. We believe that the CIPG will allow us to leapfrog existing offerings at our peer institutions. CIPG will deliver 21st

century social innovation training to our students and UNC-CH's commitment to creating positive impact for North Carolina and beyond can be further realized.

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

- Undergraduate Students
- Graduate Students
- Professional Students: _____
- Degree-seeking, Matriculated Students
- Non-Degree-Seeking Students*

The intended audience for the certificate program is masters and Ph.D. students in any of the University's graduate programs including the Professional Schools and College of Arts and Sciences. The certificate provides for a broad selection of courses that allow students to meet one of their required masters/doctoral courses while completing the certificate.

We highly encourage students to use the certificate program in lockstep with their thesis and/or dissertation research. We are considering hosting an annual symposium for students to present the alignment of CIPG with their thesis/dissertation once we have density of students in year 2 or year 3. Our team is committed to ensuring students receive maximum benefit from participating in this certificate.

* Possible revenue stream models will be considered in the future as it relates to non-degree seeking students.

4. Why is the Certificate Program necessary beyond offering the program as a minor, supporting area, or specialization/concentration/track?

Creating purposeful transformations for public good is inherently interdisciplinary in its theory and practice. As such, it would be difficult for any single department to offer a comprehensive curriculum such as this. Interest from students in a wide range of disciplines suits a certificate program structure rather than a minor, supporting area or specialization.

5. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.

Completion of the graduate certificate will require students to take 9 credits based on the following criteria:

- 3 credits: Foundational **Core** course HBEH 748 Design Thinking for the Public Good (Spring). Priority will be given to students enrolled in the certificate.
- 3 credits: **Innovation Methods, Tools and Best Practices** from the following list of core courses that are highly recommended.
 - EDUC 818 Intervention Research and Social Entrepreneurship (Fall). Up to 10 seats will be available.
 - HPM 890.002/966 Systems Thinking & Collective Impact (Fall).
 - PLCY 690/790 Methods and Tools for Social Entrepreneurship (Spring). Priority will be given to students enrolled in the certificate.

Students may substitute the following courses for this requirement if needed.

- EDUC 767 Educational Innovation & Technology, Integrative Seminar I (Fall)
 - MBA 833A Systems Thinking for Sustainable Enterprise (Spring). Taught in seminar (weekend) format.
 - MBA 833D Sustainability Reporting & Certification (Fall). Taught in seminar (weekend) format.
 - MEJO 463 News Lab (Fall, Spring)
 - MEJO 530 Green Design Lab (Fall, Spring)
 - PLCY 435 Designing for Impact: Social Enterprise Lab (Fall)
 - SOWO 875 Community Theory and Practice (Fall)
- 3 credits: **Social Innovation in Practice** from the following list of courses
 - EDUC 790 Special Topics Design of Emerging Technologies for Education (Fall)
 - GLBL 401 Paradigms of Development and Social Change (Spring)
 - GLBL 450 Social Change in Times of Crisis: Re-imagining how we know, think and do change (Spring)
 - GLBL 487H Social Movements Rethinking Globalization: From the Zapatistas to Occupy Wall Street to # Black Lives Matter (Fall)
 - INLS 584 Information Ethics (Spring)
 - MBA 803C Corporate Communication: Social Advocacy & Activism (Fall, Spring)
 - MBA 824 Management of Workplace Diversity (Fall, Spring)
 - MEJO 671 Social Marketing Campaigns (Fall, Spring)
 - PLCY 485 Poverty, Health, and Human Development in Low Income Countries (Fall)
 - PLCY 530 Educational Problems and Policy Solutions (Fall, Spring)
 - PLCY 565 Global Health Policy (Fall, Spring)
 - PLCY 575 Innovation, Science and Public Policy (Spring)
 - PUBA 756 Nonprofit Management (Fall)
 - PUBA 757/SOWO 885 Financial Management for Nonprofits (Spring)
 - PUBA 758 Navigating Nonprofit-Local Government Relationships in Organizations (Spring)
 - PUBA 763 Grant Writing (1.5 credits) (Fall, Spring)
 - PUBH 718 Designing Public Health Systems (Fall)
 - SOWO 793 Asset Development Policy and Practice (Spring)
 - SOWO 831 Substance Abuse (1.5 credits, Spring)
 - SOWO 832 Child Welfare Policy, Practice and Advocacy (1.5 credits, Spring)
 - SOWO 835 Poverty Policy (1.5 credits, Spring)
 - SOWO 836 Health Access and Health Disparities (1.5 credits, Spring)
 - SOWO 837 Disabilities Policy (1.5 credits, Spring)
 - SPHG 428H Public Health Entrepreneurship (Spring)

All courses are 3 credits except where noted. Units have been asked to reserve at least 3 seats in each course unless otherwise noted.

Special Note about MBA courses: All MBA courses listed are 1.5 credits each (i.e., two MBA classes = 3 credits). In addition, MBA courses cannot be guaranteed for enrollment by non-MBA students. It will be important that we set students expectations. The MBA registrar will not know if seats are available until after the fulltime MBA student registration has concluded. Students

should contact MBARegistrar@kenan-flagler.unc.edu if they are interested in any of the MBA courses listed above.

As mentioned above, we encourage students to implement the learnings from CIPG into their thesis/dissertation work. We will host a meeting each semester for students enrolled in the program to share, learn and build a community of practice.

6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s). To what extent will requirements for the Certificate overlap with requirements for bachelor's, master's or doctoral degrees? Confirm how course credit transfer policies will be applied to students.

We expect graduate students to enroll in the certificate program from many different departments and schools on campus. Sponsoring academic units include College of Arts and Sciences (Public Policy, Global Studies and the Shuford Program in Entrepreneurship), Gillings School of Global Public Health, and the School of Education. Curriculum partners include Hussman School of Journalism and Media, Kenan-Flagler Business School, School of Government, School of Information and Library Science and School of Social Work. These units are contributing courses to the CIPG curriculum offering and participating on CIPG's Advisory Board. Additionally, the School of Law, Adams School of Dentistry, School of Medicine and School of Nursing will have representation on the Advisory Board as students from their units may enroll in CIPG and these units see alignment of interest in this type of educational certificate.

Students will be aware that at most 3 credit hours will be allowed to count toward both their certificate and degree credentials. The School of Social Work has also identified a series of substantive population- and field-related 1 ½ credit courses.

7. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.

No, at this time, the program will only be offered at UNC-Chapel Hill.

8. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

The Certificate Program will be offered only on campus at this time. Distance learning and/or non-degree seeking options may be considered in the future.

9. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable. Include information about residency for tuition purposes as needed.

The application process will be available on a rolling basis with a recruitment push at the beginning of each semester. Graduate students seeking admissions must complete an application with signatures by the Director of Graduate Studies in the student's home unit and the CIPG Director. The CIPG Director will be the reviewer and, in the first year, we expect all students who apply to be admitted.

The application form asks for:

- Name, contact information, graduate program and department, degree sought, expected graduation date, and advisor's name.
- A short statement of interest and how the program will support their learning goals.
- A list of courses that the applicants expects to take on a year-by-year basis to meet the CIPG requirements.

Currently, there is no provision for non-degree seeking students to enroll in the Carolina Graduate Certificate in Innovation for the Public Good.

10. Provide a three-year, semester-by-semester projection of enrollments and course offerings.

We expect students to complete the certificate over a two-year period. There is no required course sequence for completion although we encourage students to consider taking the core course early in the certificate.

The list of current courses available for the certificate is listed above (Q5). We have obtained approval from the faculty who teach these courses to include them in the program. Additionally, faculty and their departments understand that several seats should be made available for students in the certificate program to enroll. Other courses may be added by the CIPG Advisory Board.

Projected enrollment:

- Year 1: 5 students
- Year 2: 13 students (5+8 new),
- Year 3: 18 (8+10 new).

Steady state participation is expected between 15-20 students annually based on interest meetings with each unit.

11. Provide a three-year projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

The CIPG will be sponsored and administered by three partners on a 4-year rotation: College of Arts and Sciences (Public Policy), Gillings School of Global Public Health (Health Behavior) and the School of Education (School Psychology). We expect the administration of this certificate to require minimal time and no new resources. Intake of student enrollment and verification of completion of requirements are the two most important administrative tasks in this program. A website page for the certificate will be created and maintained with support from Innovate Carolina.

Gillings School of Global Public Health (Health Behavior) will hold the first rotation. Liz Chen will serve as the inaugural Director and will work with the Academic Programs Support Coordinator (APSC) in the Department of Health Behavior to administer the certificate. The second rotation will be held at the Department of Public Policy. At Public Policy, the Director of Graduate Studies (currently Dr. Sudhanshu (Ashu) Handa) would be the Director and the student services officer would be the administrative lead.

To ensure smooth rotational shifts for students and departments, we will create standard operating procedure (SOP) documents that provide information on timelines, tasks, and templates that will transition between the certificate director and their admin support to the new department's director and admin support. In the year before the transition, the new director and admin support will be included on key meetings and trainings for onboarding purposes.

All academic partners will support the marketing of the graduate certificate. Marketing may include email communication, promotion on screens in building and interest meetings. In addition, each academic unit will provide advising on degree requirements to their own students. The sponsoring academic partners (CAS, SOE and Gillings) will provide training each semester to ensure that the advisors understand the requirements of the CIPG. Questions by academic advisors will be fielded by the current CIPG Director. As indicated above, upon enrollment, students will identify which courses they intend to take to meet the requirements of the certificate. We expect that students will be tracking their progress and will reach out to the CIPG Director for verification when they feel they have completed the requirements. In addition, we will create a protocol for the CIPG Director/administrative team to check in with students on a quarterly basis to gather status, feedback and concerns that can be addressed with respect to achieving the requirements of the certificate. Finally, verification of meeting the requirements for the CIPG will be the responsibility of the current CIPG Director and their administrative unit. Upon verification, the CIPG Director will notify the Director of Graduate Studies in the student's home unit and then submit paperwork to the Graduate School for transcripts.

Only the core course (3 credits, HBEH 748 Design Thinking for Public Good) will need to be created and we have raised funds from the key partners (Gillings, School of Social Work, Carolina Center for Public Service and Innovate Carolina) to do so this spring (2020). The course will be developed and taught by Dr. Elizabeth Chen, Design Thinking Lead for Innovate Carolina and Assistant Teaching Professor in GSGPH, for the first time in the Spring 2021 semester.

No additional courses will need to be created in order to offer this certificate. Students will draw from a wide range of graduate level courses that are already offered by faculty at UNC-Chapel Hill.

Draft Budget/Key Activities

Administration: Estimate 2 hours per week by staff administrator, with a slightly heavier load at the beginning of each semester to assist partners with marketing and to handle student enrollment. Estimated cost \$4K/year if overload is necessary. Graduate student support could offset this cost. Gillings' Department of Health Behavior will be the administrative home for the first 4 years of the graduate certificate. A general CIPG email address will be created for all communications to ensure smooth transitions.

Marketing: Digital communications, interest meetings, flyers to be developed and shared with academic partners (supported by Innovate Carolina)

Website development and maintenance: Supported by Innovate Carolina

Core Course: The Department of Health Behavior will fund the cost of course instruction for Dr. Chen for the first 4 years (Spring 2021, 2022, 2023, 2024)

Advisory Board: Bi-annual meetings

12. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the director of the Certificate.

Advising services to students interested in pursuing the Graduate Certificate will be distributed in the units offering courses and/or student enrollment. A simple website will be created to provide an overview of the program, links to courses, list of requirements and contact information.

Each department offering courses relevant to the Certificate Program will have representation on the CIPG Advisory Board as well as representation by strategic partners for student enrollment. The Advisory Board will meet bi-annually to review enrollment, curriculum design and course selection, and evaluation of the program.

The CIPG Advisory Board

Elizabeth Chen* (Gillings School of Global Public Health)
Melissa Carrier** (IEED)

Daniel Gitterman (UNC Public Policy)
Steven Knotek (School of Education)
Kurt Ribisl (Gillings School of Global Public Health)

Abhi Moulick (UNC Public Policy)
Erica Johnson (Global Studies)
Lisa Villamil (Hussman School of Journalism and Media)
Gary Nelson (School of Social Work)
Heather Duhart (School of Government)
Giselle Corbie-Smith (School of Medicine)
Meg Zomorodi (School of Nursing)
Jason Doherty (Kenan-Flagler Business School)
Majorie White (School of Law)
Tammy Cox (School of Information and Library Science)
TBD (Adams School of Dentistry)

* Inaugural Director of the Certificate Program

** Chair of the Advisory Board

13. Describe the evaluation plans for the Certificate Program.

We will evaluate the program in several ways:

Student Assessments: The administrative partners will solicit feedback from students enrolled in the program on an annual basis through annual course evaluations, surveys and/or in person conversations. The goal will be to learn what is working well for our students, understand where there are barriers to completing the requirements, identify gaps in offerings and assess relevance to achieving career goals. We also are considering pre- and post-surveys for students to assess their own growth as changemakers over their experience in the program.

Faculty and Staff Assessments: Similarly, we will invite our participating faculty and support units to offer feedback on the program.

14. Appropriate letters of support should be included with the proposal. All units sponsoring and participating in a Certificate Program should approve the proposal and provide support letters, including letters from units supporting the Certificate through resources (e.g., faculty time, course slots). Approval letters from the home school should accompany the proposal submitted to the Graduate School for final approval.

Letter from Public Policy and CAS
Letter from Gillings School of Global Public Health
Letter from School of Education
Letter from School of Government
Letter from Hussman School of Journalism and Media
Letter from Department Chair of Global Studies
Letter from School of Information and Library Science
Letter from Kenan-Flagler Business School
Letter from School of Social Work

Appendix

A. Learning Objectives Mapping to Course Requirements

Learning objective	HBEH 748	Innovation Methods, Tools and Best Practices courses	Social Innovation in Practice courses
1. Identify how to center innovation designs as a response to the voice, experiences, wishes and aspirations of those most directly impacted by innovation	X		
2. Develop an understanding of one's own experiences, intentions, strengths and limitations, motivations and biases as a changemaker relative to the impacted audiences	X		
3. Identify, define and clearly analyze a problem, recognize opportunities, challenges and the assets of communities as they address the problem, and generate optimal solutions through the application of social innovation in practice	X	X	X
4. Understand how the context in which a problem is located and solution is imagined shapes and impacts the innovation design and implementation process	X	X	
5. Recognize and critically assess the strengths and limitations of various social innovation approaches including knowing when a particular approach is most appropriate for a given context		X	
6. Understand how to effectively engage stakeholders in co-design, implementation, evaluation and adaptive learning associated with the innovation	X		X
7. Understand how to build and maintain collaborations and partnerships in support of a shared mission over time as the innovation moves from design to accepted practice			X



April 3, 2020

Administrative Board, The Graduate School
The University of North Carolina

Dear Members of the Administrative Board of the Graduate School:

The Department of Public Policy (College of Arts & Sciences) is pleased to serve as a co-sponsoring academic unit for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good in partnership with the Gillings School of Global Public Health and the School of Education.

Innovation for the Public Good is at the cross-section of the two core strategies of UNC's overarching "Blueprint for Next" strategic framework: "Of the Public, for the Public" and "Innovation Made Fundamental." This certificate will play a catalytic role in amplifying the mission of the university and its focus on both innovation and serving the citizens of the state of North Carolina and beyond.

UNC Public Policy's commitment to the Graduate Certificate program will include:

- The creation of a new course PLCY 690/790 Methods and Tools for Social Entrepreneurship upon the arrival of Dr. Abhi Moulick (7/1/20) as an Assistant Professor of Public Policy and Entrepreneurship;
- Offering four PLCY courses as part of the graduate certificate curriculum;
- Participation in the CIPG Advisory Board;
- Serve as the administrative unit for the graduate certificate during the 4-year rotation period; and
- Promotion of the graduate certificate to all graduate students in the College of Arts & Sciences.

My colleagues and I see substantial value in the proposed Graduate Certificate in Innovation for the Public Good and stand ready to support this program as a lead partner. We look forward to working with our colleagues in the professional schools to deliver a high quality, carefully curated educational experience. We believe that UNC's graduate students will benefit from the development of these highly marketable skills through formal training and that the certificate will strengthen their abilities to tackle pressing challenges for the benefit of the public.

Sincerely,

Daniel P. Gitterman, Ph.D.
Chair and *Duncan MacRae '09 and Rebecca Kyle MacRae* Professor of Public Policy

Rudi Colloredo-Mansfeld, Ph.D.
Senior Associate Dean for Social Sciences and Global Programs
Professor, Department of Anthropology



February 7, 2020

Administrative Board

The Graduate School
University of North Carolina at Chapel Hill

Dear Members of the Graduate School Administrative Board,

As dean of the Gillings School of Global Public Health, I am pleased to offer our enthusiastic support for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good, pending approval by our Academic Programs Committee. The certificate is at the intersection of two core strategies of UNC's overarching strategic plan, Carolina Next: "Of the Public, for the Public" and "Innovation Made Fundamental." This nine-credit certificate program would play a catalytic role in amplifying the mission of the university and its focus on both innovation and serving the public.

Specifically, the Gillings School will support the delivery of several courses, including the core course on Design Thinking for the Public Good. In addition, we will promote the certificate to our graduate students with the goal of enrolling a minimum of five students annually.

Our commitment to the proposed Graduate Certificate in Innovation for the Public Good includes several elements, with contributions from the central school and departments, assuming the continued availability of funds:

- Financial support for SPHG 428H, Public Health Entrepreneurship, led by Alice Ammerman, DrPH, Mildred Kaufman Distinguished Professor, Nutrition, and Director, UNC Center for Health Promotion and Disease Prevention
- GRA support for Liz Chen, PhD, MPH, Assistant Professor, Health Behavior, and Design Thinking Lead, Innovate Carolina, to strengthen the Gillings ecosystem to support innovation
- Three SPH courses in the graduate certificate
- Investment in the development of the Graduate Certificate core course on design thinking

We see substantial value in the proposed Graduate Certificate in Innovation for the Public Good and stand ready to support this program as a partner with the Department of Public Policy in the College of Arts and Sciences and the School of Education, along with other departments and schools participating in course delivery. Gillings School graduate students will benefit from the development of these highly marketable skills through formal training, and the program will strengthen their abilities to solve pressing public health challenges, in keeping with our School's mission to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world.

Very truly yours,

Barbara K. Rimer

BKR/lw

cc: **Anne Cabell**, MPH, Associate Director of Research and Innovation
Laura Linnan, ScD, Senior Associate Dean for Academic and Student Affairs
Julie MacMillan, MPH, Managing Director of Research, Innovation and Global Solutions
Katie Thornsvard, MAC, CPA, Associate Dean for Finance and Business



March 10, 2020

Administrative Board
The Graduate School
University of North Carolina at Chapel Hill

Members of the Graduate School Administrative Board:

The School of Information and Library Science (SILS) is pleased to offer our support for the proposed interdisciplinary graduate certificate *Innovation for the Public Good*. This certificate would provide a solid credential which aligns with the foundations of information science/library science as well as core strategies within the university's strategic plan. This is clearly the right time for our university to come together to focus on creating greater social impact.

The curriculum outlined in the certificate application will likely appeal to many of the graduate students enrolled at SILS as well as students from across several disciplines on campus. We are pleased INLS 584 Information Ethics has been selected as one of the certificate course options and we will promote the new certificate to our graduate students.

I appreciate the opportunity to provide a support letter and will represent SILS on the certificate's advisory board.

Kind regards,

A handwritten signature in green ink that reads "Tammy Cox". The signature is fluid and cursive, with the first name "Tammy" and last name "Cox" clearly distinguishable.

Tammy Cox
Executive Associate Dean

cc: Gary Marchionini, Dean



February 28, 2020

Administrative Board

The Graduate School
University of North Carolina at Chapel Hill

Dear Members of the Graduate School Administrative Board:

As dean of the Hussman School of Journalism and Media, I am pleased to offer our enthusiastic support for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good, pending approval by our Academic Programs Committee. The certificate supports two cores strategies of UNC's overarching strategic plan, Carolina Next: "Of the Public, for the Public" and "Innovation Made Fundamental."

Specifically, the Hussman School will support the program through three existing MEJO courses that focus on *Social Innovation in Practice*:

- MEJO 463 News Lab
- MEJO 530 Green Design Lab
- MEJO 671 Social Marketing Campaigns

Assistant Professor Lisa Villamil will serve on the advisory committee. We also will promote the certificate to our graduate students.

We see significant value in the proposed Graduate Certificate in Innovation for the Public Good and are delighted to support this program and partner with the other departments and schools participating in course delivery. The Hussman School has a deep bench of scholars and professionals committed to solving pressing problems through social innovation. This certificate program provides an opportunity for the Hussman School to share its expertise and resources more broadly across campus and aligns with the "Healthy Communities" pillar of our strategic plan.

Sincerely,

Susan King
Dean

cc: Francesca Dillman Carpentier, PhD, Academic Dean
Heidi Hennink-Kaminski, PhD, Senior Associate Dean for Graduate Studies
Charlie Tuggle, PhD, Senior Associate Dean for Undergraduate Studies



February 28, 2020

Administrative Board
The Graduate School
University of North Carolina at Chapel Hill

Dear Members of the Graduate School Administrative Board,

On behalf of the Curriculum in Global Studies, I want to express our support and enthusiasm for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good, should it be approved by the Academic Programs Committee.

This certificate will likely be of interest to some of our MA students, and we will actively publicize this opportunity to them. In addition, Erica Johnson, the Curriculum's Director of Graduate Studies will serve on the proposed certificate's advisory board and a number of GLOB courses will be listed as possible course offerings available to students pursuing the certificate.

The Curriculum in Global Studies is excited about this new graduate certificate and strongly urge that it be approved.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Arne Kalleberg". The signature is written in a cursive, flowing style.

Arne Kalleberg, Ph.D.
Chair, Curriculum in Global Studies
Kenan Distinguished Professor, Sociology

Office of the Dean

UNC School of Education
Campus Box 3500, Peabody Hall
Chapel Hill, NC 27599-3500

Fouad Abd-El-Khalick
Dean and Professor

fouad@unc.edu
(919) 966-1356
101 Peabody Hall

February 7, 2020

Administrative Board
The Graduate School
University of North Carolina at Chapel Hill

Dear Members of the Graduate School Administrative Board,

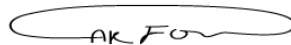
As dean of the School of Education, I am pleased to offer our enthusiastic support for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good. The certificate is at the intersection of two core strategies of UNC's overarching strategic plan, Carolina Next: "Of the Public, for the Public" and "Innovation Made Fundamental." This nine-credit certificate program would play a catalytic role in amplifying the mission of the university and its focus on both innovation and serving the public. Specifically, the School of Education will support program delivery. In addition, we will promote the certificate to our graduate students.

Our commitment to the proposed Graduate Certificate in Innovation for the Public Good includes:

- Allowing graduate certificate students to enroll in three education courses in the graduate certificate
- Participation in the CIPG Academic Advisory Board

We see substantial value in the proposed Graduate Certificate in Innovation for the Public Good and stand ready to support this program as a partner with the Department of Public Policy in the College of Arts and Sciences and the Gillings School of Public Health, along with other departments and schools participating in course delivery. School of Education graduate students will benefit from the development of these highly marketable skills through formal training, and the program will strengthen their abilities to solve pressing educational challenges, in keeping with our School's mission to break down barriers, lift up individuals, and empower communities to rise and thrive.

Sincerely,



Fouad Abd-El-Khalick
Dean and Professor





February 24, 2020

Administrative Board

The Graduate School
University of North Carolina at Chapel Hill

Members of the Graduate School Administrative Board,

I am writing in support of the proposed interdisciplinary graduate certificate – Innovation for the Public Good – which is being sponsored by the academic units of the College of Arts and Sciences, the Gillings School of Global Public Health, and the School of Education. As Director of the Master of Public Administration (MPA) Program in the School of Government, I am supporting this certificate because of its relationship with the university's strategic goals and because of its focus on providing an educational pathway for our graduate students to practice the skills necessary to contribute toward meaningful world change.

If approved, the MPA program will contribute to the certification by offering several electives under the category of Social Innovation and Practice, will market the certification to current and future students, and will serve on the certification's academic advisory board. Please let me know if you have questions or concerns.

Respectfully,

William C. Rivenbark
Professor and MPA Director
School of Government



UNC

KENAN-FLAGLER
BUSINESS SCHOOL

Center for Sustainable Enterprise

To: Members of the Graduate School Administrative Board

RE: Innovation for the Public Good Graduate Certificate Proposal

Greetings,

The UNC Kenan-Flagler Business School's Center for Sustainable Enterprise is pleased to submit this letter in support of the application for a graduate certificate in Innovation for the Public Good sponsored by the College of Arts and Sciences, Gillings School of Public Health and the School of Education.

As part of the review for this graduate certificate, we found that many of our MBA-level Sustainable Enterprise enrichment concentration courses aligned well with the goals for this certificate. After reviewing courses with the MBA Program and determining which classes would be most accessible to those students outside the Business School, we are pleased to join 4 other schools as a curriculum partner and collaborator in advancing this interdisciplinary certificate in innovation that benefits the public good.

This certificate directly fulfills the founding principle of Lux Libertas – Light and Liberty – and will add more Carolina alumni to the list of those who are *“leading change to improve society and to help solve the world's greatest problems.”*

Please let us know if you have any questions or would like to hear more about the courses we are promoting for the certificate.

Warm Regards,

Tracy

Tracy Triggs-Matthews

Associate Director ▪ Center for Sustainable Enterprise
Frank Hawkins Kenan Institute of Private Enterprise
Kenan-Flagler Business School ▪ The University of North Carolina at Chapel Hill
McColl Suite 3420
CB# 3490 ▪ Chapel Hill, NC 27599-3490 USA
phone (919) 962-1499 ▪ email: ttm@unc.edu
www.cse.unc.edu

We put sustainability knowledge to work.



April 3, 2020

Administrative Board
The Graduate School
Campus Box 4010

GARY L. BOWEN, PHD, ACSW
Dean & Kenan Distinguished Professor

Dear Committee Members:

As Dean of the School of Social Work, I am very happy to offer our full support for the proposed interdisciplinary Graduate Certificate in Innovation for the Public Good. This certificate is directly aligned with our School and University's strategic vision and mission. The School's vision and mission is to "advance equity and transform systems to the end of improving the well-being of all." It fits well with the university's overarching strategic plan, Carolina Next—Innovations for the Public Good and in particular Strategy Six, Serve to Benefit Society. In support of these ends, the School recently launched its Social Innovation and Entrepreneurship Lab (SIEL). The Lab embraces innovations as fundamental to all that we do—of the people and for the people. The School and its Lab fully embrace Strategy Six of Carolina Next, Serve to Benefit Society—engage communities to achieve social impact through partnerships with diverse stakeholders.

Specifically, the School of Social Work in partnership with other schools will provide the requested financial support for the development of the core Certificate design thinking course. In addition, the School has identified two method and practice courses and five short policy courses as appropriate fits and contributions to interested interdisciplinary graduate students participating in the Certificate in Innovation for the Public Good. Dr. Gary Nelson, Director of our Social Innovation and Entrepreneurship Lab, will serve on the Academic Advisory Board for the Certificate.

We believe strongly that graduate students from different disciplines including social work will benefit from being able to access our diverse perspectives, knowledge and skills in support of a shared intention of improving social impact. To these ends, we are pleased to partner with the Department of Public Policy in the College of Arts and Sciences and other participating interdisciplinary stakeholders in support of the is new Certificate. Our challenge as a state, nation and globe are immense. Solutions are to be found in collaborations between disciplines, the university, community, the public and our citizens.

Sincerely,

Gary L. Bowen, Ph.D.
Dean and Kenan Distinguished Professor