December 2019 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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A. Graduate Council: 14 November 2019

B. General Studies Council: 7 November 2019

C. Council on Undergraduate Education:

D. Student Success Council:

E. Equity, Access, and Diversity Committee

IX. New Business

X. Unfinished/Old Business

A. History Department’s Resolution on No Confidence of the General Studies Council

XI. General Faculty Comments

A. This period is allotted for faculty members to bring matters of importance before the Senate. Speakers are asked to limit their remarks to five minutes or less. Senate meetings are open to all members of the academic community. All faculty members are specifically invited to attend Faculty Senate meetings.

XII. Adjournment
Faculty Senate November 7 2019

Big thanks to Senator Ron Koneceny for the refreshments!!

Agenda
First to approve—Senator Louishomme
Seconded—Senator Hobbs

Minutes
First to approve—McKelvey
Seconded—Wulf

Special Presentations

A. David Brandt, Assistant Director of Disability Services: Partnering with Faculty for Student Success

- Faculty should be aware of the luncheon on Tuesday of the Disability Awareness Week. It has a presentation that would be beneficial to educators.

- Senator Claude Louishomme asked about the speaker during DAW.

- Senator Clark lauded the office and asked if Dr. Brandt would talk about the process that a student must go through to access accommodations

- Senator Fye asked for advice for what should be done if a faculty member doesn’t hear back from a student

- Senator Claude Louishomme asked about what are the rules are about what a professor can ask about what a student’s disability is

B. George Holman, Associate Dean and Dave Roberts Assistant Dean for Student Affairs: Student Conduct and Care Team

- Gave a PowerPoint, a handout was provided

- Senator Louishomme asked about forms

- Senator Louishomme asked about what to do to help a student who needed help and needed counseling

- Senator Strain commented that she felt that there was a wait for a particular student, wondered what to do

- Senator Fye commented that they have Master’s students who will help students with counseling as well

C. Stancia Jenkins: NU Associate to the President and Assistant Vice President for Diversity, Access, and Inclusion: DOC Subcommittee Document: Diverse, Highly
Qualified Faculty

- Gave a PowerPoint, a handout was provided
- Senator Louishomme commented that he appreciates this program
- Senator Boeckner commented he thinks students should go somewhere else and then come back here
- Senator Borchard asked about a diversity hire initiative
- Senator Porter asked if quotas are something that we are looking at
- Senator Gaskill asked how well the document is being distributed to the campuses.

1. President Mollenkopf talked about the priority candidate
   a. Senator Louishomme asked how the candidate, not ever being a President (a non-traditional candidate), became the priority candidate.
   b. President Mollenkopf explained the process the committee went through
   c. A question from the gallery was if he understood the Tenure system
   d. Senator Porter said that he was impressed with his command of the USS Carl Vincent
   e. Senator Gaskill said she appreciated his accomplishments and integrity
   f. Senator Brown said he liked the fact that he has a unique perspective on dealing with the legislature
   g. President Mollenkopf encouraged senators to send in their thoughts

2. New Business
   a. Senator Strain mentioned that the BOR Maternity Leave Policy that there is a part that isn’t being followed, and said she would be happy to share the document if need be
   b. Senator Steinke brought up that his department (History) voted on a resolution to bring a vote of no confidence of the General Studies Council to the Faculty Senate. He then read the resolution. He moved to have the senate vote no confidence of the General Studies Council. Senator Louishomme seconded.
      i. Senator McKelvey commented that the committee has been working non-stop
      ii. Senator Dillon commented that he was offended by the resolution. He also then said that he sympathizes with it, because of enrollments. He feels as though History needs to pick something specific to be upset about.
      iii. Senator Brown talked about the charge that was given to the General Studies Council. He talked about what has happened over the last few years. He took
great Umbridge to the statement.

iv. Senator Konecny asked about hours and Senator Brown answered with what VC Bicek said in Cabinet Meeting.

v. Senator Steinke commented that his department believes 3-4 years is too long of a process.

vi. Senator Louishomme commented.

vii. There was a comment from the crowd that all of the deadlines have been met.

viii. Senator Hobbs asked if the deadlines for Fall 2020 were correct.

ix. A comment from the crowd was an apology, but explained the reason for the resolution.

x. Linda VanIngen said that the process isn’t going on fast enough, and that’s what the resolution is saying.

xi. President Mollenkopf asked what the end goal is. The answer was to move forward as fast as possible.

xii. Senator Brown pointed out that the last resolution was rescinded by the Faculty Senate.

xiii. Senator Louishomme asked a procedural question.

xiv. Unless 2/3 of the senate agrees, the senate must wait a month to vote on the resolution.

xv. Motion to suspend the rules was made by Senator Steinke. There was no second.

1. Because of this, there will be a vote of the no-confidence resolution in the next meeting.

3. Other New Business

   a. First Generation Event on Friday

4. Motion to Adjourn

   a. First Louishomme Second Strain
President’s Report for December 5, 2019

Board of Regents’ meetings: 12-5-19
- Provost meeting: NU System-Wide Student Code of Conduct meeting
  - Discuss the process for vetting and voting on the campuses
  - Answer questions and address any concerns
- BOR Presentations: topic, Academic Affairs: Plant, Animal, and Cancer Care
  - Josie Shafer, UNO: Center for Public Affairs Research CPAR) on the Changing of Nebraska Demographics
  - Howard Gendelman, UNMC: Genetic Therapies for Infectious and Degenerative Diseases
- Items of interest:
  - KUDOS Award: Katherine Shinn, Office Supervisor, Music, Theatre, and Dance, University of Nebraska at Kearney
  - Approve the contract of Employment for Walter E. Carter, Jr. As President of the University of Nebraska—Initial Term: January 1, 2020-December 31, 2024. Will serve as President-elect starting December 16th. Base salary: $934,600.
  - Approve a ground lease and operations agreement to construct and lease a tennis recreation facility with the city of Kearney—UNK
  - Approve Residence Hall room and board rates for 2020-2021 at each of the campuses
- Other events:
  - 12:00-1:30 p.m. Luncheon for Presidential Medal of Service Recipients: Tom Henning, Michael and Gail Yanney

Faculty Senate Executive Committee & Chancellor’s Cabinet Meeting:
- October 31st: see attached minutes
- November 22: see attached minutes

Executive Committee: November 21
- Planned the December 5th Faculty Senate meeting
- Planned the November 22nd Executive Committee and Chancellor’s Cabinet Meeting
- Reviewed a FSEC draft on guidelines for presenting to legislature
- Reviewed the research noncompliance policy (Mocarski request)
1. Review of the Faculty Senate Constitution makeup of the FS Academic Freedom and tenure committee. Due to the new College of Arts and Sciences the structure of the committee would be lowered from 7 to 6. Article VII C. per members under the current by-laws. Stating that one tenured faculty member holding rank of associate professor or full-from and elected by each undergraduate college.

2. The Committee worked on the revisions of the Academic Freedom & Tenure committee procedures.

Next meeting December 3, 2019, 1:00 pm; COD B155

Submitted by Miechelle McKelvey
Artists and Lecturers Committee Meeting November 19, 2019

Present:
Ford Clark
Glenn Tracy
Michelle Beissel-Heath
Tommy McFarland
Michelle Fleig-Palmer
Meichelle McKelvey

Absent: None

1. We received seven proposals asking for funding.
2. President Beissel-Heath said most of the funding last semester was at 90%
3. There is $6400 available to fund said proposals.
4. Michelle Fleig-Palmer suggested we come up with guidelines to fund projects/conferences
5. President Beissel-Heath said she calculated that we could fund all of the proposals except Darin Himmerich’s at 90%. Since his proposal is in September of 2020, he could re-ask in April.
   a. Linda Van Ingen—Approved at 90%
   b. Darin Himmerich—Will be asked to re-apply in the spring
   c. Ting-Lan Chen—Approved 90%
   d. Melissa King—Approved 90%
   e. Anthony Donofrio—Approved 90%
   f. Evan Hill—Approved 100%
   g. Sandra Loughrin—Approved 100%
6. President Beissel-Heath will send out the award letters. Committee will reconvene in April.
   President Beissel-Heath will send out reminders for requests for funds in February.
7. It was later found out that an event was cancelled. Through email, the following was approved:
   i. $1500 to Linda Van Ingen
   ii. $1069 to Ting-Lan Chen
   iii. $1173 to Melissa King
   iv. $2483 to Anthony Donofrio
   v. $500 to Evan Hill
   vi. $285 to Sandra Loughrin
Faculty Senate Faculty Welfare Committee
November 20, 2019 Minutes
Warner 2208

Present: Claude Louishomme, Ngan Chau, Jeremy Dillon
Absent: Miechelle McKelvey, Ronald Wirtz

Claude Louishomme called the meeting to order at 10:08 am.

Dr. Louishomme began the meeting by reading our charge and asking if there were individuals interested in chairing the committee. Dr. Avilés nominated Dr. Louishomme for this position and this was seconded by Dr. Dillon. Louishomme was selected unanimously by the committee to be the chairman and he kindly accepted the position. Avilés volunteered to be secretary and the committee unanimously supported this decision.

The issue turned to the question of maternity leave and the Board of Regents policy which states that female faculty members taking maternity leave will normally be excused from instructional duties. Louishomme stated that the Faculty Senate wanted our committee to look into this issue on behalf of faculty.

Avilés stated that in his position as UNKEA president that he has communicated with approximately 10 female faculty members who have taken maternity leave as well as met with UNK’s Compliance Office. Avilés learned that the female faculty members who have used maternity leave have not been informed of this policy AND were not aware that this was an option. In addition, the Compliance Office was unaware that this was part of BOR policy.

There was discussion about the fact that the Faculty Handbook makes no mention of the part in the BOR policy which would allow for excusing female faculty members from instructional work. It was decided that the faculty should be made aware of this part of the policy in the hopes that future faculty members will be able to take advantage of this benefit.

The committee also briefly discussed the work of Kim Schipporeit on behalf of the Vice-Chancellor of Academic Affairs. Ms. Schipporeit has been meeting with various stakeholders on campus about changing how we assess faculty workload with the aim of revising the policy for the campus. Avilés reported that Ms. Schipporeit met with members of the executive committee of UNKEA to discuss this charge and planned on meeting with the Ed Policy Committees of the different colleges.

Given the changes in the Faculty Handbook that are being discussed or are being considered Louishomme pledged to communicate with Roger Davis about the process involved in changing this document. In addition, Avilés pledged to send the Faculty Workload draft that Ms. Schipporeit has been discussing in her meetings with members of the Faculty Welfare committee.

Meeting adjourned at 11:00 am.

Minutes respectfully submitted by Will Avilés
Faculty Senate Executive Committee & Chancellor’s Cabinet Meeting  
October 31st, 2019 @ 1:30-2:30PM  
Warner Hall Conference Room

Chancellor’s Cabinet Members in Attendance:
Doug Kristensen, Chancellor  
Charles Bicak, Sr. Vice Chancellor, AA/SA  
Jon Watts, Vice Chancellor, Business/Finance  
Gilbert Hinga, Dean, Student Affairs  
Kelly Bartling, Vice chancellor, Enrollment Management and Marketing  
John Falconer, Senior Advisor to the Chancellor for Executive Affairs

Faculty Senate Executive Committee Members in Attendance:  
Dawn Mollenkopf, President  
Martonia Gaskill, President Elect  
Claude Louishomme, Past President  
Greg Brown, Parliamentarian  
Matt Miller, Senate Representative (absent)  
Ford Clark, Secretary

FS President Dr. Mollenkopf initiated the meeting by updating the cabinet on the discussions that took place at the last FS meeting. David Brandt presented on resources for both faculty and students with disabilities; AVP for Diversity, Inclusion and Access Stancia Jenkins discussed efforts to hire and retain highly qualified and diverse faculty; Assistant Dean of Student Affairs David Roberts and Associate Dean of Student Affairs George Holman presented on the Student Code of Conduct and Care Team and asked for feedback on the proposed procedures and processes.

FS President Mollenkopf updated on ongoing discussions about a proposal for a Resolution stating a vote of no confidence on the General Council by the History department faculty. A History faculty emailed members of the senate requesting to include the resolution in the agenda for a vote on the November FS meeting. However, President Mollenkopf suggested a discussion in the public comments section of the agenda instead. Faculty Senate agenda items must be submitted in advance for consideration. President Mollenkopf clarified procedures for requesting and including items in the FS meeting agenda.

President Mollenkopf shared faculty concerns regarding service related to maintenance and repairs. VC Watts shared new strategies that are in progress to better share information on maintenance requests including a dashboard to allow deans and chairs to track the progress of work orders. He also talked about having ongoing conversations about service levels including custodians, grounds, maintenance and repair and how that impact FTEs to help campus understand the current process in place to address maintenance requests.

VC Watts also talked about deploying a survey to faculty and staff to get feedback on satisfaction
levels with the services provided. The last survey was done in 2017 and recent survey data should help understanding issues in greater detail and inform changes and procedures moving forward.

**Senator Louishomme** talked about faculty interest in crafting a resolution documenting maintenance challenges across the UNK campus. The resolution is intended to request local control and consideration by the BOR.

**General Studies:**
**Chancellor Kristensen** shared his concerns about recent developments including the organized nature of the recent vote of no confidence in GS. **Senator Greg Brown** shared his concerns with the lack of collegiality disclosed by the faculty pursuing the vote of no confidence when GS is trying to get the charge accomplished. He reported members of subcommittees are already disengaged as the result of the distraction the recent events have caused.

**President Mollenkopf mentioned** that some faculty asked for clarification regarding the possible flexibility afforded by GS study once the hours are determined. Could the number of hours required in the majors increase? **SVC Bicak** added he would not encourage increasing the number of required hours in the majors. He sees the decreased number of GS hours as new opportunities for students to pursue double majors, certificates and minors. Increasing the number of hours required by majors would defeat the purpose of decreasing the hours in the GS program.

**Online Learning & Finals Week**
**President Mollenkopf** brought up a question on behalf of faculty related to the finals week policy. How does the policy affects online learning? **SVC Bicak** clarified that 16 + 1 weeks apply to both face to face and online courses. The delivery mode is different, but the expectations remain the same.

**NU President Priority Candidate Ted Carter**
**Chancellor** talked about the upcoming listening sessions on campus for different groups, including a dedicated time for Faculty Senate to meet with the priority candidate. **Chancellor Kristensen** commended **Dawn Mollenkopf and Dean Hinga** for representing UNK extremely well. He received positive feedback on their contributions to the hiring process by NU leadership, regents and the priority candidate himself.

**Big Ideas:** We Must Change in Higher Education, What Areas Are Priority for UNK?

**Senator Brown:** UNK is generally very faculty-friendly, but we must be more student-focused because that’s the reason we’re here--for the students.

**Chancellor Kristensen:** What would be the outcomes if UNK rolls out the idea of four days classes? Students will like it, but can we academically thrive with that?

Meeting adjourned @ 4:55 pm

Respectfully submitted,

Martonia Gaskill
Faculty Senate Executive Committee & Chancellor’s Cabinet Meeting
November 22nd, 2019 @ 1:30 PM
Warner Hall Conference Room

Chancellor’s Cabinet Members in Attendance:
Doug Kristensen, Chancellor (absent)
Charles Bicak, Sr. Vice Chancellor, AA/SA
Jon Watts, Vice Chancellor, Business/Finance
Gilbert Hinga, Dean, Student Affairs
Kelly Bartling, Vice chancellor, Enrollment Management and Marketing (absent)
John Falconer, Senior Advisor to the Chancellor for Executive Affairs

Faculty Senate Executive Committee Members in Attendance:
Dawn Mollenkopf, President
Martonia Gaskill, President Elect
Claude Louishomme, Past President (absent)
Greg Brown, Parliamentarian
Matt Miller, Senate Representative
Ford Clark, Secretary

FS President Dr. Mollenkopf initiated the meeting by updating the cabinet on the ongoing activities involving the campus and Faculty Senate. One of the items that is out to gather feedback from faculty, student government, staff and members of the cabinet is the revision of the Student Code of Conduct, which is intended to become a document that will be used by the NU System as a standardized code. Dean Hinga gave an overview of the ongoing process to finalize the document before it becomes official and is adopted by all four campuses.

President Mollenkopf discussed briefly the GS discussions that took place at the last FS meeting. After everyone was able to have their voices heard, faculty seemed to be more at ease, but at this point the Executive Committee is not certain of the outcome at the upcoming December meeting. Senator Brown gave an update on the ongoing work of the GS subcommitees which includes possible learning outcomes for GS. These will be put together in one combined document by Dr. Bridges followed by discussions. Dr. Bicak added that his impression from attending the November GS meeting is the subcommittees have been making significant progress.

Dr. Bicak provided information on his upcoming presentation at the Faculty Senate December meeting. He plans on discussing Strategic Planning, specifically Goal on Academic Quality and solicit faculty senate advice on graduate and undergraduate programs, existing and prospective expansions, online and experiential learning opportunities.

President Mollenkopf mentioned Faculty Senate committees are looking into web sites, Bylaws and other documentation to clean up any outdated information that could be buried in those important documents. The Faculty Senate Welfate committee is also looking into Maternity Leave and trying to
understand what the policy means to make sure faculty and everyone on campus have the same understanding. **John Facolner** clarified the policy is about providing continuity for students.

Another activity involving FS is related to the super-committee. This involve cleaning up documents and clarifying working procedures. There are some discrepancies on dates or timeframes when the task involves multiple committees such as Faculty Welfare, Professional Conduct and Academic Freedom & Tenure so the super-committee will be meeting to address these.

Some questions came up to Faculty Senate Executive committee related to Recruitment and Retention committees. The first one was about tying advising to rank and tenure and how that might be assessed. **Dean Hinga** added this is part of the conversation, but nothing has been decided. The goal is to elevate the 1st year experience for students and quality advising could help with accomplishing the goal. The Recruitment and Retention committees have been looking for barriers and solutions and creating documents to list the priorities. The goal is to have a strategic plan with recommendations and then hold listening sessions to gather feedback from the campus community. One of the major themes was 1st year experience, which advising was brought up as an important aspect. **SVC Bicak** added that about twenty years ago Faculty Senate had passed a resolution supporting advising to become part of the tenure process. This was deployed in an Ad Hoc fashion did not get fully implemented across campus.

A discussion issued about the gray areas involving effective advising and consequently how faculty would be evaluated based on advising skills.

President Mollenkopf mentioned when **Ted Carter** was at UNK he talked about ways to improve recruitment and retention through enhancing student mentoring as one of strategy. This is about student mentoring and helping other students. The preferred candidate also mentioned how he increased the use of the Library and student tutoring services by 300%.

A discussion issued about developing a mentoring/tutoring system that is available to students based on academic needs. The issue of scale was also discussed as well as different models of academic mentoring/support systems for students.

**SVC Bicak** would like to keep the discussion going about advising. He also provided information about the Voluntary Separation Incentive Program (VSIP) including forums held on campus where 8 people attended and 44 faculty were eligible to apply. Faculty have until Dec. 3, 2019, to submit applications to the Senior Vice Chancellor for Academic & Student Affairs office and will be notified by Dec. 16 whether their applications have been accepted.

**SVC Bicak** updated on a recent CIO meeting held in Lincoln where topics discussed included existing online programs with inclination for success if they are expanded as well as programs that are not online but have potential to become online. The discussion included program overlaps and well as possibility for collaboration. Also across campus kinds of program development was part of the conversation. The Dean of the College of Pharmacy from UNMC was in Kearney and together brainstormed a combined undergraduate degree program in BPS.

**VC Watts** gave KUDOS to the Chancellor for his response to an article that came out on the Scottsbluff Herald. The article mentioned a number of things including closing UNK. Chancellor’s response included expectations that Regent Clare would come strong and speak against it.

President Mollenkopf mentioned about UNL Faculty Senate contacting UNK Faculty Senate and UNKEA requesting support on a Resolution against hiring Ted Carter. This didn’t move forward.

John Falconer mentioned information on Academic Freedom and Tenure is out of date in the
Bylaws. President Mollenkopf clarified the super committee is already working on changes and possible updates needed in the documents.

Senator Clark made remarks about the high quality education students receive at UNK. The experiences students have at UNK far exceeds what students get at many other institutions. He mentioned many reasons and shared stories to back his remarks.

Meeting adjourned @ 2:40 pm

Respectfully submitted,

Martonia Gaskill
Faculty Senate Academic Affairs  
Committee Minutes from Meeting  
Thursday, November 21, 2019  
WRNH 2147

Present: Debbie Bridges (CBT), Bailey Koch (COE), Derek Boeckner (FS), Joel Cardenas (AA), Ralph Hanson (CAS), Erin Pearson (REG), Lindsay Brownfield (LIB), Kate Heelan (COE), Julie Shaffer (CAS), Steven Hall (CBT), Mark Ellis (AA)

Absent: Trevor Daubert (Student Senate), Truman Lauck (Student Senate)

Guests: Jessica Bishop (REG), Jonathan Dettman (MODL), Ben Malczyk (SOWK)

*******
Bridges called the meeting to order at 3:32 pm.

Bridges gave a reminder that we need a fast turnaround for minute approval because of Thanksgiving break.

Hanson/Hall moved to approve the agenda. Motion carried.

Bridges welcomed Jonathan Dettman (MODL) and Ben Malczyk (SOWK) and informed the Committee that they were attending in support of agenda item #11. Bridges reminded the Committee of UNK’s Criteria for Certificate programs and the issues raised at the Sub-Committee meeting; Pearson provided additional explanation regarding certificate hours of existing certificate programs and Bishop discussed ideas for alternate options for the certificate. Discussion ensued from guests and FSAA committee members. Motion by Heelan/Shaffer to table agenda items #11 and #21 while clarification through other UNK entities is sought. Motion carried.

Discussion regarding remaining agenda items (#12 - #20 and #22 - #32) ensued. Heelan/Shaffer moved approval. Motion carried.

Koch/Pearson moved that the meeting adjourn. Meeting adjourned at 4:19 pm.

Respectfully submitted,
Bailey Koch, Scribe

Approved via email (November 25, 2019)

#12, Alter, Program, Biology 7-12 Teaching Subject Endorsement, B.S.Ed., BIOL, CASC, Fixing due to change to our change in seminar and research series.

#13, Alter, Program, Biology Comprehensive, B.S., BIOL, CASC, Fixing due to change to our change in seminar and research series.

#14, Alter, Course, Title, Course Description, BIOL 421, Seminar in Biology, BIOL, CASC, We are changing the title of this course to Seminar in Biology. Currently, we offer two undergraduate seminars and there is not enough enrollment in each to justify two separate courses. In addition, we are removing the graduate, 821P, section from this course. The Graduate Dean has notified us that we need to have separate seminar classes for graduates and undergraduates, hence the removal of the P section; Change in course title, Old Value: Seminar in Field Studies; New Value: Seminar in Biology; Change in course description, Old Value: An in-depth discussion of current topics in field biology. Presentations will be given weekly by guest speakers, faculty and students. Seminar is designed to help students analyze, understand and present current research within the field of Science, enhance critical thinking through question and answer sessions, and develop the skill set, both verbal and written, needed to present research and/or data in future careers; New Value: This course is an in-depth discussion of current topics in biology. Students will give presentations about a peer-reviewed primary literature article. Other activities include class discussions on how to structure parts of an oral presentation, as well as other assignments aimed at increasing the ability of the student to communicate biological topics in written and oral formats. Students are expected to read all journal articles presented and/or discussed and participate in class discussions.

#15, Create, Course, BIOL 431A, Research Methods IIA, BIOL, CASC, We are separating our current Research Methods II course into two separate sections. The first will focus on experimental design and data collection, which is this course. The other will focus on finishing data collection, writing a manuscript, and giving an oral & poster presentation.

#16, Create, Course, BIOL 431 B, Research Methods IIB, BIOL CASC, We are separating our current Research Methods II course into two separate sections. The first 431A will focus on experimental design and data collection. This course 431B will focus on finishing data collection, writing a manuscript, and giving an oral & poster presentation.

#17, Alter, Program, Biology, B.S., BIOL, CASC, Fixing due to change to our change in seminar and research series.
Disorders is moving from 2 to 3 credit hours; therefore the number of elective credits will need to change from 10 to 9.

#19, Alter, Course, Prerequisites, Course Description, CHEM 160, General Chemistry, CHEM, CASC. Updating pre-requirements to clarify Math requirements, Change in prerequisites, Old Value: MATH 102 or Math ACT score of 22 or above or permission of instructor; New Value: MATH 102 or Math 103 or Math 115 or Math ACT score of 22 or above or permission of instructor; Change in course description, Old Value: The first semester of a comprehensive year course in chemistry that includes the principles and theories of modern chemistry. This course is designed for students who need a sound introduction to the discipline of chemistry, and it is the prerequisite for advanced chemistry courses. A student should have high school chemistry and/or two years of high school algebra before enrolling in this course. If this is not the case, take CHEM 145 and/or MATH 102 to prepare for chemistry at this level. Three lectures each week. Credit for this course may be obtained by examination; New Value: The first semester of a comprehensive year course in chemistry that includes the principles and theories of modern chemistry. This course is designed for students who need a sound introduction to the discipline of chemistry, and it is the prerequisite for advanced chemistry courses. A student should have high school chemistry and/or two years of high school algebra before enrolling in this course. If this is not the case, take CHEM 145 and MATH 102 to prepare for chemistry at this level. Three lectures each week. Credit for this course may be obtained by examination.

#20, Alter, Program, Pre-Chiropractic, HSCI, CASC. These three programs are being separated in distinct and individual pre-professional programs so that requirements and other information can be more accurately portrayed and to make the website cleaner for students. Please remove Pre-Osteopathy and Pre-Podiatry from this program and those will be created as new and separate programs.

#21, Alter, Program, Exercise Science Comprehensive, B.S., PE, COE, REC 302 is volunteer practicum for exercise science which allows the department to track students taking volunteer practicum rather than all students taking one section REC 300. In addition, we have created a new course PE 414 which focuses on implementing strength programs to allow students the foundation necessary before taking PE 422 Essentials of Strength and Conditioning. These two courses will help students prepare for certification.

#22, Create, Course, HIST 111, Nebraska in the World, HIST, CASC. This course is proposed by a new faculty member with expertise in Nebraska and transnational history.

#23, Alter, Minor, History, HIST, CASC. Program change request by department.

#24, Alter, Program, Health Sciences, B.S., HSCI, CASC. The “grade of C” or above requirement is being removed. The grade requirements for the program will match the institutional requirements. An internship and other appropriate courses are being added to the electives to allow for a broader experience for students.
#25, Alter, Program, Applied Health Sciences, B.S., HSCI, CASC, An Option 3 is being proposed as an alteration to the Bachelor of Science in Applied Health Sciences. This degree has been designed as a means of degree completion for students that attend UNK to complete prerequisite coursework and are accepted early into a health science professional school or clinical training program. The new Option 3 would allow students to do the reverse and complete an Associate’s Degree in a specific health science program and then transfer to UNK to complete their Bachelor’s Degree in Applied Health Sciences. Essentially, this is a 2+2 option for students from community colleges that provides a seamless and student-friendly option for degree completion.

#26, Alter, Program, Molecular Biology, Comprehensive, B.S., BIOL, CASC, Fixing due to change to our change in seminar and research series.

#27, Create, Program, Pre-Osteopathic Medicine, HSCI, CASC, The Pre-Osteopathy program was previously combined with Pre-Chiropractic and Pre-Podiatry in one program. The three programs are being separated so that accurate information and requirements may be listed for each profession and to avoid confusion for students.

#28, Alter, Course, Course Subject, Course Number, PE 108, Introduction to Nutrition, PE, COE, There is a request to move the FAMS department to COE. Specifically the nutrition minor has been absorbed by the KSS department. Therefore we need to move the courses from FAMS to PE, Change course subject, Old Value: FAMS; New Value: PE; Change course number, Old Value: 110; New Value: 108.

#29, Alter, Course, Course Subject, PE 495, Special Problems in Nutrition, PE, COE, There is a request to move the FAMS department to COE. The nutrition minor will be moved to KSS. Therefore; we are modifying the department name from FAMS 495 to PE 495, Change in course subject, Old Value: FAMS; New Value: PE.

#30, Create, Course, PHYS 203, General Physics for Allied Health, PHYS, CASC, Students in pre-radiography and pre-radiologic technology programs have traditionally taken PHYS 205/205L, but the topics needed for their field of study are actually spread over PHYS 205/205L and PHYS 206/206L. This course will provide a more comprehensive focus on the topics these students need to be successful in their professional school experience. We submitted this last spring without the GS component but, with revisions, were too late to get it on the books for spring 2020.

#31, Create, Program, Pre-Podiatry, HSCI, CASC, The Pre-Podiatry program was previously combined with Pre-Chiropractic and Pre-Osteopathy in one program. The three programs are being separated so that accurate information and requirements may be listed for each profession and to avoid confusion for students.

#32, Alter, Minor, Women’s and Gender Studies, WSTD, CASC, The WG&E Advisory Board approved the following changes to update the list of electives for the Women’s & Gender Studies minor.
General Studies
Council Minutes November
7, 2019 – 3:30 p.m.
Warner Hall, Warner Conference Room
*** Approved via email ***

Present:  Julie Agard, Sylvia Asay, Joan Blauwkamp, Debbie Bridges, Greg Brown, Joel Cardenas, Scott Darveau, Jeremy Dillon, Mark Ellis, Aaron Estes, Tim Farrell, Michelle Fleig-Palmer, Beth Hinga, Kristi Milks, Erin Pearson, Doug Tillman, Rebecca Umland, Jeff Wells, Ron Wirtz

Absent:  Sri Seshadri

Guests:  Dr. Bicak

I. Call to Order:

Debbie Bridges called the meeting to order.

1. Approve Agenda:
   Brown/Darveau moved to approve the agenda. Motion carried.

2. Minutes from the October 3, 2019 meeting were approved via email.

II. Old Business (Open Items):

1. Course Proposals (Review for Final Approval):

   PHYS 203: General Physics for Allied Health (Department: Physics and Astronomy: Instructor: Jeremy Armstrong):

   Darveau/Wirtz moved to approve the above course and send to Dr. Bicak for final approval. Motion carried.

III. New Business:

1. Course Proposals (New): Nothing submitted:

   Moratorium on new course proposals continued for 2019-20 AY (approved at 9/5/19 GSC meeting). If a department feels a new course is needed then justification will need to be provided as to why it needs to be included in the current General Studies Program.

2. Assessment and GS Program:

   a. Results from Fall 2019 Syllabi Review:

   Bridges asked each review team to give a brief summary on the syllabi they reviewed. Groups saw a variety of mistakes and omissions. Each team reported the syllabi lacked linking the course assignments/projects to the course learning outcomes. A few of the syllabi didn’t have the correct catalog course descriptions or didn’t have the same course title for all courses. Feedback will be sent to the faculty.
3. **General Studies Council Governance Document (College Merger and Updating GSC Governance Document)**:

The Council began discussing page 3 of the Governance Document.

No changes made to the student appeal process. Student appeal process is: 1. Transcript evaluation in the registrar’s office. 2. Referral to GSC Chair. 3. Student can request appeal to be heard by entire GSC. 4. Student can request appeal to Dr. Bicak.

What is the approval process that should be followed for course approvals? Darveau asked why under Item D that capstones and portals are available right away when all other courses had to wait until the following fall. Bridges’ answer is that the course number is always within the catalog as a GSC course. Darveau asked if that means if a course is approved for GS this semester, will not be available until fall of next academic year instead of in the spring. Pearson explained that new courses go through a different process than portals and capstones (that have an approved GS catalog number), and the approval appears in the catalog in the new academic year. GS requirements are tagged to specific catalogs, so students can only get GS credit after it’s been approved. A student who took a course before it was approved for GS credit would not be awarded GS credit. However, a student may appeal and have consideration on a case-by-case basis. Ultimately, no changes were made.

Bridges reminded the Council that there was much discussion during the forums in spring 2019 regarding structural and fundamental changes to GS curriculum. This governance document update is a chance to address this issue.

The Council had a considerable amount of discussion regarding fundamental and structural changes. Blauwkamp noted that while the description of what a “structural” change is vague, the approval process is essentially the same as approval of a new course, then goes on to college Ed Policy Committees. For a fundamental change, the process is much more involved, and it makes that more
difficult for actually getting changes made in a reasonable amount of time. In particular, the 60 day comment period after each change makes it difficult to make changes in a single academic year. Blauwkamp stated it would beneficial to have a different process for small changes vs. large changes. The group agreed that there needs to be a differentiation between small (structural) changes and large (fundamental) changes. Need to quantify what is meant by a small change vs a large change.

Perhaps the way the document defines structural versus fundamental change is problematic. Cutting a large portion of the credits out of the GS curriculum seems like it should trigger a fundamental change. However, the proposal last year fit the current definition of a structural change in that no distribution areas were eliminated.

Blauwkamp stated that adjusting the language of a learning outcome, goals and current content would be considered a small change. A big change would be anything that affects structure of the program in terms of how many hours students have to complete and in what areas.

Bridges stated that since we are moving towards a 30 credit hour GS program and 30 hours is the floor mandated by HLC, we need to have greater review for cutting courses. Blauwkamp suggested maybe we move from three types of approvals to two. One would be a minor change (expedited) process for one course up or down, then full process for larger changes – changing the structure of the program more or less than 3 hours, changing the wording of goals, or changing learning outcomes.

Darveau suggested that changes to credit hours that don’t change categories or not to exceed 10% since the last campus vote/approval. Asay stated that not all situations are foreseeable and if there is a discrepancy on which change it is then maybe the Council should review and vote to determine in those gray areas.

The Council suggested calling changes minor modifications and major revisions.

Minor modifications would consist of adjusting the wording of goals and outcomes, less than or equal to 3 credit hours from the last campus approved program (approved via vote).

Major revisions would include any change in credit hours greater than 3 credit hours from the last campus approved program (approved via vote), program level outcomes additions or deletions, and/or adding or deleting categories.

The approval process for minor modifications: Approved by GSC, sent to both campus and Ed Policy / Academic Affairs committees for comment; require a formal response Ed Policy / Academic Affairs committees that they received proposal with comments due within 21 days, overlapping with a two week campus comment period.

Bridges asked the Council to study and think about the major revision process and the amount of time it needs to go out to campus and who should be required to give feedback and what voting should be required. Bring thoughts and comments to the next GS meeting.

IV. Other:
Dr. Bicak addressed the Council and indicated he expects to have a sense of what the plan might look like by December 20. In addition, he expects to have a coordinated plan for implementation and deployment by May 8.

Brown asked the GSC members to attend Faculty Senate tonight to address the Senate regarding the History Department’s vote of no confidence. Blauwkamp noted the frustration on campus with the length of time this revision is taking is not limited to the History faculty. Darveau and Brown argued that this move is ill advised and the History faculty are ill informed.

V. Adjournment:
Farrell/Asay moved to adjourn the meeting at 5:00 p.m. Motion carried.

NEXT REGULAR MEETING: Thursday, December 5, 2019 at 3:30 p.m., Warner Conference Room.
GRADUATE COUNCIL MINUTES  
Thursday, November 14, 2019  
WRNH 2147 – 3:30 p.m.

PRESENT:  Said Abushamleh, Kazuma Akehi, John Bauer, Matt Bice, Bree Dority, Dena Harshbarger, Noel Palmer Whitney Schneider-Cline, Janet Steele, Marguerite Tassi, Frank Tenkorang, Theresa Wadkins, Michelle Warren, Mallory Wetherell Ron Wirtz, Erin Anderson, Hanna Heil, and Gabriela Lopez Lemus

ABSENT:  Doug Biggs

I. Approval of the October 10, 2019 Minutes – approved via email

II. Graduate Dean’s Report

A. GRA
The Dean of Graduate Studies and Assistant Vice Chancellor for Research launched a GRA (Graduate Research Assistant) program in Fall 2019. Three GRA’s were hired this year and four will be allocated for 2020-21. An announcement will be sent out next week for those interested in applying.

B. Graduate Assistant Reallocation
The Graduate Office will be gathering information as to how departments currently utilize their graduate assistants. With this information, GA’s will be reallocated as needed.

C. CollegeNet
Linda Johnson, Director of Graduate Admissions, has been training the departments on this web-based product and the feedback has been positive. Three department are left to go through the training.

D. Graduate Student Professional Development Workshops
On November 19 there will be a CV/Resume Workshop. Spring workshops will include developing digital portfolios, graduate student mental well-being by David Hof, and multi-culture and diversity in the workplace by Juan Guzman. UNK workshops are available to graduate and undergraduate students, faculty and the public and all are invited to a face-to-face delivery or synchronously via Zoom. The workshops will also be recorded and available on the Graduate Studies website to be viewed later. All GA’s are required to attend 2 workshops per year.

E. Student Representative
Dean Ellis announced that the Faculty Senate Student Affairs Committee needs a graduate student representative for the committee.

F. Program Update
Public Communication - the next step is the Board of Regents.

G. Graduate Slogan
The new slogan for Graduate Studies is “2022 by 2022.” This is a goal of 2022 students by the year 2022. In the last 3 years, enrollment has grown by 172 graduate students.
H. **NUOnline**
Dean Ellis asked if there are new ideas to enhance graduate education. Ideas included synchronous delivery and 8-week classes.

I. **Thesis Award**
Dean Ellis suggested a more distinct name for the thesis awards. UNK Outstanding Thesis Award and Loper Outstanding Thesis Award (L.O.T.A.) were suggested.

J. **Graduate Student Fee**
Dean Ellis reported that paperwork was submitted to implement a graduate student fee in which the funds would be used for the Professional Opportunity Program (POP) to enhance the graduate student experience. This fee request is currently going through the approval process.

III. **Committee Reports**

A. Policy & Planning Committee – no report.

B. Academic Programs Committee

**For Graduate Council Action**
These program changes come as a seconded motion to the Graduate Council. Motion Carried.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Nature of Request</th>
<th>Suggestion(s) / Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology - M.S. Health Sciences</td>
<td>New Proposal</td>
<td>Suggestion to Graduate Council: <strong>Approve pending modifications</strong> - Small grammatical change &quot;Student&quot; in Section B.</td>
</tr>
<tr>
<td>MA: English, Master of Arts</td>
<td>Program Change Request - Restructured the program</td>
<td>Suggestion to Graduate Council: <strong>Approve</strong></td>
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**Tabled:**

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<thead>
<tr>
<th>Program Name</th>
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</thead>
<tbody>
<tr>
<td>Montessori Early Childhood Graduate Teaching Certificate</td>
<td>New Proposal</td>
<td>Hold for December Meeting</td>
</tr>
<tr>
<td>Montessori Elementary 1 Graduate Teaching Certificate</td>
<td>New Proposal</td>
<td>Hold for December Meeting</td>
</tr>
<tr>
<td>CRINST-MAE: Curriculum and Instruction, Master of Arts in Education</td>
<td>Program Change Request - Added High Ability/Gifted Concentrations as options. Updated ESL concentrations to meet state requirements for endorsement. Cleaned up wording for electives in Montessori EC concentration/course changes. Added Reading (International) concentration for graduate students in a China Cohort.</td>
<td>Hold for December Meeting</td>
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For Graduate Council Information
The following courses have been approved by Committee II:

<table>
<thead>
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<th>Course Name</th>
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<tbody>
<tr>
<td>BIO 801P: Principles of Immunology</td>
<td>Course Change Request - They are changing the prerequisites of the course to better reflect what is needed to be successful. The professor teaching the course is new and has changed course material to be better reflective of the topic and the change in prereqs is necessary.</td>
<td>Approve</td>
</tr>
<tr>
<td>BIO 840P: Infectious Diseases</td>
<td>Course Change Request - They are removing the lab because BIO department feel this component is not necessary. The credit hours have been reduced to 3 to reflect this change.</td>
<td>Approve</td>
</tr>
<tr>
<td>BIO 875: Internship in Biology</td>
<td>Course Change Request - Updated Course Description</td>
<td>Approve</td>
</tr>
<tr>
<td>CDIS 864: Practicum in Speech/Language Pathology</td>
<td>Course Change Request - Change from 860 to 864. This course has been renumbered for ease of understanding by students during the registration process. It will match the other clinic courses in the program for 2 credits. This is a variable credit course.</td>
<td>Approve pending minor modifications - Please clarify in both the syllabus and CIM if the course is variable credit(s) (1-3) or 2. Further the course descriptives are different between syllabus and CIM. Remove last sentence of standard statement in syllabus (&quot;If you have questions regarding...&quot;). Add grade weight, syllabus should indicate points possible or percent weight of each assignment.</td>
</tr>
<tr>
<td>CDIS 868: Motor Speech Disorders</td>
<td>Course Change Request - The course credit has increased from 2 to 3. This is due to The American Speech Language Hearing Association and Council for Academic programs have increased requirements. The course has added labs and added more rigor for evaluation.</td>
<td>Approve</td>
</tr>
<tr>
<td>CDIS 869: Clinical Competencies in Speech Language Pathology</td>
<td>New Course Proposal</td>
<td>Approve pending minor modifications - Remove last sentence of standard statement in syllabus (&quot;If you have questions regarding the information in this email.....&quot;). Please add grade weight, syllabus should indicate points possible or percent weight of each assignment.</td>
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<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Change Request Details</td>
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<tr>
<td>CDIS 876: Cognitive Communication Disorders</td>
<td>Course Change Request - Change name of course to reflect national trends in the field of speech-language pathology.</td>
<td>Approve pending minor modifications - Page 5 of Syllabus has old course title. Two different prerequisites listed on Syllabus is confusing. Is there a way to clarify prerequisites? Only one prerequisite is listed in CIM. Dates in Syllabus reflect 2019 dates, not Spring 2020. Please correct spelling of &quot;Librarian&quot; in syllabus.</td>
</tr>
<tr>
<td>CDIS 885P: Fluency Disorders</td>
<td>Course Change Request - The course will increase from a 2-credit course to a 3-credit course. This is due to competency requirements from national association. Further, the course objectives have been increased.</td>
<td>Approve</td>
</tr>
<tr>
<td>TE 831: Professional Skills &amp; Knowledge I</td>
<td>Course Change Request - Number change to remove the P. There are no undergraduate equivalents for any of the TCP courses. Course objectives updated.</td>
<td>Approve</td>
</tr>
<tr>
<td>TE 834P: Clinical Practice 1: Introduction to Transitional Student Teaching</td>
<td>Course Change Request - Name change was to be consistent with NDE terminology. Course objectives were updated.</td>
<td>Approve pending minor modifications - Is it supposed to be Transitional or Transitional in the title? Additionally, Title misspelling will need corrected in two places - Title at top and Long description. Please explain why catalog says no graduate/undergraduate component.</td>
</tr>
<tr>
<td>TE 835: Clinical Practice 2: Transitional Student Teaching</td>
<td>Course Change Request - Name change was to be consistent with NDE terminology. Course objectives were updated.</td>
<td>Approve pending minor modifications - Course Description: &quot;supervision of an experienced teacher for a minimum of 16 weeks in an approved PreK-12 school.&quot; Course description: &quot;candidates who are enrolled.&quot; Please revise for consistency and clarity.</td>
</tr>
<tr>
<td>TE 836: Clinical Practice: Student Teaching</td>
<td>Course Change Request - Name change was to be consistent with NDE terminology. Course objectives were updated.</td>
<td>Approve pending minor modifications - Instructor contact information is not included in syllabus. Syllabus notes prerequisite but the course change noted in CIM suggests it is a corequisite with TEMO 807. Should syllabus say &quot;corequisite&quot;? For grade weight, syllabus should indicate total points possible for the course or percent weight of each assignment. Lastly, within CIM, please provide justification for the pre-requisite change. *Question: Would this actually work if a student is part-time? Is it necessary to tie the classes together?</td>
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<tr>
<td>TEMO 807P: Montessori Elementary I - History/Geography</td>
<td>Course Change Request - Change from pre-req to co-req (TEMO 803P)</td>
<td>Approve pending minor modifications -</td>
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<tr>
<td>Temo 811p: Montessori Early Childhood-Practical Life</td>
<td>Course Change Request - Change from pre-req to co-req (TEMO 803P)</td>
<td>Approve pending minor modifications - Instructor contact information is not included in syllabus. Syllabus says prerequisite but the course change noted in CIM suggests it is a corequisite with Temo 803. Should syllabus say &quot;corequisite&quot;? For grade weight, syllabus should indicate total points possible for the course or percent weight of each assignment. Lastly, within CIM, please provide justification for the pre-requisite change. *Question: Would this actually work if a student is part-time? Is it necessary to tie the classes together?</td>
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<tr>
<td>Temo 833: Montessori Practicum 1: Early Childhood</td>
<td>Course Change Request - Change credit hours from 3 to 2. The content from this course needs to be taught over a full year. An additional course (TEMO 834) will cover the second part.</td>
<td>Approve pending minor modifications - Instructor Contact information is not included in syllabus. Statement in syllabus refers students to an Omaha instructor. Please explain. Early Childhood teachers submit your year-long or thematic unit outline to <a href="mailto:Kathy@omahamontessori.com">Kathy@omahamontessori.com</a>. It seems these courses are 2+1 to combine into three credit hours; however, this is not clear in the syllabus. Also, grading criteria are unclear. It would help to list each item that leads to a grade and summarize those items into a point total. Many items are listed, but no clear point value is associated with items. As a result, no clear grading weight of items is evident.</td>
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<tr>
<td>Temo 834: Montessori Practicum 2: Early Childhood</td>
<td>New Course Proposal - This is the new course that will cover the second semester content for Temo 833. This is a 1 credit hr course.</td>
<td>Approve pending minor modifications - Instructor contact information is not included in syllabus. Statement in syllabus refers students to an Omaha instructor. Early Childhood teachers submit your year-long or thematic unit outline to <a href="mailto:Kathy@omahamontessori.com">Kathy@omahamontessori.com</a>. It seems these courses are 2+1 to combine into three credit hours; however, this is not clear in the syllabus. Also, grading criteria are unclear. It would help to list each item that leads to a grade and summarize those items into a point total. Many items are listed, but no clear point value is associated with items. As a result, no clear grading weight of items is evident.</td>
</tr>
<tr>
<td>Temo 843 Montessori Practicum 1: Elementary 1</td>
<td>Approve pending minor modifications - Instructor Contact information is not included in syllabus. Statement in Syllabus refers students to an Omaha instructor? Elementary interns submit your year-long project outline (whether it is a thematic unit or Common Core Correlation study) for approval to <a href="mailto:barb@omahamontessori.com">barb@omahamontessori.com</a>. It seems these courses are 2+1 to combine into three credit hours; however, this is not clear in the syllabus. Additionally, grading criteria are unclear. It would help to list each item that leads to a grade and summarize those items into a point total. Many items are listed, but no clear point value is associated with items. As a result, no clear grading weight of items is evident.</td>
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<tr>
<td>Temo 844 Montessori Practicum 1: Elementary 1</td>
<td>Approve pending minor modifications - Instructor contact information is not included in syllabus. Same syllabus submitted as 843, so pre req is incorrect. It seems these courses are 2+1 to combine into three credit hours; however, this is not clear in the syllabus. Also, grading criteria are unclear. It would help to list each item that leads to a grade and summarize those items into a point total. Many items are listed, but no clear point value is associated with items. As a result, no clear grading weight of items is evident.</td>
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| Course Change Request - Change from 3 Credits to 2 Credits to add a new course for a year long practicum. Change from credit/no credit to grades. |
| New Course Proposal: Practicum must be one year long - therefore it needs two courses but cannot change the overall number of credits for the program. Temo 843 has been changed from 3 credits to 2 credits and Temo844 will be 1 credit. |

C. Faculty & Student Affairs Committee – Bauer reported that two best overall thesis award winners are Sara Ruggles in History and Robert Ritson in Biology. The MAGS Humanities submission this year was Jacob Hillesheim in History.

IV. Other Business

There being no additional business, the meeting adjourned. Respectfully submitted, Janna Shanno
Student Affairs Committee Meeting - 10/18/19
Meeting called to order at 8:00am

I. Introductions

II. Committee Elections

   a. Matthew Mims volunteered to serve as president
   b. Nicholas Hobbs volunteered to serve as secretary

III. Updates

   a. Dean Hinga provided an update on student affairs events and issues
      i. Successful Homecoming
      ii. FSL housing situation
      iii. Visit from interim president Fritz
      iv. NSE and Blue and Gold Weekend
      v. Recruitment/Retention Councils
   b. The committee reviewed its charge from Faculty Senate

Meeting adjourned at 8:42am
FACULTY SENATE LIBRARY COMMITTEE
MEETING MINUTES
29 OCTOBER 2019

PRESENT: Andrea Childress (ITS), Sherry Crow (CoE), Timothy Johnson (CAS), Janet Wilke (LIBR)

ABSENT: Heather Schultz Meyer (B&T), Chris Steinke (Graduate College), Jack Clark (Student Representative)

The meeting convened at 2:09 p.m.

Charge to the Committee – Dr. Ford Clark was present to read the Charge to the Committee, as follows:

“Recommends the procedure by which funds are allocated to the colleges and advises the University administration on the formulation and implementation of Library policy. COMPOSITION: One faculty member from and elected by each undergraduate college, the Dean of the Libraries, the Chief Information Technology Officer or representative, one member selected by the Graduate Council, and one student selected by the Student Senate. Total: 8 members.”

Having discharged his responsibility, Dr. Clark took his leave and the meeting continued.

Election of Officers – Dr. Sherry Crow, as the outgoing Committee Chair, conducted elections for Chair and Secretary.

Crow moved (Johnson) that Colleen Lewis, Library Administrative Associate, be nominated to serve as Scribe. There were no further nominations. The motion passed unanimously.

Crow moved (Wilke) that Dr. Johnson be nominated to serve as Chair. There were no further nominations. The motion passed unanimously.

Library Updates:
Library Staffing – Wilke reported on the current status of library staffing. Library Faculty are now at 100% capacity and Library Staff are at 90% capacity. She noted that 42% of the Library Faculty and Staff are new since Spring 2016. Some positions were reconfigured to meet changing needs.

The most recent Staff hire is a Cataloging/Metadata Associate whose responsibilities fit in with the emphasis on the university’s Digital Repository and archived items. The term “metadata” is applied to the value-added information for arranging, describing, and enhancing intellectual access to information objects (Gilliland, 2008). Creation of high-quality metadata is essential to the access and preservation of digital library materials, including cultural heritage, collections, and scholarly publications in digital repositories. For example, an image may include metadata that describes how large the picture is, the color depth, the image resolution, when the image was created, and other data. Web pages often include metadata in the form of meta tags. Description
and keywords meta tags are commonly used to describe the Web page’s content. Most search engines use this data when adding pages to their search index.

**Digital Repository** – Wilke provided a demonstration of the university’s Digital Repository, which can be found at OpenSPACES@UNK. The demonstration included how content is arranged, archiving of faculty and other materials in digital format, and an FAQ section for authors. The Digital Repository is managed by Digital Commons and anyone anywhere in the world can access and download the information. The site includes a map showing immediate notification of locations around the world where UNK materials are being accessed and downloaded. Wilke described how the NU Libraries collaborate on funding and access to each other’s digital repositories, which are managed by Digital Commons and are collectively known as Nebraska Scholarly Commons.

University of Nebraska Consortium of Libraries (UNCL) – Wilke reported that the consortium of NU Libraries decided to move forward and migrate to a different integrated library system (ILS) for ordering, cataloging, serials, circulation, and public access of the University’s library collections. The new ILS will be rolled out at the end of Fall Semester 2020. The functionality of the system will largely remain the same. However, the screens will all look different and the system as a whole will better meet needs than the current ILS, Innovative Interfaces, Inc., the system in use since initial automation efforts in the early 1990s.

**Library-hosted events** – Wilke reported that a number of events have been scheduled and hosted in the library this fall. The College of Arts and Sciences Book Fest was held on October 10. The Calvin T. Ryan Library Faculty Profile Series partnered with the Phi Alpha Theta Lecture Series on October 16, to present Dr. Nathan Tye’s lecture on the history of hobos, tramps and bums. On November 6, the Library and Phi Alpha Theta will again partner to host a presentation by Dr. Torsten Homberger on the Berlin Wall. These events are well attended by faculty, staff, students, and community members.

**Library Master Planning** – Wilke reported that in 2016 the campus began a process of master planning for renovation of the library building to address current and future needs of students and faculty. Because the Library has experienced a 42% turnover in Staff since this planning began, members of the original planning team, headed by RDG out of Omaha, met with the current Library Staff this summer to review what has been done so far and to gather input from the current Staff.

**Academic Program Review** – Wilke reported that the Library’s Academic Program Review is due to be submitted in Spring 2020. Dr. Ron Wirtz is currently very busy preparing this review, which is only the second one to be submitted by the Library. Wilke noted that the ability to gather statistics regarding use of the library building and resources has improved and shows significant use.

**Faculty Senate Charge to the Library Committee** – Discussion then turned to possible review of the Faculty Senate Charge to the Library Committee. Wilke observed that when the original charge was developed, the library allocated specific amounts of the materials budget to each academic department, using a formula based on the number of credit hours generated by that
department’s courses. Some departments received large allocations because they generated large numbers of credit hours, but the disciplines didn’t require significant use of traditional library resources. Consequently their allocations often were left unspent. Other departments didn’t generate as many credit hours so they didn’t receive large allocations, but their disciplines were heavily dependent on books and other printed resources. These departments often were not able to order all the resources they needed to support their disciplines because their allocations were too small.

A few years ago the Library sought to address this inequality by discontinuing that formula and allowing departments to submit requests for any resources they needed which would then be ordered. This method has proven to be very successful because it provides better use of funds and development of a collection meeting individual discipline needs.

Part of the original charge to the Library Committee, “Recommends the procedure by which funds are allocated to the colleges . . .” refers directly to the allocation formula that is no longer being used. Discussion centered on possible wording changes. In addition, due to the merger of the College of Fine Arts & Humanities and the College of Natural & Social Sciences, the total composition of the Committee has been reduced from 8 members to 7 members. If the Library Committee decides to explore this issue, Laurinda Weisse, the Library’s representative on Faculty Senate, could investigate the process to change the Charge to the Committee, and the Composition of the Committee, and have it submitted to Faculty Senate for approval. This matter will be discussed further in future meetings.

Other business – Sherry Crow shared with the Committee a number of highlights from a library conference she recently attended in Croatia, stating it was an interesting and beneficial conference.

The next Faculty Senate Library Committee meeting will be held after the Thanksgiving break. A Doodle poll will be sent out to determine the best meeting time.

There being no further business to discuss, the meeting adjourned at 3:00 p.m.

Respectfully submitted,

Colleen M. Lewis
Scribe
Executive Summary of 2019 Results from the National Survey of Student Engagement
Beth Hinga, Assistant to the Senior Vice Chancellor
September 2019

1. We still excel at high-impact practices.
   - Many more of our students are participating in high-impact practices than students at our peer institutions. High-impact practices include learning communities, research with faculty members, service-learning, culminating senior experiences, and study abroad. We far surpassed our peers in all areas except study abroad.

2. Students at all levels struggle in the area of Learning Strategies.
   - It would be helpful for all who provide academic support to students to give students information about practices that enhance learning.
   - Providing support to faculty in innovative, engaging, and effective teaching practices that enhance learning would also be helpful, perhaps through a Teaching and Learning Center with a director whose expertise is in the science of learning and effective teaching pedagogy.

3. Quantitative reasoning is an area of weakness.
   - Students are either not encountering the need for quantitative analysis or they do not feel comfortable with the practice. This can be addressed not only in math and statistics classes, but also in any class or research project with faculty in which students are asked to analyze and interpret numerical data.

4. Our students scored significantly behind their peers in questions about how often they had discussions with people of a race or ethnicity other than their own, and with people from an economic background other than their own.
   - Students need guidance and incentive from faculty and staff to interact with students from different races and ethnicities. They are not moving outside their own cliques and silos on their own.
   - The university would also do well to redouble its efforts to recruit and retain students, faculty, and staff from underrepresented ethnic groups. 72% of the first year student population identifies as white, and 80% of the senior class identifies as white. From the first year to the senior year, we lost approximately 75% of our black/African-American students, 42% of our international students, and 8% of our Hispanic/Latino students. We are losing our diverse voices that enhance and enrich our campus. A recent diversity survey has a number of recommendations that would be helpful in both recruiting and retaining students, faculty, and staff from diverse ethnic backgrounds.

5. First year students struggle to find a supportive environment on campus.
   - Specifically, they do not feel the university encourages: contact among students from different backgrounds (-11 points), attending campus activities and events (-8 points), providing opportunities to be involved socially (-6 points), attending events that address important social, economic, or political issues (-6 points), helping them manage non-academic responsibilities such as work and family (-5 points), and providing support for their overall wellbeing (-3 points). Senior students also struggle in most of these areas.
– Faculty and staff need to get creative about ways to engage students in discussions with students different from themselves, about their outside pressures and obligations and ways to handle those stressors, the multitude of benefits of becoming involved in organizations and attending performances and presentations outside the classroom, and ways to stay mentally and physically well.
– Student affairs is investigating an “outside the classroom” curriculum, which could be one avenue to increase participation and incentives for students to engage more on campus.

6. First year students report that they are less happy (-5 points) with advising than students at our peer institutions.
– 44% of first year students said an advisor never reached out to them to ask about their academic progress or performance. 35% of students said “sometimes,” 15% said “often,” and 7% said “very often.”
– There is clearly room for more work on the part advisors working with first year students to reach out and ask how they’re doing academically throughout the year. This would have the added benefit of helping students feel more supported. Toward this end, advisors could also have conversations with students about how they’re handling their obligations and activities outside the university, if they’re attending on-campus events, getting involved in organizations, and meeting new friends.

7. Seniors students are more happy (+10 points) with advising than their students at our peer institutions. This is a 15 point shift from the freshman year to the senior year.
– Seniors report more often than their peers that advisors have talked with them about career interests and post-graduation plans. However, 34% of seniors report academic advisors never reached out to them to talk about their academic progress or performance.

8. 32% of first year students and 17% of seniors report that their main source of advice regarding academic decisions is a friend or family member rather than official university resources.

9. Only 33% of first year students voted in the November 2018 elections despite the fact that only 5% of this population was too young or otherwise ineligible to do so. 50% of senior students voted in the November 2018 elections, and only 3% were not old enough or otherwise ineligible.

10. Our students work more than their peers.
– 25% of first year students work on campus and 50% work off campus. The average time spent working for pay is 10.2 hours per week.
– 36% of seniors work on campus and 75% work off campus. The average time spent working for pay is 20 hours per week. 20% of seniors work more than 30 hours per week off campus.
– Many of our students have significant responsibilities in their lives other than attending class and doing homework. The university may wish to consider increasing the number of classes taught at non-traditional times and the offerings of online classes to help students who work and care for dependents to attend school. Cultivating relationships with local and regional employers and encouraging them to provide paid internships to our students could alleviate the need for both an internships and separate job to get through that final year of school.
Demographic information of interest

32% of seniors started college at an institution other than UNK. Transfer students are a significant component of our population.

22% of first year students and 20% of seniors were members of a Greek organization.

8% of first year students indicated they had been diagnosed with a disability or impairment.
48% were diagnosed with a mental health disorder 24% had a learning disability
7% had a mobility impairment
3% had a sensory impairment (vision or hearing) 34% had a disability not specified in the question.

13% of senior students indicated they had been diagnosed with a disability or impairment.
56% were diagnosed with a mental health disorder 33% had a learning disability
15% had a sensory impairment (hearing or vision) 3% had a mobility impairment
19% had a disability not specified in the question

12% of first year students and 9% of seniors identified as LGBTQ. 4% of first year students are older than age 23.
11% of seniors are between ages 24-29, and 11% are aged 30 years or older.

48% of first year students and 46% of seniors claim first-generation status. 5% of first year students and 8% of senior students have at least one parent who did not finish high school.
Context of our EL proposal

We are undertaking this project of Experiential Learning (EL) because we are required by the Higher Learning Commission (our accrediting body) to take on a Quality Initiative. A Quality Initiative project is expected to be a project that has potential for significant impact on the institution and its academic quality. It is also expected to have the commitment and involvement of key people and groups on campus. In addition, we need to provide evidence of significance and relevance at this time in the university’s history. A full description of HLC expectations/requirements are found on its website, in this document: http://download.hlcommission.org/QualityInitiativeProcess_PRIC.pdf

An EL program is appropriate at this time for a number of reasons:

1. We are at a crucial time in our history, with falling enrollments and other concerns that necessitate a new approach to the way we do many things on campus.
2. The idea of experiential learning grew out of the strategic planning process, as a way for us to better engage students in their fields.
3. Students who can demonstrate that they have practical experience are more attractive to employers, graduate schools, and professional schools.
4. Experiential learning allows us to stand out in a sea of colleges and universities who are also trying to attract students. It can be part of our marketing message to high school students and their parents.

In a nutshell, the vision for experiential learning is this:

A. Each student will be required to participate in one EL activity prior to graduation. This will become a new graduation requirement, tracked in Degree Works.
B. All academic departments will be strongly encouraged to develop at least one EL course for students in their majors.
C. We will also develop a “clearinghouse” of other EL activities that may or may not be credit-bearing, but will allow students to satisfy this EL graduation requirement. Some of the activities in the clearinghouse may be EL courses open to students outside the major in which they’re offered. Some will be co-curricular.
D. This is the initial phase of the EL program and it will be implemented first.
E. A secondary focus and second phase of the EL program will extend EL to all four years of a student’s time at UNK. A program will be available to allow students to develop “soft skills” employers, graduate schools, and professional schools want to see of our graduates.
F. Research indicates that employers are looking for students who are proficient in: Professionalism (including a strong work ethic), Teamwork/Collaboration, Problem Solving, Leadership, Career Management, Digital Technology, Verbal Communication, Written Communication, Professionalism/Strong Work Ethic, and Global/Multi-Cultural Fluency.
G. Students in the professional programs already have requirements in place to develop these skills. No changes would be suggested for these programs. However, it would be helpful to students outside these majors if they had opportunities to develop these skills.
H. The second phase of the EL program will be largely co-curricular, though students can certainly demonstrate proficiency within courses. A “clearinghouse” of activities that build these soft skills will be developed.
I. A system will be developed in which students can demonstrate and document various levels of proficiency in these soft skills. A pilot program will be developed in which various methods of documentation will be tested. Possible formats include a portfolio or a badge system.