February 2021 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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   C. Update on Faculty Advisory Committee & Faculty Reduction
X. New Business
XI. General Faculty Comments
XII. Adjournment:
Minutes:
I. Call to order (7:00pm)

II. Roll Call
   A. Present: Dawn Mollenkopf, Daniel Chaffin, Alejandro Cahis, Jeff Kritzer, Pat Hoehner, Miechelle McKeelvey, Bryce Abbey, Kurt Borchard, Megan Strain, Derek Boeckner, Ben Malczyk, Sam Rapien, Jon Dettman, Jeremy Dillon, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Chris Steinke, Claude Louishomme, Anthony Donofrio, Laurinda Weisse, Martonia Gaskill, Julie Shaffer, Ross Taylor
   B. Absent: Ngan Chau, Marissa Davala, Seth Long, Ford Clark, Karl Borden

III. Approval of Agenda
   A. Motion Louishomme, Second Hobbs,
   B. Motion Passed

IV. Action on Faculty Senate Minutes: 05November2020
   A. Motion Louishomme, Second Taylor,
   B. Motion Passed

V. Special Presentations
   A. VC Kelly Bartling:
      i. Fall 2021 recruitment overview
         1. Scholarships and Financial Aid
         2. Undergrad Recruiting particularly out of state
         3. Discovery Hall
         4. DREAM Team
         5. Diversity initiatives
      ii. Thank you for all the work you’ve done this semester
      iii. Following through with many of the strategies from the enrollment plan presented last year. Slides in box (not wanted shared on website for proprietary reasons.)

I. New Nebraskan Scholarship
   a. Not on initial plan, but President Carter is excited about a one tuition plan, and UNK is the test campus. Essentially one tuition, but framed as a scholarship instead of a discount. Easier to get attention from out of state students with a scholarship than a lower discount rate. Admits and interest from out of state students at record highs right now
2. Nebraska Promise Commitment
   a. <$60k /Pell eligible students have waived tuition, Central Admin is covering the outlay for this discount.
3. ACT testing was put on hold, so Merit scholarships have been increased and fairly liberal approach to offering scholarships to students who appeal/ask about it.
4. Nebraska Career Scholarship
   a. STEM majors
   b. $10k annual scholarship eligible for certain majors, approximately 14 students a year.
   c. Paid for by the state.
5. DREAM Team
   a. Volunteers from faculty and staff to help recruit
   b. Leverage word of mouth, personal anecdotes in recruitment
6. Transfer/Pathway/2+2
   a. Currently have very strong transfer numbers
   b. Keep up the effort there
7. Discovery Hall
   a. Excited to use the building to engage with prospective students and influencers.
8. Diversity Recruitment Team
   a. Volunteers are welcome to join to put together a recruitment plan
9. Ashley Olivas – Enrollment, Outreach, Campus, Yield Events coordinator
   a. Helping with recruitment and new student enrollment as well.
10. RNL Yield Program
    a. Noel Levitz calling and actively engaging students who are one or two steps away from enrolling to gage interest/help finish the enrollment process
11. Free Application promos
    a. October application fees ($45) waived during this period.
    b. Application numbers shot through the roof and helped catch up from low August and September application numbers.
    c. Extended it to out of state students as well.
12. 1st Gen, EL, GS initiatives
    a. Demonstrating and explaining these has helped with recruitment efforts
13. 4 finalists for Admissions Director to be interviewed on campus next week.
    a. Will get more information out about that soon.
    b. Hope to have decision finalized by Jan 1, and in place by Feb 1
    c. Questions
    d. Q: First Gen Student 30 years ago, what percent of the population are we targeting for first gen? Is there a lot of overlap with first gen and other programs?
    e. A: About 40% are first gen, Kearney bound, Thompson Scholars, TRIO, serve these well, but still working to fill in gaps with additional retention programs that work well for those programs. Demonstrating success in this helps recruitment of these students greatly.
    f. Q: Student population is diverse, of students that are close to coming to UNK but choose not to, what’s their choice? Not going to school? different school?
g. A: Most go to UNL (from clearing house data), also UNO, and Community colleges, not as many to the private schools. A lot of times it comes down to money sometimes just $500-1000. Program fits, sometimes diversity issues, there’s not enough yet within the student body, staff, faculty for students to feel they’ll fit in. Reasoning for not coming is difficult and varied.

h. Q: Why pay Nowell Levitt to make phone calls instead of someone that works here make those same phone calls?

i. A: A lot of calling in a short amount of time, 2-4000 calls in a relatively short timeframe. Tried in past to get volunteers or student workers but wasn’t as effective as hoped. Instead of spending effort and time reworking what was done in the past to make it effective, this was the easier route.

j. Q: GS message easier with fewer hours, but how is this effecting transfer students? Other schools transfer-wise don’t match up with hours-wise for some courses and working through issues about transfer credits is needed. Changing these has introduced departmental level issues particularly in the sciences.

k. A: Haven’t had it in place long enough to see specific issues yet. If there are issues forthcoming, welcome the dialog about how that will work.

l. Q: Are there goals besides “more students”? The long term trend hasn’t been encouraging. Are the specific goals in mind? Especially in light of possible faculty reductions looming.

m. A: As quickly as possible get back to 7k students, struggling with international will be tough, this year would have been up had the international student numbers come in inline. Encouraging early results with out-of-state students. Even though going over budget with scholarships, still optimistic about net revenue positive. This is a little wishy-washy, staff cuts have been difficult to make, but necessary too when the ROI wasn’t showing clearly.

B. AVP Andrea Childress
   i. Update on technology developments happening at UNK
   ii. ITS Strategic plan
      1. Scouting
         a. Next Gen Cybersecurity Phishing Simulation
            i. Phishing still a high risk, two factor has helped
            ii. Run some simulations to help people learn how not to fall for phishing attacks
      2. Game Changing
         a. OER Course Marking
            i. Working with students to come up with a catchy name as an indicator to increase transparency
            ii. Estimated timeline Spring 2022
      3. Strengthening
         a. Network Modernization, Unified edge
            i. Updating switches and wireless access points system wide starting in January 2021
ii. Unifying equipment Purchased pre-covid
iii. Increased security, scalability, speed, power over ethernet for powering devices, etc.
iv. https://its.nebraska.edu/unified-network/

4. Foundation Building
   a. Storage and Collaboration
      i. Box exiting higher education market, must move to Microsoft 365 by end of 2021 (10x price for corporate service)
      ii. Tech Coordinators will help plan departmental and college folder structure moves. Will be using transfer tools which will mostly automate the migration.

C. GS Director Dr. Greg Brown
   i. Discuss GS and Field questions
      1. Please bring questions or use the shared Google Doc to submit your questions
         a. Q: Will courses approved throughout this semester be applied retroactively?
            i. A: Yes, through registrar, there are a couple routes in place to make things to work out either automatically or individually applied
         b. Q: Timeline for getting courses on the next catalog and in degree audits
            i. A: FSAA and Registrar are better places to ask, waiting to have enough courses approved before putting things forward changes to the catalog. For the GS side of things to get in the new catalog courses need to be submitted for approval at the latest by the March meeting, so to GS council by last Wednesday in February.
        c. Why are upper level courses being approved for GS
           i. Part of the program that was developed and approved was the inclusion of upper level courses.
        d. Is there a max number of LOPER courses that can be prescribed by a degree
           i. Minimum 30-31 (Maximum 37/38 depending on department options) credits 3 from each LOPER category. At most 3 with the same prefix.
        e. Why the change of language in evaluation criteria not communicated to faculty?
           i. Sept 4 there was an email sent to faculty list serve that explained the course submission process with links to canvas page with course submission and evaluation criteria.
ii. Clarification: Document that was voted on by the faculty was different than that which is being used currently. The change in language was subtle but important.

iii. Reply: Was in the meeting minutes. Language changed from “approved discipline” to “appropriate discipline” This was done because there’s not really a governing body that would determine which disciplines are “approved”

f. Confusion about additional credits left over after meeting general studies hours and major hours.
   i. They are electives.

2. Talked about the LOPER 1 requirement proposal. Currently proposed is 3 1-hour courses each from a different department. Asking for feedback about the idea and about the logistics of doing this.

3. GS Council – FS liaison possibility

D. Bobbi Ludwig
   i. Initiatives happening at the Library
      1. Replacing Lopersearch
         a. Migrate UNCL libraries to the same platform,
         b. Important because it will replace an outdated system with a more modern and updatable system
         c. PRIMO will be side of platform faculty will use to replace Lopersearch
         d. Go live on December 21st
         e. Links to old search “rosi.unk.edu” won’t work, so make sure to update your links in the spring. Contact library for help if needed.
         f. Training and tutorial videos will be available.

VI. Reports of Faculty Senate Standing Committees
   A. Oversight Committee:
   B. Executive Committee:11November2020
   C. President’s Report:16November2020
   D. Academic Affairs:19November2020
   E. Academic Freedom and Tenure Committee:
   F. Academic Information and Technology Committee:
   G. Artists and Lecturers Committee:
   H. Athletic Committee:
   I. E-campus Committee:
   J. Faculty Welfare Committee:20November2020
   K. Grievance Committee:
   L. Library Committee:
   M. Professional Conduct:
   N. Student Affairs:17November2020
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   C. International Studies Advisory Council:
   D. Parking:
   E. Safety Committee:
   F. World Affairs Conference Committee:

VIII. Reports from Academic Councils
   A. Graduate Council: **12November2020**
   B. General Studies Council: **05November2020**
   C. Council on Undergraduate Education:
   D. Student Success Council:
   E. Equity, Access, and Diversity Committee

IX. Unfinished/Old Business
   A. Faculty Senate vote on the UNL BoR Bylaws Changes
      i. Motion to Approve: Dettman, Second Abbey
      ii. Motion Passed
   B. Anti-Bullying Policy Progress Update – Mollenkopf
      i. Committee has been formed,
      ii. Work is starting
      iii. Comments:
         1. Looking forward to focused groups and training — only chair, only assistant professors, etc.

X. New Business

XI. General Faculty Comments
   A. Any Comments on the COVID-19 Survey Report?
      [https://unk.box.com/s/qqa9pf4bra3ptu6l4p2grywsohnzuki](https://unk.box.com/s/qqa9pf4bra3ptu6l4p2grywsohnzuki)
   B. Are they sharing the names of the members of the reduction in force committee?
      i. Not sure, but the representation distribution is known. We don’t know about the names necessarily yet.
   C. Concern that there is no representation or inadequate representation for CAS divisions/departments
      i. Martonia will reach out to Administration to ask about representation for each division within the colleges. Possibly will release names after the committee is officially convened (planned first meeting is December 9th.)

XII. Adjournment: (9:28pm)
   A. Motion Kritzer, Second Shaffer,
   B. Motion Passed
Faculty Senate President’s Report

Faculty Senate Executive Committee – Meeting Minutes
Tuesday, January 19, 2021 – 1:00pm. Join Zoom Meeting

Convene: 1:30PM
Roll Call: All present

Discussion Items:

• The Chancellor Faculty Advisory Committee & Faculty Reduction
  
  o Update from FS Representative Senator Mollenkopf on Jan. 14th via zoom
    
    ▪ Group needed to hear process and procedure. Still fleshing out everything. No specifics of who to let go/stay, but making general recommendations. Holding another meeting soon. One additional member was added to the committee to represent Fine Arts.
    
    ▪ Clarity of language was asked for but administration gave the committee freedom to define terms used.
    
    ▪ Particularly ‘overstaffing’ which is key in the CBA to permit faculty termination.

• IT Security/Research Data Policy meeting with NU FS Presidents, Provost Fritz and Vice Provost Jackson and Brett Blackman. on 01/07/21.
  
  o Want to ensure policies are not inhibitive of collaborative research, particularly between campuses.
  
  o Any concerns or questions about the documents/policies in Box should be addressed to the IT Security /Research Data Policy Committee

• Diversity Officers Collaborate (DOC) Initiatives: Update
  
  o UNK has a committee on diversity and inclusion, but no dedicated person like other campuses
  
  o Committee charged by President Carter with looking into different actions that can move the campus toward a diverse/inclusive campus
  
  o Moving forward with action steps this semester as part of Pres. Carter’s 5 year plan

• UNL Bylaws Change Proposal – Quick Update & Resolution
  
  o Resolution voted on by FS Executive Committee. Copy sent to Dr. Falconer. Will provide senators the opportunity to vote at the February 4th meeting.

• Senator Megan Strain question regarding the Faculty Senate standard meeting time.
Has been looked at in the past, but there are too many conflicts during the day. Particularly for instructors who are out in the community doing work their work in schools, businesses, etc who couldn’t meet during the day.

Not that it is a bad idea, it’s just not logistically reasonable to have it at other times.

• Remaining FS Executive meetings for the spring
  - February --Feb 17th
  - March ---March 17th
  - April meeting 1 ---April 14th

• Next meetings with the administration are:
  - Monday, January 25th
  - Wednesday, February 24th
  - Monday, March 22nd
  - Monday, April 19th

• Agenda items for the upcoming meeting with the Cabinet on Monday, Jan. 25th
  - Updates/new developments on Faculty Advisory Committee
  - COVID updates, Vaccine plan, etc
  - Updates on initiatives regarding Pres. Carter’s 5-year plan
  - J-term results/effectiveness/permanency?

• February FS meeting
  - Dean Hinga
  - Dean Wilke
  - Resolution for BoR proposal

• Other items? Please send or bring items you wish to discuss
  - Box migration (End date May 17)
    - Different save locations for different data types depending on security needed
    - Will be matrix sent out indicating where to save things so they can be migrated

• Adjourn: 2:50
Monday, January 25th, 2021 – 1:00 p.m. via Zoom

**Members, UNK Administration**
Chancellor, Doug Kristensen
SVCAA Charles Bicak
VCBF Jon Watts
VCEMM Kelly Bartling
Dean Gilbert Hinga
SACEA John Falconer

**Members, FS Exec Committee**
Martonia Gaskill, President
Jon Dettman, President Elect
Ross Taylor, Past President
Derek Boeckner, Secretary
Ford Clark, FS Representative
Dawn Mollenkopf, Parliamentarian

I. Informational Items

A. Diversity Officers Collaborate (DOC): Update
Diversity Collaborative Officers (DOC) led by Stancia Jenkins, AVP for Diversity and Inclusion. President Gaskill and Dean Hinga are among the 25 members from across the fours campuses. DOC is in charge of implementation of the “Culture, Diversity and Inclusion “ strategy as outlined in the President Carter’s 5 Year Plan. Focus areas:

**Campus Climate Survey**
**Implicit Bias and D&I Curriculum**
**Policy Framework Implementation**
**Envision Nebraska: Redressing Structural Inequality in Higher Education**

Kristensen: the survey needs to be broken down by campus to be useful.

B. IT Security/Research Data Policy
President Gaskill met with NU FS Presidents, Provost Fritz, Vice Provost Jackson, VP for Information Technology Brett Blackman and UNL CIO for Information Technology Heath Tuttle on 01/07/21. Meeting intended to discuss faculty input input in the development of data security policies. The goal is to provide security without creating obstacles for faculty collaboration and research efforts. Box is being discontinued in favor of OneDrive.
C. UNL Bylaws Change Proposal – Quick Update & Resolution.
General counsel did not initially support the proposal.
Kristensen: counsel’s objections seem to have been satisfied. UNMC now seems on board and comfortable with the proposal. Major changes have been made to the proposal and Board of Regents approval is anticipated.

II. Discussion Items

A. Faculty Advisory Committee
Kristensen: Doug Biggs is chair of the committee and reports that a product is ready to deliver. They are currently working on a time to present it to administration. Faculty were asked to define overstaffing and determine whether it exists. No one looks forward to this, but it’s a good opportunity to reach out to departments that are overstaffed. Some are understaffed. It appears that the committee work will be done by Feb. 1.

B. UNK and Covid-19 Vaccination
Kristensen: It’s a difficult situation. I signed up ten days ago with Two Rivers and haven’t heard a word. We are as frustrated as you about lack of organization and knowledge and also the lack of vaccine.
Falconer: We are all uninformed, including the people running it. Person in charge of distribution says “not everyone can be first.” State has a prioritization agenda. Two Rivers are only getting 900 doses per week. Bottleneck is supply.
Taylor: Will it be possible to make departmental exceptions to the mitigation policy? Could we require masks at instructor’s discretion even in Phase 3?
Falconer: instructors are empowered by the policy to make that determination at their discretion for their own classroom. Faculty cannot ignore parts of the guidelines, but policy says they can make masks required in their classroom even if the phase guidelines don’t call for that.

C. 2021 J-Term results
Bicak: the inaugural J-Term was a success by most accounts. Broad distribution across colleges, with both lower- and upper-division classes. Most classes were taught by tenure-line faculty. Ongoing conversations about system-wide academic calendar. Various proposals regarding J-Term dates have been made. UNK faculty and deans don’t seem interesting in splitting the J-Term to straddle the holiday. Adjustments like an abbreviated spring break have been considered. A shorter spring break would push the semester’s end back by only one week, rather than two.
Taylor: some programs would prefer 12 weeks in summer for internships and programs.
Bicak: it appears that there would still be twelve weeks with the abbreviated spring break plan.

D. Outstanding Innovation in Teaching with Technology Award
President Gaskill has been exploring a proposal to create an award for teaching with innovative use of technology. Pres. Gaskill has had conversations with the FS eCampus Standing Committee and deans. Seeking feedback from Dr. Bicak.
Bicak: A superb idea, and probably overdue.
Kristensen: I like the idea. This could help attract faculty. It’s always good to highlight good teaching and academics.
Gaskill: We are looking at the specifics of the award and models. The deans are very supportive of the idea. Will consult with deans, Academic Affairs as the award idea develops.
Bicak: It’s worth reaching out to Tami Plugge regarding the process.
Kristensen: Think carefully about what it is that you want to highlight, encourage and reward. That way it doesn’t become a popularity contest.
E. Updates on President’s Five-Year Plan?
Kristensen: there will be a review and update of UNK’s strategic plan this spring. One goal is to incorporate aspects of President Carter’s plan.
Bartling: A couple of those areas are addressed specifically in the Strategic Enrollment Plan, such as New Nebraska, affordability and retention, diversity, etc.

III. Reports
Chancellor Kristensen
Legislature is meeting. UNK’s priorities are a modest operational budget increase and salary support. Pres. Carter is pushing for an expansion to building maintenance funding. Most state buildings are on university campuses. Legislature gives $11M annually. University matches funding. A similar agreement will probably be extended for another 35 years. If state funding increases, that would give NU room for needed projects. Other items include updating open meetings laws to accommodate things like electronic meetings. A challenge is explaining to legislators that one-time federal emergency funds can’t be used to run programs. We assume there will be a federal infrastructure bill forthcoming, but without details it cannot be counted on. Conversation between Dr. Gold and Dr. Fauci about vaccination timelines and research into effective treatment of Covid-19. We need to remain cautious and vigilant in taking precautions against the virus. UNL is doing extensive testing at around $4M per round. UNK will continue it’s own approach based on guidelines developed for fall 2020.

SVCAA Bicak
UNMC partnership is an area of continued expansion. Programs on our campus are at capacity. Ongoing attempts to partner with UNMC’s other colleges. College Park in Grand Island: classes are now being offered there again. Change to eCampus: no search for director; Mark Ellis will provide oversight from Graduate Studies. Alyssa Wyant will continue in her current capacity until March 1. Ellis will assess positions and roles and work towards integration with other units. Today the “eCampus” name seems unnecessary (everything is electronic now) and we want to avoid the appearance that our online offerings are from a separate entity.

VC Watts
Working on next budget. A few construction projects are up for approval: Greek housing and renovation of “Market on 22nd Street.” Another project involves changes to West Center to improve the student experience.

Dean Hinga
Current initiative: Focus on first-generation students. Application to “First Scholars Program.” If selected, this program will last two years. First-year program (now the Transitions program) has moved to student union building, under Renee Zimmer. There will be an open house on Jan. 26, weather permitting. Working on military and veteran program space.

VC Bartling
Has been working with Strategic Enrollment Plan steering committee (deans). Out-of-state admits are up 22%. In-state admits are up 7%. I have reason to be pretty comfortable with our recruitment efforts. Three new recruiters following some transition. Transfer office has moved into the space formerly occupied by the first-year program. Transfer numbers for spring are up compared to last year. Things are looking really good. Congress passed another round of CARES Act funding. This includes direct student aid.
Gaskill: Update on new director of admissions?
Bartling: Jodi Holt is the new director. She was previously Director of Recruitment for UNL’s College of Arts and Sciences.
Boeckner: What is the number of additional students needed to break even on the New Nebraska pilot?
Bartling: We need to yield 169.

John Falconer
There’s a lot of attention on the vaccine, but we need to stay focused on what we’ve been doing to prevent the spread of Covid-19. Spring will be a lot like fall was. Keep encouraging students to wear masks and practice distancing.

Meeting adjourned at 2:24pm.
Notes prepared by Jonathan Dettman.

Faculty Senate eCampus Standing Committee
October 12th, 2020 @10:00 am ---Via Zoom

It is the duty of a member of the Faculty Senate Executive Committee to contact standing committees following the conclusion of elections in order to review the committee charge and facilitate the election of committee chairs and secretaries so the committees can be designated on our committee list, and to assist the committee with setting its first meeting to prepare for the academic year.

Please note below from Faculty Senate Bylaws, the Committee charge and composition.

Article VII.G eCampus Committee
Reviews and makes recommendations to the office in charge of eCampus on policies, programs, and practices to ensure that they are consistent with the educational mission of the University of Nebraska at Kearney and the client groups it serves.

COMPOSITION:
One faculty representative from and elected by each undergraduate college, one graduate faculty representative chosen by the Graduate Council, and one representative from each of the following: Faculty Senate, Calvin T. Ryan Library, Division of Student Affairs, and the eCampus office.

Total: 8 members.

eCampus Faculty Senate Standing Committee
Name Year term ends Representing
Bobbi Jean Ludwig, 21 Library
Phu Vu, 21 COE
Noel Palmer, 21 CBT
Will Stoutamire, 22 CAS
Martonia Gaskill, 22 Senator
Glenn Tracy, 22 Grad College
David Luker, Student Aff. Rep Admin


Committee Charge by Faculty Senate for the Academic Year 2020-2021:

--Annual Outstanding Innovation in Teaching with Technology Award

Digital Education has been around UNK for decades and has evolved from distance to online to digital education. Digital education at UNK has grown exponentially in size and national ranking in recent years. The UNK pioneers of online education left a legacy that we continue to build upon and successfully serve students anytime, anywhere. Some of the faculty pioneers never had the opportunity to be officially recognized for their initial contributions to distance/online education, but thanks to their efforts we are in a position of strength today. The growth and quality of online programs is due in great part to the dedication and commitment of faculty involved in online teaching. Therefore, Faculty Senate is requesting the eCampus and UNK leadership to consider an annual award/recognition for faculty involved in digital education. This recognition will elevate digital education and the university’s commitment to excellence in this area.

Award Scope: Faculty in each academic college involved in digital education will have the opportunity to be nominated for this recognition annually. The eCampus committee (or an appointed committee) could function as the body that will plan, develop and implement the processes for the annual Outstanding Innovation in Teaching with Technology Award in consultation with appropriate stakeholders such as Academic Affairs, Graduate Studies, Faculty Senate, and College Deans as needed. Suggestions for steps and processes to establish the award are welcome and appreciated.

Implementation Timeline: Academic Year 2021-2022. The committee should discuss and decide in consultation with stakeholders the appropriate time of the year or event for the award, and what the awards entails (Plaque, monetary gift, etc.).

Thank you for your generous commitment of time and attention to this valuable service on behalf of the Faculty Senate. Your service is greatly appreciated and is essential to our system of shared governance.

Respectfully,
Martonia Gaskill, FS President
Member, Faculty Senate Executive Committee
Member, eCampus Committee
Board of Regents
of the University of Nebraska
Conducted remotely in accordance with Governor’s Executive Order No. 20-36
Friday, December 4, 2020
9:00 a.m.

Items of interest to UNK

IV. KUDOS
   Jenny Jansky, University of Nebraska at Kearney
   Karen Kassebaum, University of Nebraska-Lincoln
   Kimberly McLaughlin, University of Nebraska Medical Center
   Mike Nicola, University of Nebraska at Omaha

V. PRESENTATIONS
   Annual Report on Distance Education: Mary Niemiec, Associate Vice President for Digital
   Education and Director of University of Nebraska Online
   NSRI in Review-2020: Lieutenant General (Ret) Robert Hinson, Executive Director of the
   National Strategic Research Institute

A. ACADEMIC AFFAIRS
   University of Nebraska
   1. President’s Personnel Recommendation Addendum X-A-1

B. BUSINESS AND FINANCE
   University of Nebraska at Kearney
   1. Approve an amendment to the agreement with Enrollment Advisory Group, LLC
      for International Student Recruitment, Addendum X-B-1

B. BUSINESS AND FINANCE
   University of Nebraska at Kearney
   1. Approve the Owner’s Representative Agreement, Property Transfer Agreement,
      and Condominium Declaration for the development and construction of a
      Regional Engagement and Alumni Center at the University of Nebraska at
      Kearney, Addendum XI-B-1

-----End of President’s Report-----
Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, January 21, 2021
Meeting held via Zoom

Present: Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Ted Rupnow (CAS), Bailey Koch (COE), Kate Heelan (COE), Lindsay Brownfield (LIB), Joel Cardenas (AA), Lisa Neal (REG), Anthony Donofrio (FS), Mark Ellis (AA)

Absent:

Guest: Beth Hinga (AA), Jacques Bou Abdo (CBT)

******
Bridges called the meeting to order at 3:33 pm.

Hanson (Brownfield) motioned to approve the previous agenda. Motion carried.

Discussion moved to items discussed during FSAA Subcommittee meeting. Bridges noted that the agenda items were routine, and no issues / concerns were raised at the Subcommittee meeting.

Discussion regarding agenda item #86: Professional Chemists Comprehensive. The B.S. Science requirement is over the typically allowed 8 credit hours. The program is grandfathered in; the changes in the proposal are being made to reflect the new general studies program.

Brownfield (Hanson) moved approval of agenda items #49 through #87. Motion carried.

Hanson (Heelan) moved to adjourn at 3:38 pm.

Bridges thanked everyone for a great meeting and hoped to see everyone next month.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email (January 25, 2021)
#49, Alter, Program, Biology Comprehensive, B.S., BIOL, CAS, Changed program due to new LOPERs GS requirements and changes in the department.

#50, Alter, Course, Prerequisites, Catalog Description, BIOL 307, Ecology, BIOL, CAS, Due to a new faculty member teaching this class, it has become evident that the students need BIOL 305: Biostatistics as prerequisite or corequisite for this course; Change in prerequisite, Old Value: BIOL 105 or permission of instructor, New Value: BIOL 105 AND BIOL 305 (which may be taken concurrently) OR permission of instructor; Change in catalog description, Old Value: Population and community ecology; distribution and dispersal, population growth and regulation. Interpretation of ecological phenomena in laboratory, field and hypothetical systems. A laboratory or field exercise each week, New Value: Ecology is the scientific study of interactions between organisms and their environment in a hierarchy of levels of organization: individuals, populations, communities, and ecosystems. Provides a comprehensive survey of general concepts that can stand alone or serve as preparation for advanced courses in ecology. Labs emphasize collection, analysis, and interpretation of data from ecological experiments and field studies to illustrate and complement lecture material. Examples are drawn from a broad range of organisms and systems.

#51, Alter, Course, Prerequisites, Catalog Description, BIOL 416, Plant Diversity and Evolution, BIOL, CAS, The faculty member has found that BIOL 290: Evolution is a necessary prerequisite for this course; Change in prerequisite, Old Value: BIOL 105 and BIOL 106 or permission of instructor, New Value: BIOL 105 AND BIOL 290 or permission of instructor; Change in catalog description, Old Value: Morphology of each group of the plant kingdom. Three hours of laboratory each week, New Value: Though the title of this course is “Diversity and Plant Evolution,” we will focus primarily on the largest clade of plants: flowering plants. Flowering plants, or angiosperms, are the most conspicuous groups of organisms on Earth. The rise and diversification of angiosperms during the past ca. 140 million years has facilitated the co-diversification of many other branches on the tree of life, including (and perhaps especially) human beings. This course focuses on the relationships and evolution of flowering plants and will consist of two concurrent and occasionally intertwined paths: 1) We will use the textbook and lecture time to gain a solid intellectual understanding of flowering plant systematics and evolution, and 2) We will cover anatomy and characteristics of major plant groups in lab.

#52, Alter, Course, Prerequisites, Catalog Description, BIOL 418, Plant Taxonomy, BIOL, CAS, This faculty member teaching this course has indicated that BIOL 290: Evolution is a necessary prerequisite for this course; Therefore, the prerequisites have been changed; Change prerequisites, Old Value: BIOL 105 and BIOL 106 or permission of instructor, New Value: BIOL 105 AND BIOL 290 or permission of instructor; Change in catalog description, Old Value: Classification and identification of vascular plants with emphasis on the prairies and plains. A family concept approach is utilized. Three hours of laboratory or field work each week, New Value: This class focuses on common plants of the central Nebraska region. Each week during the first 7-10 weeks of the semester we will go on field trips around Kearney and learn both names and salient features of various plants. As the weather cools down and the plants die back we will increasingly key plants out during indoor labs. The lecture component of this course compliments the lab portion and also focuses on Nebraska plants.

#53, Create, Course, BIOL 426, Human Dimensions of Wildlife and Fisheries, BIOL, CAS, This course is needed for our Wildlife Emphasis that is part of our Biology Comprehensive Major.

#54, Create, Course, BIOL 442, Wildlife and Fisheries Laws and Policies, BIOL, CAS, This course is needed for our Wildlife Emphasis that is part of our Biology Comprehensive Major.

#55, Inactivate, Course, CHEM 188, GS Portal, CHEM, CAS, No longer needed for GS.
#56, Inactivate, Course, CHEM 388, GS Capstone, CHEM, CAS, No longer needed for GS.

#57, Inactivate, Course, CHEM 388L, GS Capstone Lab, CHEM, CAS, No longer needed for GS.

#58, Alter, Program, Chemistry, B.A., CHEM, CAS, Updating for new GS and changes to some courses for ACS requirements.

#59, Alter, Program, Chemistry 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CAS, Updating for the new GS and incorporating changed 169/310 courses to replace 269/369.

#60, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CAS, Updating for new GS and changes to some courses for ACS requirements.

#61, Alter, Course, Prerequisite, ENG 235H, American Studies, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students, Change in prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#62, Alter, Course, Prerequisite, ENG 240H, Literary Classics of the Western World, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students, Change in prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#63, Alter, Course, Prerequisite, ENG 250, Introduction to Literature: British Literature, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students, Change in prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#64, Alter, Course, Prerequisite, ENG 251, Introduction to Literature: American Literature, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students, Change in prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#65, Alter, Minor, Ethnic Studies, ETHS, CAS, The WG & Ethnic Studies Advisory Board has agreed to make the following changes to update the list of course electives for the Ethnic Studies minor degree.

#66, Create, Course, HIST 230, World History to 1600, HIST, CAS, This course is being developed as part of an effort to update the History Department's undergraduate curriculum and bring it in closer alignment with the requirements common at other universities—including UNL. The world history survey courses are especially intended to align our offerings with state standards (Rule 24) and prepare History 6-12 and Social Science 6-12 students for the Praxis Subject Assessment.

#67, Create, Course, HIST 231, World History Since 1600, HIST, CAS, This course is being developed as part of an effort to update the History Department's undergraduate curriculum and bring it in closer alignment with the requirements common at other universities—including UNL. The world history survey courses are especially intended to align our offerings with state standards (Rule 24) and prepare History 6-12 and Social Science 6-12 students for the Praxis Subject Assessment.

#68, Alter, Course, Catalog Description, Experiential Learning, HIST 475, Internship History, HIST, CAS, The existing grading type for this course is "Traditional Grades;" however, the Catalog Description included "Grade will be recorded as credit/no credit." This change request is to remove that language from the catalog and to add the Experiential Learning designation; Change in catalog description, Old Value: This course emphasizes the professional development of the student in the area of the student's professional interest. Grade will be recorded as credit/no credit, New Value: This course emphasizes the professional development of the student in the area of the student's professional interest; Change in Experiential Learning, Old Value: No, New Value: Yes.
#69, Alter, Course, Course Type, Experiential Learning, HIST 496, Senior Seminar in History: Variable Topics, This edit is only to correct the course type from "Lecture" to "Seminar" and add Experiential Learning designation; Change in course type, Old Value: Lecture, New Value: Seminar; Change in Experiential Learning, Old Value: No, New Value: Yes.

#70, Alter, Course, Prerequisites, JMC 265, Video Production, JMC, CAS, We are removing JMC 250 or permission from the prerequisites because we are in the process of phasing out JMC 250 as a class over the next couple of years; Change in prerequisites, Old Value: JMC 250 or permission of instructor, New Value: None.

#71, Create, Course, JMC 365, Professional Video, JMC, CAS, JMC 365: Professional Video- This is a new intermediate video course to meet the needs of our new curriculum that will be submitted later this year. This class will focus on corporate video and freelance work, including working with clients.

#72, Alter, Course, Prerequisites, Catalog Description, JMC 427, Advanced Video Production, JMC, CAS, This is an update of the course description because the old one was a bit minimalistic. This fresh description better matches what is being taught in the class with the new recording studio. We also have updated prerequisites to match new courses in our curriculum; Change in prerequisites, Old Value: JMC 265 and JMC 343, New Value: JMC 343 or JMC 365; Change in catalog description, Old Value: Features single camera projects with close faculty supervision, New Value: This is the final video course focused on studio, documentary and short film production.

#73, Alter, Program, Molecular Biology Comprehensive, B.S., BIOL, CAS, Fixing to update for new GS program.

#74, Alter, Course, Title, Catalog Description, MUS 357, Elementary Music Methods, MUS, CAS, Music Education has undergone significant changes over the past 30 years. Standardized curriculum has been developed at the national and state levels and revised numerous times. New courses have been added to the public school curriculum in the areas of early childhood music, ukulele, world music, and music technology, with new ideas being introduced each year; Change in course title, Old Value: Elementary/Middle School General Music, New Value: Elementary Music Methods; Change in catalog description, Old Value: This Early Childhood music and movement course is for anyone interested in teaching in early childhood education, from birth through age 8. Basic understanding, musical skills, movement activities, methods and materials for the early childhood teacher will be explored, New Value: Music in Early Childhood Education will provide an understanding of how music can be integrated into an early childhood educational setting through singing, movement, and other musical activities designed according to the developmental needs of infants and young children. This course will provide an understanding of basic music concepts, skills, curriculum, and resources needed to teach music with young children. Students will gain an understanding of theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children as they realize the benefit of including music in the early childhood curriculum. Students will be prepared to teach music across the early childhood curriculum as they meet the needs of a diverse range of children. Field experience in an early childhood classroom is part of this course.

#75, Create, Course, MUS 374, Men's Chorus, MUS, CAS, Add upper-level course for junior/senior credit. This is an upper-level counterpart to MUS 174.

#76, Alter, Course, Title, Credit Hours, Catalog Description, MUS 404, Music in Early Childhood Education, MUS, CAS, To have an updated relevant title and description for what is being taught in the course to meet Rule 24 requirements; Change in course title, Old Value: Music and Movement for Early Childhood Teacher, New Value: Music in Early Childhood Education; Change in credit hours, Old Value: 2-3, New Value: 3; Change in catalog description, Old Value: This Early Childhood music and movement course is for anyone interested in teaching in early childhood education, from birth through age 8. Basic understanding, musical skills, movement activities, methods and materials for the early childhood teacher will be explored, New Value: Music in Early Childhood Education will provide an understanding of how music can be integrated into an early childhood educational setting through singing, movement, and other musical activities designed according to the developmental needs of infants and young children. This course will provide an understanding of basic music concepts, skills, curriculum, and resources needed to teach music with young children. Students will gain an understanding of theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children as they realize the benefit of including music in the early childhood curriculum. Students will be prepared to teach music across the early childhood curriculum as they meet the needs of a diverse range of children. Field experience in an early childhood classroom is part of this course.
#77, Alter, Course, Title, Catalog Description, MUS 468, Secondary Instrumental Methods, MUS, CAS, Music Education has undergone significant changes over the past 30 years. Standardized curriculum has been developed at the national and state levels and revised numerous times. New courses have been added to the public-school curriculum in the areas of early childhood music, ukulele, world music, and music technology, with new ideas being introduced each year; Change in course title, Old Value: Secondary School Music, New Value: Secondary Instrumental Methods; Change in catalog description, Old Value: Examination of methods and materials appropriate for teaching and administering a comprehensive secondary school music program, New Value: Examination of methods and materials appropriate for teaching and administering a comprehensive secondary school instrumental music program.

#78, Create, Course, MUS 470, Secondary Choral Methods, MUS, CAS, Music Education has undergone significant changes over the past 30 years. Standardized curriculum has been developed at the national and state levels and revised numerous times. New courses have been added to the public school curriculum in the areas of early childhood music, ukulele, world music, and music technology, with new ideas being introduced each year.

#79, Alter, Minor, Philosophy, PHIL, CAS, Two optional courses are being eliminated from the minor program in Philosophy. PSY 416 (Eastern Psychology) which the Psychology Department no longer offers. And SPCH 332 (Logic Argumentation and Reasoning) because we are able to offer our own logic courses more frequently than in past years when an alternative was necessary in order to keep up with demand.

#80, Alter, Course, General Studies Status, Prerequisites, Catalog Description, PHYS 210L, General Astronomy Laboratory, PHYS, CAS, 1. no longer a general studies class. Please remove the General Studies sticker. 2. Change catalog description. 3. remove PHYS211 pre/co-requisite; Change in General Studies status, Old Value: General Studies Course: Yes, New Value: General Studies Course: No; Change in prerequisites, Old Value: Concurrent enrollment or completion of PHYS 210 or PHYS 211 or consent of instructor, New Value: Concurrent enrollment or completion of PHYS 210 or consent of instructor; Change in catalog description, Old Value: Fundamentals of astronomical observation, the use of introductory astronomical instruments, and application of charts and almanacs to finding one's way about the night sky, New Value: The laboratory course will explore – through a mixture of hands-on and simulation-based experiments – the size and scope of the Universe along with the basic principles of modern astronomy. Involves quantitative analysis.

#81, Inactivate, Course, PHYS 211, Planetary Astronomy, PHYS, CAS, Please make this class dormant, and remove the general studies sticker. The department does not plan to offer this class anytime soon. The three astronomy faculty currently in the department agree that this class does not offer anything beyond what is already done in PHYS210.

#82, Inactivate, Course, PHYS 213, Electrical Circuits I, PHYS, CAS, Make course dormant. Not needed since we have ENGR215&216. To my memory, this class has not been offered in the 10+ years i have been at UNK.

#83, Inactivate, Course, PHYS 213L, Introductory Electrical Laboratory I, PHYS, CAS, Please make class dormant. Has not been offered in years.

#84, Inactivate, Course, PHYS 289, Review in Physics, PHYS, CAS, Please make dormant. This class is not needed since Health Science operates their own MCAT review. HAes not been offered in years.

#85, Inactivate, Course, PHYS 347, Modern Physics II, PHYS, CAS, please make dormant. no longer part of a program and has not been offered in years.

#86, Alter, Program, Professional Chemist’s Comprehensive, B.S., CHEM, CAS, Updating for new GS and some changed to CHEM courses for ACS requirements.

#87, Alter, Minor, Women’s and Gender Studies Minor, WSTD, CAS, The WG&E Advisory Board approved the following changes to update the list of electives for the Women’s & Gender Studies minor.
eCampus Faculty Senate Standing Committee Minutes  
October 12, 2020 at 10:00am  
Zoom Meeting

Present: Noel Palmer (Chair, CBT), Will Stoutamire (Secretary, CAS), Bobbi Jean Ludwig (Library), Phu Vu (COE), Martonia Gaskill (Senator), Glenn Tracy (Grad College), David Luker (Student Affairs), Alyssa Wyant (eCampus)

I. Introductions
Martonia opened the meeting.

II. Review Charge from Faculty Senate
As Faculty Senate President, Martonia reviewed the charge of the eCampus Faculty Senate Advisory Committee. As part of the charge, she discussed the goal of initiating an award for faculty for innovative teaching with technology. Discussion ensued but no decisions were made.

III. Appointment of Officers
Noel Palmer was selected as committee chair with unanimous approval. Will Stoutamire was selected as secretary with unanimous approval.

IV. eCampus Update
Alyssa provided an update from eCampus, noting that a number of new graduate and undergraduate programs are coming online (MS in Health Sciences, MS in Public Communication), have shifted courses online (Math), or are looking into moving online in the near future (Accounting, Finance, Family Studies). She also noted that while COVID presented many challenges last semester, UNK was comparatively well prepared for the sudden online transition because so many faculty already teach online and the eCampus Instructional Designers were equipped to provide peer-to-peer assistance.

eCampus Instructional Designers are currently working on creating a series of self-paced training videos for faculty covering a range of topics in online education. And eCampus has recently seen increased usage of studios/rooms by faculty, including both the One-Touch recording and green screen rooms.

Alyssa also noted that tuition differential distribution was slowed by budget cuts (typically in August), but eCampus hopes to be able to distribute them as soon as possible. Some discussion ensued about the benefits of hiring a point person for online-only students. UNK currently has two undergraduate advisors and one graduate advisor for online-only students and will be hiring for an online coordinator for speech language pathology, which comes online in Spring 2021.
V. **Update on Director Search**
Noel noted that the hiring committee for the new eCampus Director was formed last week and will be meeting soon. A survey will be conducted with faculty to collect their input on what they’d like to see in the new director. Results will be shared with the hiring committee. Will suggested that we also ask faculty what they would like to see from eCampus in the future; Noel suggested that this question would be good for our committee to explore in order to share ideas/input with the new Director, once selected.

VI. **Discussion of eCampus Committee Goals for AY 20/21**
The committee discussed several goals for the current academic year. We agreed to survey faculty to provide ideas/input for the new eCampus Director, once selected. We will also explore the possibility of creating an Online Teaching Award.

VII. **Next Meeting**
The committee decided to hold all future meetings for this academic year on the second Monday of the month at 10:00am. The next meeting is scheduled for Monday, November 9, at 10:00am via Zoom.
eCampus Faculty Senate Standing Committee Minutes  
November 9, 2020 at 10:00am  
Zoom Meeting

Present: Noel Palmer (Chair, CBT), Will Stoutamire (Secretary, CAS), Bobbi Jean Ludwig (Library), Phu Vu (COE), Martonia Gaskill (Senator), Glenn Tracy (Grad College), David Luker (Student Affairs), Tim Bartling (eCampus)

I. Old Business
   1. eCampus Director Update  
      Noel circulated the results of our faculty survey, developed during the last meeting, and provided an update on the eCampus Director search. The eCampus Director search has since been postponed and will likely resume in January. Noel will keep the committee updated on the process going forward.

   2. Online Teaching Award  
      The Committee discussed what form the proposed Online Teaching Award would take. Martonia noted that there are several questions we should consider regarding the awards process. She suggested that the award should be given annually, during convocation, and that nominations should come from students, not fellow faculty. Noel suggested that the eCampus Faculty Senate Committee drive the process, set the timelines, and review nominations.

      Discussion ensued regarding the structure of the nominations process. We discussed the possibility of creating a survey form that students could use to nominate a deserving faculty. We also discussed whether the award should just be a certificate or plaque, or if it should include a small monetary gift, as well ($1,000). And we considered the possibility of giving one award per college or a single, university-wide award.

      Tim will explore the feasibility of an award with eCampus. Martonia will talk with Vice Chancellor Bicak about the possibility of having the award given during the annual convocation. We will continue this discussion at our next meeting.

II. New Business  
   No new business was discussed.

III. Next Meeting  
   Second Monday of the month at 10:00am. The next meeting is scheduled for Monday, December 14, at 10:00am via Zoom.
eCampus Faculty Senate Standing Committee Minutes  
December 14th, 2020 at 10:00am  
Zoom Meeting

Present: Noel Palmer (Chair, CBT), Will Stoutamire (Secretary, CAS), Bobbi Jean Ludwig (Library), Phu Vu (COE), Martonia Gaskill (Senator), David Luker (Student Affairs), Tim Bartling (eCampus)  
Absent: Glenn Tracy (Grad College)

I. Old Business

a. Approval of previous minutes  
Phu motioned for approval of the minutes and Martonia seconded. The minutes were unanimously approved.

b. eCampus Director Search  
Noel had few updates on the eCampus Director search, other than that the position is still open and planned to be filled. He expects the process to move forward after the first of the year. Noel will keep the committee updated if he hears anything new in the coming weeks.

c. Online Teaching Award  
Martonia will speak with Vice Chancellor Bicak about the committee’s proposal for an Online Teaching Award. Tim has discussed the concept with eCampus and they support the idea. Discussion ensued about the potential for this being a monetary award, as well as whether the award should be given university wide or by college.

The committee decided to have the college representatives – Noel (CBT), Martonia (COE), and Will (CAS) – speak with their respective Deans about this award proposal.

d. eCampus Update (Tim Bartling)  
Tim reported that eCampus is helping instructors wrap up their semesters and go through instructional design for Spring 2021. eCampus is also in the process of helping to develop two of the classrooms on the College Park campus with A/V, including Zoom. One of the classrooms will include a collaborative pod setup. Additionally, Tim discussed ongoing work to add automated PTZ cameras to rooms on UNK Campus that can track instructors while they walk around the room. He anticipates that these rooms will be ready for spring semester.

Tim asked the committee to provide eCampus with any feedback or ideas they may have for ways to improve these classrooms. He then discussed some of the ideas that eCampus has for continuing to innovate and maintain competitiveness as more universities and colleges create online learning experiences.

II. New Business

Bobbi talked about the new library search and discovery tool, which will go live next week. She advised everyone to review the system as they prepare for spring semester. More information is available here https://unknews.unk.edu/2020/12/07/university-of-nebraska-libraries-launching-new-online-catalog-discovery-tool/

III. Next meeting  
Second Monday of the month at 10:00am. The next meeting is scheduled for Monday, February 8th, at 10:00am via Zoom (https://unk.zoom.us/j/6515162178)
Faculty Senate Faculty Welfare Committee  
Minutes from December 17, 2020  
Remote meeting via Zoom 4:00 PM

Present: Will Avilés, Ngan Chau, Jonathan Dettman, Miechelle McKelvey, Rochelle Reeves, Megan Strain  
Absent: --

Old Business
• Anti-Bullying Policy  
  o Committee has decided to have training sessions with mediator, as an ongoing recurring event. Sessions would at first be with supervisors to work on conflict resolution strategies and prevention. Intent would be to give chairs and supervisors take-aways that they could use in their department/unit to address this issue.  
  o Remains to be seen whether it will be required or not; committee was hoping there would be enough participation on its own. Ngan raised point that requiring it might be more beneficial for getting folks to attend. Jonathan mentioned that demands on time might make people frustrated, unless it was only required of new faculty. Will mentioned that perhaps it would be an option to integrate the training into existing chair meetings.

New Business
• Faculty Advisory Committee  
  o Should the committee discuss with faculty senate any updates? Senate will not meet again before committee has to submit recommendations.  
  o Will is going to email Martonia to see if senate wants to get information from the FAC somehow, between now and February.  
• Emergency Operations Team  
  o Makes decision about COVID phases; no full-time faculty on it  
  o Response so far has been that it is not a committee for constituencies

Meeting adjourned at 4:52 PM.

Minutes respectfully submitted by Megan Strain.
PRESENT: Judy Henning, Chair; Andrea Childress, Brian Drew, Heather Meyer, Christopher Steinke, Janet Wilke

No Student Senate Representative has yet been announced.

GUEST: Bobbi-Jean Ludwig, Coordinator for Library Information Technology Services

The meeting convened via Zoom at 10:31am.

Wilke introduced Bobbi-Jean Ludwig, Coordinator for Library Information Technology Services. Wilke then provided some background information prior to Ludwig's presentation.

**University of Nebraska Consortium of Libraries** - Prior to the meeting Wilke sent the Library Committee some information regarding the University of Nebraska Consortium of Libraries (UNCL), including its focus and mission (see attachment). She described the Student Library Enhancement Fee (SLEF), an assessed fee of $6.25 per credit hour that is part of the tuition paid by each student across the NU System. The fund is designated for use by the NU System Libraries to acquire resources and services to enhance the quality of education for all NU students. Last fiscal year UNK contributed $700,000 to the SLEF fund and in turn received access to approximately $6 million worth of resources.

All NU campuses are equal within the Consortium. All must agree prior to moving forward with projects carried out by the Consortium. Wilke answered questions from the Library Committee regarding details of past collaborative efforts among the NU libraries.

**ExLibris' Alma/Primo** - Ludwig then gave a presentation on the current UNCL system-wide project. All NU campuses are migrating to the same Integrated Library System platform. Ludwig has been working with other UNCL representatives on this project since she began her employment at UNK in 2017. The new Platform will go live on December 21, 2020.

Ludwig explained that a Library Systems Platform is a system of services that includes acquisitions management, discovery resources, circulation, and overall system management from one integrated platform. The NU System Libraries selected ExLibris as the company. There are two parts to the system: Alma is a cloud-based platform of behind-the-scenes system management. The previous platform had to be loaded onto the individual computers of each Library Staff person who required access to units such as acquisitions, serials, cataloging, and circulation. The cloud-based format of Alma makes it much easier for individual Staff to access and manage their work, allowing them to work from both their offices and from home. Primo or Primo VE is the search interface that will be used by students, faculty, researchers, and patrons. It will replace LoperSearch.

Ludwig then gave a demonstration of the Primo system, focusing on the new Search functions, details, permalinks, and highlights of the system. She pointed out that Search functions will look
different from the way they appeared in LoperSearch. She demonstrated how to search journal
titles as well as journal databases. The transition team is still working to determine what types of
content will be displayed on various pages.

Ludwig also showed where on the screen the searcher can sign in. The advantage of signing in is
that the searcher will receive access to more functionality within the system. The benefit of
having one platform is that library users will be able to search across all the NU Libraries in the
same way. It will also be easier to request materials from the other libraries.

Ludwig will be presenting a demonstration of Primo at the December Faculty Senate meeting.
She asked that users give it at least six months before judging the platform. Even though the go-
live date is December 21, the system won't be fully set up at that time; it will continue to grow
and change in the months ahead.

Responding to a question about eBooks, Ludwig stated that eBooks are governed by license and
copyright restrictions for the campus that purchases the book. Licensing information can be
entered into Alma (technical side), which will then allow it to be seen in Primo (searcher side)
when searching the material.

Wilke asked the Library Committee for their thoughts on how best to let faculty know that the
Platform will look different in the spring semester. Committee members suggested emails
containing information on the new system be sent to faculty and students. Ludwig said video
demonstrations covering various parts of the system will be available to library faculty; similar
kinds of videos could be provided for faculty and students to help familiarize them with the new
system. Ludwig stressed that it is important to use permalinks that come directly from the
databases because those will always be the most direct route.

**UPDATES**

**Library Staff** - Wilke reported the Library has recently hired a new Access Services Associate -
Mid Shift Supervisor. The Library currently has one open position; a request to fill this position
is making its way through the approval process. In January 2021, another Staff position will
become open.

**Library during COVID-19** - Wilke reported on COVID-19 compliance arrangements
undertaken in the library to prepare for fall semester opening. She observed that students have
been good about wearing masks, distancing, etc. It was quite busy during the first half of the
semester but after Fall Break things got quieter. The Library's services have not changed.
Access to resources and services continue as usual. Those Library Staff who can do so are
working from home. However, some Staff cannot work from home due to the nature of their
work.

**Mold on bound periodicals** - Wilke reminded the Committee of the email she sent out to them
earlier in the semester regarding mold that developed on bound periodicals during the summer
when the campus was closed. Efforts to clean up the area and remove damaged materials are
now complete. The Library retained about 10% of the periodical collection. However, those
titles that were removed are also available online.
*Academic Program Review-* Wilke reported that the Library's Academic Program Review (APR) was scheduled to be conducted in Spring 2020, but was set aside due to the pandemic. She was unable to find an outside reviewer willing to complete the review in Fall 2020. Because of the pandemic we don't yet know what Spring 2021 will be like, so we'll have to play it by ear. Once this APR is completed, the schedule is to conduct a Library APR every seven years.

The next meeting of the Faculty Senate Library Committee is scheduled for 10:00am on Wednesday, December 16, 2020. Committee members will use the same Zoom address to access the meeting.

There being no further business to discuss, the meeting adjourned at 11:36am.

Respectfully submitted,

Colleen M. Lewis
Scribe
University of Nebraska Consortium of Libraries UNK/UNL/UNMC/UNO

History of UNCL

UNCL formed as a Council in the late 1970s. Effective December 16, 2015, UNCL updated its 1982 Memorandum of Understanding (MOU) to expand and further formalize the libraries consortial relationship. https://unlcms.unl.edu/libraries/consortium/home

Background

- UNCL formed as a Council in the late 1970s.
- Track record of informal cooperation and collaboration in:
  - System-wide library automation system
  - Cooperative cataloging
  - Staff development/continuing education programs
  - Reciprocal, no-cost interlibrary loan between campuses
  - Joint negotiations for licenses to electronic resources
  - System-wide negotiations for vendor discounts
  - Shared subject expertise
  - Coordinated collection development

Mission, Purpose & Benefits

Mission
UNCL leads the University of Nebraska libraries to create and sustain a rich, supportive, and diverse knowledge environment that furthers teaching, learning, and research through the sharing of collections, expertise, and programs.

Purpose & Benefits

Provide leadership working together to address major policy and economic challenges facing the University of Nebraska libraries.

- Expand access to and affordability of electronic information resources through Consortium negotiation and purchasing arrangements.
- Participate in interlibrary loan and reciprocal borrowing programs.
- Support coordinated collection management, digitization, preservation, archiving and storage projects.
- Evaluate integrated library management systems and implement shared technologies to enhance discovery and access across campuses.
- Share library resources, expertise, and services.
- Work collaboratively with other library agencies, networks, and consortia.
FACULTY SENATE LIBRARY COMMITTEE
MEETING MINUTES

16 DECEMBER 2020

PRESENT: Judy Henning, Chair; Andrea Childress, Heather Meyer, Christopher Steinke, Janet Wilke

ABSENT: Bryan Drew

GUEST: Laurinda Weisse, University Archivist and Digital Repository Manager

The meeting convened at 10:00am.

Dean Wilke introduced Associate Professor Weisse to the Committee.

UPDATES
Wilke reported she would give a presentation on the University of Nebraska Consortium of Libraries (UNCL) at an upcoming Faculty Senate meeting.

Wilke reported that Assistant Professor Lindsay Brownfield, Interim Coordinator for User Services, was selected as the Library's representative for UNK at College Park in Grand Island.

Regarding library staffing, Wilke reported there is currently one open library faculty position. The Library hopes to begin a search in the spring for an additional Archivist to fill this vacancy.

Wilke reported that the removal of moldy materials from the Periodicals Collection this fall resulted in additional open space on the Library's Lower Level. The remaining volumes in the periodical collection will be moved to a smaller area and empty shelves will be removed.

Henning asked that Library Faculty consider providing refresher presentations regarding which periodicals are peer reviewed.

UNK Digital Repository presentation - Weisse began by providing background information on the UNK Digital Repository. Wilke stated that "institutional repository" is the more commonly used term, but the acronym IR is already in use on this campus by Institutional Research, so UNK uses Digital Repository (DR) instead.

Weisse accessed UNK's Digital Repository online, https://openspaces.unk.edu and demonstrated how to navigate the website. The site includes a feature allowing the searcher to browse by discipline. It can handle various data formats, can link supporting files directly to
publications, and has a streaming platform that can stream and download audio and video files. The site can also link to journals and the peer review process can be managed from the repository.

Weisse stated that if presentations are given at virtual conferences, they can be added to the Digital Repository, but without the Question & Answer section.

Weisse demonstrated a map that shows where, across the globe, people are accessing and reading UNK DR content. She pointed out where and how readership is coming in, and showed how to download data.

Currently the *Undergraduate Research Journal* is accessed via the DR. Students can obtain reports on usage of their work. Graduate students will need to submit a form in order to have their graduate theses deposited in the DR. Music performances could be deposited, but copyright issues will need to be addressed before this can be done. Open Access resources that are created from scratch by faculty can be deposited and made available.

Weisse reported that the OpenSpaces website includes access to a centralized portal allowing UNK faculty, students and staff to search the other repositories in the University of Nebraska System through the Nebraska Scholarly Commons link found on the OpenSpaces main page or at [https://scholarlycommons.nebraska.edu](https://scholarlycommons.nebraska.edu)

Weisse reported that UNL will be hiring a librarian who can work with data management and data deposits.

At the conclusion of Weisse's presentation Wilke asked about the best approach to sharing this resource with faculty. Meyer suggested giving a presentation at the Fall Faculty Orientation meeting. Another suggestion was the creation of a short professional development video to post on the Library website.

The final order of business involved clarification of the procedure for distributing Library Committee Meeting minutes for review and approval.

The next meeting will be on Wednesday, January 20, 2021, at 10:00am. The agenda will include determining the best meeting time for Spring Semester 2021.

There being no further business to discuss, the meeting adjourned at 11:06am.

Respectfully submitted,

Colleen M. Lewis
Scribe
GRADUATE COUNCIL MINUTES
Thursday, December 10, 2020
Zoom Conference – 3:30 p.m.

PRESENT: Kazuma Akehi, John Bauer, Matt Bice, Doug Biggs, Matt Bjornsen, Anne Foradori, Peter Longo, Grace Mims, Austin Nuxoll, Whitney Schneider-Cline, Janet Steele, Frank Tenkorang, Michelle Warren, Laurinda Weisse, Mallory Wetherell, Erin Anderson and Gabriela Lopez Lemus

ABSENT: Noel Palmer,

I. Approval of the November 12, 2020 Minutes – approved via email

II. Graduate Dean’s Report

A. 2020 Fall Graduates
Unanimous approval of the slate of fall graduates (Biggs/Warren).

B. Commencement
Dean Ellis reported that there will be a separate Graduate Commencement on Thursday, December 17 at 7:00 p.m. in the Health & Sports Center due to COVID restrictions regarding social distancing. There are approximately 45 graduates walking and will be coming from several different states. He asked the council to encourage the faculty to attend the ceremony. Hooding options were discussed and masks will be worn during entire the ceremony.

C. GA Renewals
Dean Ellis explained that once a GA completes a position, the department must reapply for that position. There may be new GA lines available that were held back due to COVID 19. An annual review of GA allocations will also be completed.

D. GRA (Graduate Research Assistant)
This is the second year of this grant from Varner Hall which provides individual faculty members a 12-month GRA. This program aims to generate sizeable grants and help stimulate research productivity. An announcement will be sent out soon for those interested in applying.

E. Graduate Student Research Journal
A call for publications will be forthcoming.

F. Graduate Student Research Day
As of now, we do not know if Research Week will be face-to-face or entirely online as it was last year.

G. Programs – Update
* Health Sciences was approved by the Coordinating Commission in December with Matt Bice and Peg Abels in attendance.
* Public History – this new online program is currently being formulated.
* Master’s in interdisciplinary studies is currently being discussed. Any ideas about this proposal should be directed to Matt Bice.

H. Policy & Planning Committee – voted on one Graduate Faculty Nomination.

I. Academic Programs Committee – Bice met with Kathie Sweet, the new Montessori Chair, and rolled back the CourseLeaf proposals at her request so they could be reviewed by the department.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Nature of Request</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori Early Childhood Graduate Teaching Certificate</td>
<td>New Program Proposal</td>
<td>Not reviewed - Waiting for feedback from Department</td>
</tr>
<tr>
<td>Montessori Early Elementary 1 Graduate Teaching Certificate</td>
<td>New Program Proposal</td>
<td>Not reviewed - Waiting for feedback from Department</td>
</tr>
</tbody>
</table>

**Tabled:**

**For Graduate Council Information** - The following courses have been approved by Committee II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Nature of Request</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 849: Readings in World History</td>
<td>Course Change Request - Transition from a Lecture to a Seminar</td>
<td>Approve</td>
</tr>
<tr>
<td>HIST 875: Internship in History</td>
<td>Course Change Request - Update catalog description to remove &quot;Grade will be recorded as credit/no credit&quot;</td>
<td>Approve</td>
</tr>
<tr>
<td>HIST 899: Directed Readings</td>
<td>Course Change Request - Change from Directed Studies to Independent Study.</td>
<td>Approve</td>
</tr>
<tr>
<td>PHYS 811: Astronomy</td>
<td>Course Change Request - Title Change and updated Course Objectives</td>
<td>Approve</td>
</tr>
<tr>
<td>PHY 847: Modern Physics for High School Teachers II</td>
<td>Make course dormant - Course is not part of program and has not been offered in years.</td>
<td>Approve</td>
</tr>
</tbody>
</table>

J. Faculty & Student Affairs Committee – the committee reported that Gail Blankenau from History received the Best UNK Thesis Award and Erica Brandow from Communication Disorders received Honorable Mention. Both will be invited to Research Day in the spring, receive a plaque and a monetary award. Gail will be asked
to speak during Research Week and will also be featured in the next issue of *New Frontiers*.

**III. Other Business** — Concerns were expressed from Art and Humanities members Foradori and Warren that there is no FAH representation on the newly formed Faculty Advisory Committee. Ellis explained that all the Deans submitted names to the Chancellor and he, along with his Cabinet, selected the committee. Biggs was selected to be on the committee and will relay these concerns and welcomed any other input from other council members. Dean Ellis encouraged all to be involved specifically by attending the open forums.

Akehi is working on recruiting international students and asked the council for input. Bice suggested he contact Alyssa Wyant as eCampus may have some similar goals. Warren offered Akehi assistance as the Modern Language Graduate Assistants teach undergraduate Spanish classes.

Dean Ellis reminded the council that he has an open-door policy and welcomes any input. He also extended his wishes for Happy Holidays. There being no additional business, the meeting adjourned.

Respectfully submitted, Janna Shanno
I. **Call to order:** Brown called the meeting to order.

- **Approve Agenda:** Tillman/Seshadri moved to approve the agenda. **Motion Carried**
- **Minutes from November 5, 2020 meeting (approved via email)**

II. **Old Business (Open Items):**
- Reminder: The Council approved a suggested timeline for course submissions. Since this will be a busy year, we want to try to manage the workload in reviewing new course submissions and applications to gain final approval for the courses that we provisionally approved for the LOPERs Program in April. The suggested timeline is below:
  - October: Courses proposed to meet LOPERs 2, 3, and 4
  - November: Courses proposed to meet LOPERs 5 and 6
  - December: Courses proposed to meet LOPERs 7 and 8
  - January: Courses proposed to meet LOPERs 9, 10, or 11. (Including stand-alone courses for 9 and 10; courses proposed to double-count for 9 or 10 plus one of the broad knowledge categories (5-8) are requested to follow the schedule above.)
  - February: Courses proposed to meet LOPER 1 (More guidance will be forthcoming on courses for this category)
  - March: Last chance proposals to be considered this academic year (plus revised resubmissions)
  - Departments that are proposing to add a new course to the LOPERs Program, to propose a course to double-count for a broad knowledge category plus LOPER 9 or LOPER 10, or to move to a different LOPER category must follow the course submission instructions - all three parts.
  - Departments that are applying to gain final approval for a course that has been provisionally approved in a LOPER category need only submit a syllabus of record (Part 3), plus the departmental assurance statements. Provisional approval expires at the end of the 2020-21 academic year.

- **Information / Discussion**
- **ENG 102 to 101 Prerequisite changes**
  - Neal stated that the change is going to Academic Affairs. She asked if the Council needs to vote on this change. Brown stated the Council does not need to vote on the change they just need to know about it.
  - Neal stated the ENG 101 ACT score is being changed from 15 or higher to 17 or higher. McKelvey asked what is the average ACT score? Neal stated she thinks
the composite score is around 22 but she is not sure of the English score. Blauwkamp asked if the department or Institutional Research can provide the English ACT score data. Neal stated the English Department can ask for data.

- Hartman stated the justification for the higher score is because those with a score in the 14 area are not doing as well in the course. Students would need to take a departmental/placement exam to determine the course they need to be in. Sladek stated the department does not want to set students up for failure.
- Wells stated he is concerned about the gap for students who do not need to take the course as they took dual credits. Sladek stated the student would not need to take the course as they took it dual credit.
- Neal stated Institutional Research can get the English ACT score data information. She stated she would like to see the data to back up the change. Several Council members agreed that it would be helpful to know the number of students that would be affected by the proposed change, but the CAS Educational Policy Committee and/or FS Academic Affairs Committee also should be asking for that information.

- Themed / Special Topics ENG 102 classes
  - Neal stated she has concerns about ENG 102 becoming a special topics course. ENG 102 is not a special topics course now and it would need to state this in the title of the course. She also stated the course would need to offer the same topic in multiple semesters as students who fail the course will need to retake the exact same topic to remove a failing grade. She also stated the topic would need to be broad enough to give all students the opportunity to retake the course if they fail.
  - Sladek stated the department plans to offer the same topic at least every year. All proposed sections will follow the approved syllabus and will be geared towards the same General Studies goals. She also stated the course would be listed in MyBlue with information about what the course topic is.
  - Umland/Wells moved to approve ENG 102 as a Special Topics course. Yes: 13/No: 0 Motion Carried

- PHYS Program changes to meet LOPER GS credits
  - Neal stated Physics submitted a proposal which included 42 hours of General Studies credits. Neal showed the example she put together that would get the Physics major under 38 hours combined of General Studies and program-specific requirement credits (as the Council approved at the October 1, 2020, meeting). She stated the department would need to specify which “double-dip” course the students would need to take. Blauwkamp affirmed the Physics Department’s preference that students could choose any GS course that met two LOPER requirements. Neal agreed that flexibility for the students is desirable, but if the students do not double dip then they would be taking 42 General Studies credit hours. Neal stated that the catalog copy could include a statement that lets students know they need to take at least one course that meets two LOPER requirements.
• Berrier stated the department plans to direct students on how to meet the program requirements within the 38-hour limit through academic advising. Dillon suggested adding a statement “see advisor for assistance.”
• Blauwkamp suggested putting the information on the General Studies website about what courses count for two LOPER requirements. Neal stated that the catalog could have a link to the list of double-counting courses that were approved for that academic year. Rundstrom asked if this information could go on the degree audit as it would help with new student enrollment. Neal stated the degree audit would not list the “double dipping” courses. She stated she will put a footnote under the broad knowledge section about the requirement that students needing to use elective GS credits to complete their major requirements within 38 General Studies credit hours. Neal stated she will come up with a draft of the language and run it by Physics Chair Trantham.

• LOPER 1 Taskforce Proposal
  • Blauwkamp asked Ellis if there could be an agreement from Dr. Bicak and the Deans that settled how the workload issue for the proposed 1+1+1 team-taught seminar would be handled before the proposal went to campus for comment. Without knowing how that will work, faculty comments are likely to center on the same logistical concerns that the Taskforce and Council have been discussing for weeks. Ellis stated this topic is on the agenda for the next Deans’ Council. He stated he will meet with Dr. Bicak and discuss the workload issue with him before the next Deans’ Council. He stated he will report back to the Council after the deans meet on December 15th.
  • Brown stated Dr. Bicak is concerned that the workload issue could hold up implementing LOPER 1. Blauwkamp stated the workload logistics need to get figured out before the Council votes to go forward with this approach. Dillon stated he does not feel comfortable voting on the proposal without knowing the logistics of the workload issue. Unruh stated logistically the workload issue will fall on the department chairs. She stated essentially faculty would be teaching three one credit seminars in one semester. Blauwkamp stated she does not think very many faculty members will want to teach three seminars instead of teaching another three-credit hour course. Brown stated some faculty members could use the one credit hour course to fill up a needed one credit hour in their workload.
  • Dillon asked if the Council needs to vote on the proposal for LOPER 1 or does it get sent to campus without a vote. Brown stated the Council needs to approve the proposal before it can be sent to campus.
  • Seshadri asked if the Council can send the proposal out as a survey and ask faculty how they feel about the proposal. Brown stated if that is what the Council wants to do then it can be done. Blauwkamp stated she does not think a survey would help unless it asked specific questions about support/opposition to different aspects of the proposed seminar.
  • Wells asked how many sections of LOPER 1 would be needed. Blauwkamp stated that the Taskforce estimated 20 sections of LOPER 1 would be needed for Fall and 20 sections for Spring, assuming there are 25 students per section and
1,000 incoming freshman/transfer students that do not qualify for a waiver, based on numbers from last year that Neal provided the Taskforce.

- Wells asked what the timeline is to implement this for Fall 2021 as there is currently no scheduled meeting for January. McKelvey stated it needs to get it to campus for review. Reeves stated she is in favor of sending the proposal to campus and then the Council can make changes if they are needed.

- Reeves/Unruh moved to approve sending the LOPER 1 proposal to campus for comment. **Yes: 12/No: 0 Motion Carried**

- Brown stated he will send the LOPER 1 proposal to campus.

- Disciplines and LOPERs: Brown stated this needs to put off until the Governance Document is revised as there are a lot of courses that need to be reviewed/approved/unapproved.

- Review of previously reviewed syllabi that were returned for revision

- Provisionally Approved for LOPER 7
  - GEOG 106
    - Blauwkamp/Berrier moved to grant GEOG 106 final approval for LOPER 7 and send to campus for LOPER 10. **Yes: 13/No: 0 Motion Carried**

- Provisionally Approved for LOPER 10
  - ETHS 101
  - WSTD 220
    - Tillman/Unruh moved to grant ETHS 101 and WSTD 220 final approval for LOPER 10. Blauwkamp stated the ETHS 101 syllabus still has the old General Studies program language. Tillman withdrew his motion.
    - Tillman/Wells moved to grant ETHS 101 and WSTD 220 final approval for LOPER 10 pending the removal of old General Studies program language from the ETHS 101 syllabus. **Yes: 13/No: 0 Motion Carried**

- Course proposals (review for final approval): Approved in the previous GSC meeting for dissemination to campus for comment prior to vote for final approval

- LOPER 3 (Oral Communication Skills)
  - ITEC 290
    - Seshadri/Choi moved to grant ITEC 290 final approval for LOPER 3.
    - Dillon stated now that he has read the comments from campus he thinks the course needs to be reconsidered. He is also concerned the schedule has presentations for nine weeks of the semester, which is more than half of the semester. Seshadri stated oral communication is a skill and is learned by doing and critiquing other students. Blauwkamp stated there is a lot of practicing and not a lot of faculty teaching. Dillon stated there are too many days dedicated on presentation and not enough on teaching. McKelvey stated ITEC 290 is a different way to learn communication skills. She stated students are still getting feedback from the faculty and students and the course gives students
multiple opportunities to practice their presentations. Choi stated students will get feedback from their instructor.

Yes: 6/No: 7 Motion Failed

- LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning)
  - MATH 115
    - Berrier/Harms moved to grant MATH 115 final approval for LOPER 4.
      Yes: 13/No: 0 Motion Carried

- LOPER 6 (Humanities)
  - HIST 111 (Also submitted for LOPER 10)
  - HIST 176, (Currently Approved for LOPER 9, Civic Competency and Engagement)
    - Dillon/Reeves moved to grant HIST 111 final approval for LOPER 6 and LOPER 10 and HIST 176 final approval for LOPER 6.
      Yes:13/No: 0 Motion Carried

- LOPER 7
  - FAMS 151 (Also submitted for LOPER 10)
  - FAMS 351
    - Tillman/Harms moved to grant FAMS 151 final approval for LOPER 7 & LOPER 10 and FAMS 351 final approval for LOPER 7. Yes: 13/No: 0 Motion Carried
  - CJUS 370 (Also submitted for LOPER 10)
    - Blauwkamp stated she reviewed the application and syllabus and did not see any request for LOPER 7.
    - ***should only be LOPER 10***

- LOPER 9 (Civic Competency and Engagement)
  - SOWK 170
    - Blauwkamp/Berrier moved to grant SOWK 170 final approval for LOPER 9. Yes: 13/No: 0 Motion Carried

- LOPER 10 (Respect for Human Diversity)
  - FREN 200, (Currently Approved for LOPER 6; Humanities)
  - FREN 201, (Currently Approved for LOPER 6; Humanities)
  - GERM 200, (Currently Approved for LOPER 6; Humanities)
  - GERM 201, (Currently Approved for LOPER 6; Humanities)
  - GERM 205, (Currently Approved for LOPER 6; Humanities)
  - SPAN 200, (Currently Approved for LOPER 6; Humanities)
  - SPAN 201, (Currently Approved for LOPER 6; Humanities)
  - SPAN 205, (Currently Approved for LOPER 6; Humanities)
    - Blauwkamp/Berrier moved to grant FREN 200, FREN 201, GERM 200, GERM 201, GERM 205, SPAN 200, SPAN 201, and SPAN 205 final approval for LOPER 6 and LOPER 10.
      Yes: 13/No: 0 Motion Carried
• GEOG 104, (Currently Approved for LOPER 7, Social Sciences)
• GEOG 206, (Currently Approved for LOPER 7, Social Sciences)
  • Blauwkamp/Tillman moved to grant GEOG 104 and GEOG 206 final approval for LOPER 7 and LOPER 10.
    Yes: 13/No: 0 Motion Carried

• HIST 112, (Currently Approved for LOPER 6; Humanities)
• HIST 212, (Currently Approved for LOPER 6; Humanities)
  • Blauwkamp/Berrier moved to grant HIST 112 and HIST 212 final approval for LOPER 6 and LOPER 10.
    Yes: 13/No: 0 Motion Carried

• TE 100
• MGT 230
  • Unruh/McKelvey moved to grant TE 100 & MGT 230 final approval for LOPER 10.
    TE 100: Yes: 12/No: 1 Motion Carried
    MGT 230: Yes: 13/No: 0 Motion Carried

• CJUS 380
• CJUS 370
• SOWK 420
  • Blauwkamp/Wells moved to grant CJUS 370 approval for LOPER 10, CJUS 380 approval for LOPER 7 and LOPER 10, and SOWK 420 approval for LOPER 10. Yes: 13/No: 0 Motion Carried

• Review of Provisionally Approved Courses
• Provisionally Approved for LOPER 5
  • MUS 107
  • MUS 347
  • MUS 348
  • Unruh/Berrier move to approve MUS 107 with the revision of the Academic Integrity link and approve MUS 347 and MUS 348 with the inclusion of the broad knowledge statements for LOPER 5.
    Yes: 13/No: 0 Motion Carried

• Provisionally Approved for LOPER 6
  • ENG 253 (also newly proposed for LOPER 10)
  • HIST 215 (also newly proposed for LOPER 10)
    Blauwkamp/McKelvey moved to approve ENG 253 and HIST 215 for LOPER 6 and to send to campus for LOPER 10.
    Yes: 13/No: 0 Motion Carried

• Provisionally Approved for LOPER 7
  • ECON 271
    • Dillon stated the syllabus does not describe how the course will meet the objectives. He stated the syllabus needs a description of what they
will be doing. He recommended the syllabus be rewritten and resubmitted.

- Sri/Wells moved to approve ECON 271 for LOPER 7.
  Yes: 13/No: 0 Motion Carried

- ECON 100
- ECON 270
  - Unruh/Berrier moved to have ECON 100 and ECON 270 rewrite and resubmit the syllabi to include objective “d” for ECON 100 and show the tie to the learning objectives for ECON 100 and ECON 270. Yes: 12/No: 0 Motion Carried

- PSCI 280H (also newly proposed for LOPER 9)
- SOC 100
- SOC 250
- Provisionally Approved for LOPER 9
  - PSCI 140 (also newly proposed for LOPER 7)
    - Blauwkamp/McKelvey moved to approve PSCI 280H, SOC 100, SOC 250, PSCI 140 for LOPER 7 and PSCI 280H and PSCI 140 for LOPER 9. Yes: 13/No: 0 Motion Carried

III. New Business:
- Course proposals (new):
  - LOPER 5
    - ART 377
      - Dillon stated the syllabus had wrong learning outcomes. It lists the old General Studies learning outcomes. Blauwkamp stated the syllabus had the new learning outcomes, but it also included the old learning outcomes. Farrell suggested the syllabus be rewritten and resubmitted.
      - Blauwkamp/McKelvey moved to have the ART 377 syllabus rewritten to remove the old General Studies objectives and clarify the explanation of how the class meets the LOPER 5 objectives and resubmit. Yes: 12/No: 0 Motion Carried

  - LOPER 5 & 10
    - ART 375
      - Berrier stated the syllabus has the old pregnancy and disability statement and needs updated to the new statements.
      - Unruh/Reeves moved to approve ART 375 for LOPER 5 and LOPER 10 pending updated pregnancy and disability statements. Yes: 12/No: 0 Motion Carried

  - LOPER 6 & 10
    - SPCH 154
    - ENG 260
    - FREN 205
    - HIST 230
• HIST 231
  • Blauwkamp/Tillman moved to send SPCH 154, ENG 260, FREN 205, HIST 230, and HIST 231 to campus for LOPER 6 and LOPER 10. Yes: 12/No: 0 Motion Carried

• LOPER 9
  • JMC 100
  • PSCI 110 (already given final approval for LOPER 7)
  • Blauwkamp/McKelvey moved to send JMC 100 and PSCI 110 to campus for LOPER 9. Yes: 12/No: 0 Motion Carried

• Items suspended pending completion of course review & Approval
  • Assessment and GS Program
  • GSC Governance Document (College merger and updating GSC Governance Document)
  • Review / revision of General Studies program

IV. Other:
  • Brown asked if there should be a January Council meeting as there are many classes that need to go to campus for comment. Dillon agreed that there should be a January meeting. Reeves, Berrier, and Unruh all agreed as well. The Council agreed to have the January meeting on January 14, 2021.

V. Adjournment: 5:20 pm

Next Meeting: January 14, 2021 @ 3:30 pm via Zoom
General Studies Council Minutes  
January 14, 2021 @ 3:30 p.m.  
Warner Hall, Warner Conference Room-via Zoom  
** Approved via Email **

Present: Sri Seshadri, Sherri Harms, Jeong Hoon Choi, Nita Unruh, Doug Tillman, Tim Farrell, Rebecca Umland, Jeff Wells, Joan Blauwkamp, Jeremy Dillon, Joel Berrier, Lisa Neal, Aaron Estes, Beth Hinga, Jessie Bialas, Mark Ellis, Greg Brown, Rochelle Reeves, Joel Cardenas

Guests: Amy Rundstrom

Absent: Miechelle McKelvey

I. Call to order: Brown called the meeting to order.

- Approve Agenda: Wells/Blauwkamp moved to approve the agenda. **Motion Carried**

- Minutes from December 3, 2020 meeting (approved via email)

II. Old Business (Open Items):

- Review of previously reviewed syllabi that were returned for revision.
  - ART 377 (motion was to have the ART 377 syllabus rewritten to remove the old General Studies objectives and clarify the explanation of how the class meets the LOPER 5 objectives and resubmit.)
    - Blauwkamp stated the syllabus still has old General Studies objectives. Farrell stated part two has the outcomes, but they are not in syllabus.
    - Blauwkamp/Reeves moved to approve ART 377 for LOPER 5 pending replacement of the old General Studies purpose statement (page 5) and inclusion of the explanation of how class assignments meet the LOPER 5 criteria from part two of the application in the course syllabus. **Yes: 10/No: 0 Motion Carried**
  - LOPER 7
  - ECON 100 (the motion was to have ECON 100 and ECON 270 rewrite and resubmit the syllabi to include objective “d” for ECON 100 and show the tie to the learning objectives for ECON 100 and ECON 270.)
  - ECON 270
    - Blauwkamp stated other than addition of “d” the syllabi are the same as last time. The syllabi do not identify assignments or explain how they will meet the LOPER objectives. Seshadri stated the syllabi have the same structure as ECON 271. Dillon stated he thinks they are okay. Blauwkamp reviewed the syllabi again and did find the section “Course Grades” shows how it meets the objectives.
• Blauwkamp/Unruh moved to give final approval for ECON 100 and ECON 270 for LOPER 7. Yes: 12/No: 0 Motion Carried

• Approved in the previous GSC meeting for dissemination to campus for comment prior to vote for final approval (no comments on the General Studies for Faculty Discussion Board)
  • GEOG 106, which has been approved for LOPER 7 and proposed as a LOPER 10 (Respect for Human Diversity) Course.
  • MUS 107 which has been approved for LOPER 5 (Visual and Performing Arts) and proposed as a LOPER 10 (Respect for Human Diversity) Course.
  • ART 375 proposed for LOPER 5 (Visual and Performing Arts) & LOPER 10 (Respect for Human Diversity) Course.
  • ENG 253 which has been approved for LOPER 6 (Humanities) and proposed as a LOPER 10 (Respect for Human Diversity) Course.
  • ENG 260 which has been approved for LOPER 6 (Humanities) and proposed as a LOPER 10 (Respect for Human Diversity) Course.
  • PSCI 280H which has been approved for LOPER 7 (Social Sciences) and proposed for LOPER 9 (Civic Competency and Engagement).
  • PSCI 140 which has been approved for LOPER 9 (Civic Competency and Engagement) and proposed for LOPER 7 (Social Sciences).
  • PSCI 110 which has been approved for LOPER 7 (Social Sciences) and proposed for LOPER 9 (Civic Competency and Engagement).
  • HIST 215 which has been approved for LOPER 6 (Humanities) and proposed as a LOPER 10 (Respect for Human Diversity) Course.
  • HIST 230 proposed for LOPER 6 (Humanities) & LOPER 10 (Respect for Human Diversity) Course.
  • HIST 231 which has been proposed for LOPER 6 (Humanities) & LOPER 10 (Respect for Human Diversity) Course.
  • SPCH 154 which has been proposed for LOPER 6 (Humanities) & LOPER 10 (Respect for Human Diversity) Course.
  • FREN 205 which has been proposed for LOPER 6 (Humanities) & LOPER 10 (Respect for Human Diversity) Course.
  • JMC 100 which has been proposed for LOPER 9 (Civic Competency and Engagement).
    • Blauwkamp/Wells moved to give final approval to the courses out for campus comment (no comments/objections were submitted) for GEOG 106, MUS 107, ART 375, ENG 253, ENG 260, PSCI 280H, PSCI 140, PSCI 110, HIST 215, HIST 230, HIST 231, SPCH 154, FREN 205, JMC 100. Yes: 12/No: 0 Motion Carried

• Course proposals (review for final approval):
  • LOPER 5
    • MUS 101 (and new for LOPER 10)
    • Blauwkamp/Berrier moved to give final approval to MUS 101 for LOPER 5 and send to campus for LOPER 10.
    • Unruh stated the syllabus is missing the objectives and the catalog description does not match.
• Blauwkamp withdrew her motion.
• Unruh/Seshadri moved to have MUS 101 revise and resubmit to address the assessment of LOPER 5 A, C and LOPER 10 A, B and to correct the catalog description and add the program objectives for General Studies. Yes: 12/No: 0 Motion Carried

• PSCI 168 (and new for LOPER 10)
  • Blauwkamp/Reeves moved to give final approval to PSCI 168 for LOPER 7 and send to campus for LOPER 10. Yes: 11/No: 0 Motion Carried

• BIOL 106
  • Blauwkamp/Wells moved to approve BIOL 106 for LOPER 8 pending the addition of university academic integrity statement and the link to the syllabus. Yes: 11/No: 0 Motion Carried

• PHYS 276/276L
  • Wells/Berrier moved to approve PHYS 276/276L for LOPER 8. Yes: 12/No: 0 Motion Carried

• PHIL 105
  • Blauwkamp/Seshadri moved to have PHIL 105 revise and resubmit to explain in the syllabus how the course meets the LOPER 9 learning outcomes, rather than just link to the old DIP objectives with "also meets" and add UNK diversity & inclusion policy statement (COVID policy also if taught in Spring 2021). Yes: 11/No: 0 Motion Carried

• FIN 160
  • Unruh stated she did not see how the syllabus met all eight dimensions and it is not matching the catalog description. Blauwkamp stated the syllabus has the old General Studies purpose statements.
  • Blauwkamp/Unruh moved to have FIN 160 revise & resubmit to explain how the LOPER 11 learning outcomes are being met, especially item A, the other seven dimensions of wellness other than financial wellness; remove the old General Studies course objectives; and correct assignment weighting to equal 100% and match to catalog description. Yes: 12/No: 0 Motion Carried

III. New Business:
• First Year Seminar / LOPER 1 Proposal
  • Blauwkamp asked for a report from Ellis about the discussion at the Dean’s Council and how the logistical issues can be addressed. Ellis stated he has nothing to report as it did not come up in the meeting due to more pressing matters. He stated Dr. Bicak wants LOPER 1 ready for Fall 2021. Ellis also stated
Dr. Bicak recognizes the Chairs in the College of Arts & Sciences have concerns but wants LOPER 1 ready for Fall 2021. Dillon asked how does LOPER 1 will fit into workload? Ellis stated it should not be an issue. He said if he were a Department Chair he would give faculty three sections of LOPER 1 to teach. Blauwkamp stated she thinks if the Council tells the faculty they must teach three sections of LOPER 1 then there is not incentive to faculty as there is so much more work as it is team taught. She also feels it is a logistical issue.

- Neal stated course Topics do not need to be identified when the course is submitted to Academic Affairs. She stated it needs to have the subject and course number and course topics are approved by the General Studies Council not Academic Affairs.
- Blauwkamp stated there is still not a lot of time to get the courses ready as students register for classes the beginning of April. Neal stated the LOPER 1 Seminar is for first time freshman and they do not register for classes until the end of May. Ellis stated the Council needs to give the LOPER 1 Seminar a try and they will not know that it does not work unless they try to make it work.
- Dillon asked if the Council could do a parallel track. He suggested having LOPER 1 and Portal courses for Fall 2021 and the first year allow students to take one or the other as there may only be a handful LOPER 1 courses ready to go, then at the end of the year the portal courses go away as an option for LOPER 1. Neal stated the 188 courses will not go away for a couple of years as current students’ catalogs require 188. She also stated Dr. Bicak does want LOPER 1 to be ready for Fall 2021.

- Blauwkamp stated she does not want to rush the roll out of the LOPER 1 Seminar. Unruh stated Kinesiology and Sport Sciences has been talking about how to make LOPER 1 work since October.
- Brown stated he does not think the workload should be an issue if a faculty member is teaching three sections because they are only preparing one third of the work as they would be teaching the same section three times. He stated he feels the time requirement would not be affected. Dillon stated he is not concerned with workload he is concerned there will not be enough courses for Fall 2021.
- Umland stated that she thinks getting the course out by Fall 2021 is too fast. Unruh stated the Council was able to create an entire, new General Studies Program in a year. She feels the Council should be able to put out a LOPER 1 course by Fall 2021. She stated the Council needs to give it a shot and not just say “no it won’t work.” Blauwkamp noted that the Council was able to do that because so many existing GS courses could be grandfathered into the new program, rather than needing new classes to be created in a matter of weeks.
- Ellis stated it is possible to use Dillon’s plan as a backup, but they need to try to get enough courses ready to go for Fall 2021. He also stated Dr. Bicak does not support continuing using 188 courses and he wants LOPER 1 out for Fall 2021.
- Neal stated the three departments are not required to be identified by February 21st but a LOPER 1 course would need to be proposed by that date.
- Seshadri asked how the proposal would work for departments with multiple prefixes. Neal stated that each prefix would need to create its own -126 course, and credit hours would work the way they do now: whichever prefix was used
to teach the seminar, that unit within the department would get the credit hours. Unruh stated Kinesiology and Sport Sciences has two prefixes and the department would work with two different departments. Brown stated keeping LOPER 1 three different departments keeps it multiple disciplinary.

- Dillon stated there will need to be flexibility when it comes to approving courses if they need to be online by Fall 2021.
- Brown asked if there are any changes that need made to the LOPER 1 proposal.
- Blauwkamp discussed the CAS chairs’ concern with requiring faculty to include a focus on the personal and professional development of first-year students. Rundstrom stated Academic Advising and Career Development can help. She stated she will do an inventory of what Academic Advising and Career Development can do to help with the LOPER 1 seminar. Brown asked if the Library could do an inventory of their services as well. Reeves stated they will, and faculty can let the Library know their other needs. She also stated the Library can meet one on one with students if needed.
- Brown shared the LOPER 1 proposal and asked if there is anything that needs changed. He stated he thinks the Council should put a cap on the number of students per LOPER 1 course.
- Dillon asked if anyone had any thoughts about a student failing one section and they then fail the whole course. Blauwkamp stated if they fail one section they fail the whole seminar.
- Dillon asked if it would be easier to have thirty one-credit hour courses and let the students choose three. Blauwkamp stated she did not agree with the idea. Dillon stated he is concerned there will not be enough courses ready for Fall 2021. Ellis stated they need to give it a try.
- Unruh/Reeves moved to approve the LOPER 1 proposal. Yes: 9/No: 3 Motion Carried

- Brown stated he will send the LOPER 1 proposal out to campus with the timeline to get the courses approved. Blauwkamp asked Brown to put in the email to campus that the Library and Academic Advising & Career Development will put together an inventory list of what they can do to help with the LOPER 1 courses. Brown agreed.

a. Items suspended pending completion of course review & approval.
   - Course proposals (new): Nothing submitted
   - Assessment and GS Program:
   - Review / revision of governance document (GSC Governance)

IV. Adjournment: Berrier/Unruh moved to adjourn the meeting. Meeting adjourned at 4:58 pm.

Next Meeting: February 4, 2021 @ 3:30 pm via Zoom
Resolution

In support of UNL’s
Proposed Board of Regent’s Bylaw changes
January 14th, 2021

WHEREAS, section 2.12 of the Bylaws of the Board of Regents of the University of Nebraska supports the maintenance of shared governance by authorizing an independent Faculty Senate at the University of Nebraska--Kearney to operate in a democratic manner regarding matters of interest to more than one college, acting as the official voice of the faculty of which it is composed, and

WHEREAS, the responsibilities of the Faculty Senate under 2.12 indicate that the Faculty Senate at the University of Nebraska--Kearney provide for the protection of academic freedom by adopting rules and regulations for consideration by the Board, and

WHEREAS, section 4.2 indicates that the; (a) fulfillment of the functions of learning, teaching, extension work, research, scholarship, and public service requires the perseveration of intellectual freedoms, (b) professional staff are entitled to these freedoms, and (c) these staff will not suffer sanctions or be discriminated against because of these freedoms with respect to matters of their employment, and

WHEREAS, the Faculty Senate reviewed suggested Board of Regents’ bylaw changes by the University of Nebraska--Lincoln’s Faculty Senate to clarify policies and procedures regarding suspensions, terminations, and reassignments of professional staff first, in October 2019 and again in December 2020, and vetted these changes twice with the Professional Conduct Committee, Academic Freedom and Tenure, and the University of Nebraska of Kearney Education Association, and with the Faculty Senators elected to represent their departments, and

WHEREAS, (a) all concerns that arose during the October 2019 vetting process were effectively addressed and incorporated in the current bylaw change revisions, (b) there were no further concerns that arose during the 2020 vetting process, (c) the changes were of necessary benefit to professional staff, and (d) the Faculty Senate on December 3, 2020 voted unanimously to approve these bylaw changes;

BE IT RESOLVED that the University of Nebraska--Kearney’s Faculty Senate supports the University of Nebraska--Lincoln's Faculty Senate's decision to move forward with the necessary procedures to present these rules and regulations for consideration by the Board of Regents.
ITS 2020 Update

Strategic Partnership

ITS Strategic Plan
https://its.nebraska.edu/strategiplan

- Next Gen Cybersecurity – Phishing Simulation
- OER Course Marking
- Equipping learning spaces with technology
- Network Modernization – Unified Edge
- Operational Service Standardization for efficiency and effectiveness – Storage and Collaboration
Scouting: Next Generation Cybersecurity

- Phishing is still a high risk though 2FA helps
- Reading email on phone—tap sender and check where Duo push comes from
- Phishing Simulation for educational purposes beginning in January 2021
- External Email Tagging beginning Dec 11, 2020
  - Non-NU Email

Game Changing: OER Course Marking Project

- Student Governments working together to name the attribute something that resonates
- Seeking support of adding this “layer of transparency” as a way to help students/parents understand what courses are leveraging OER/inclusive access at the point in which they search/register for courses. This is student-centric, mission-centric, and will directly impact a student’s out-of-pocket costs.
- Estimated timeline for Spring 2022 registration
**Strengthening: Network Modernization**

- Largest systemwide equipment standardization effort in January 2021 at UNK

- Network equipment is aging and not homogenous making it difficult to integrate and support.

- Bulk purchase (pre-COVID) negotiated RFP for consolidation across system for $15M contractual and $6M incentives.

- Security, scalability, PoE, maturity, speed

- [https://its.nebraska.edu/unifiednetwork/](https://its.nebraska.edu/unifiednetwork/)

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**Foundational: Storage and Collaboration**

- Box exiting higher education market

- We must move to Microsoft365 by end of 2021

- Largest data holders (research at UNL/UNO)

- Tech Coordinators will help plan departmental and college folder structure moves

- [https://its.nebraska.edu/box](https://its.nebraska.edu/box)
Thank you!

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308-865-8789
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REPLACING LOPERSEARCH
UNCL LSP MIGRATION
HOW DID WE GET TO THIS POINT?

The UNCL – University of Nebraska Consortium of Libraries – mission is to “create and sustain a rich, supportive, and diverse knowledge environment that furthers teaching, leaning, and research through the sharing of collections, expertise and programs.”

To that end, UNCL has been working on a plan to migrate to a library services platform for all the NU libraries, to improve workflows and enhance discovery and access across campuses.

For UNK, this new, next generation library services platform will replace an outdated system that has not kept up with the times. It is a platform that will grow and adapt with us as information and research needs change.

<table>
<thead>
<tr>
<th>UNL Libraries begins initial investigation process</th>
<th>Contract awarded to Ex Libris</th>
<th>GO-IVE date with new platform</th>
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<tbody>
<tr>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>RFP process begins</td>
<td>Migration to new system</td>
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WHAT IS AN “LSP” OR “ILS”

- Library services platforms integrate the acquisition and management of electronic and print resources into a common platform data stores, and task workflows.
- Ex Libris Alma a unified library services platform - managing print, electronic, and digital materials in a single interface. ... As a completely cloud-based service, Alma provides libraries with the most cost-effective library management solution in the industry.
- ALMA = the part of the platform that library staff use to manage resources, both electronic and print. This is the interface staff use to check out materials to you, the patron
- PRIMO or PRIMO VE = the part of the platform that you will interact with most often as it is the “search” interface and replaces what we currently call “LoperSearch”
- But names, aside, the functionality is what matters and both for the staff and patron this new LSP should provide a better experience for all.
THE NEW SEARCH

- You will still use the search box on the Library Home Page
- Once you perform your search, it will look different – a new, more modern interface
- SIGN IN! Login with your UNK credentials to:
  - Access your library account: see what you have checked out, renew from here, and more
  - Save searches
  - Request items from other NU libraries, or via our regular Interlibrary Loan
    - Physical/print books from other NU libraries may be requested and sent here to UNK, or you can pick them up at one of the other libraries!
    - UNK materials may still be requested for delivery to your on-campus office
- CHECK YOUR LINKS! ANY link with “rosi.unk.edu” in it will NOT WORK once we are on the new platform
  - Contact me – Bobbi Jean Ludwig ludwigb@unk.edu or your liaison librarian for help getting new links
- LET’S TAKE A LOOK
THE COVID-19 PANDEMIC EFFECT ON CAMPUS

Faculty & Staff Survey on Campus Response to the Coronavirus
A Snapshot of Results

University of Nebraska Kearney
Fall 2020
THE COVID-19 PANDEMIC EFFECTS ON CAMPUS

Faculty & Staff Survey on the Campus Response to the Coronavirus
A Snapshot of Results

University of Nebraska Kearney
Fall 2020

Report Prepared by
Martonia Gaskill, President
Faculty Senate
William Aviles, President
UNK Education Association
We would like to give our thanks to all of the UNK faculty and staff who took the time to complete this survey and for their efforts during this time of much uncertainty.

We are also thankful to the Faculty Senate and UNKEA Executive Committees for their feedback during the initial stages of preparing the survey instrument.

We hope that this report will provide you all with an overview of the disruption caused by COVID-19 at the University of Nebraska at Kearney and the views of UNK employees to the various measures undertaken by the administration to minimize this interruption and to continue to fulfill the institution's mission of providing the best education possible to our students while maintaining an environment conducive to the continuation of various research agendas.

“UNK is doing its best to keep the students, faculty and staff safe. It's a big undertaking!!”

--Staff Participant--
reaction of the UNK administration against the coronavirus outbreak was adopting remote emergency learning in March of 2020. This meant classes were moved online and the vast majority of the staff began to work remotely as an attempt to slow down the spread of the virus. As the world navigated through unprecedented times, the University of Nebraska Kearney publicly committed to providing faculty, staff and students with the tools and resources necessary to continue to fulfill our mission of providing the best education to our students.

This survey was conceived as an attempt to understand the disruption that COVID-19 has caused faculty and staff at UNK. This report traces some of these realities, illustrating faculty and staff perceptions of the disruptions that COVID-19 has created and the campus’ response to the crisis. This survey is only a snapshot of the impact of the pandemic on UNK’s employees. Due to how fast the survey was created and implemented, there are no doubt voices and concerns that are not documented in the results (483 faculty and staff completed the survey with 1142 faculty and staff invited). Additionally, COVID-19 is not the single stressor present on the UNK campus during the pandemic. There is an ongoing social and financial crisis happening and affecting not only UNK but the entire NU system. Finally, these survey responses were collected when UNK’s health district was largely classifying our region as being in “elevated” status. Since that time, the virus surged throughout our region with our health district remaining in the Pandemic stage with few changes being made by UNK’s administration in response to the elevated spread of the virus.

Overall impression regarding the campus response to COVID-19
In general, both faculty and staff felt the UNK administration has done a good job responding to the crisis and providing both groups with support systems during this critical time.

Fall return to campus was a concern
Faculty and staff were concerned about being on campus in the fall. There was fear of contracting the virus and possible impact on families including vulnerable members. There was a major concern about campus sanitation and keeping facilities clean enough to ensure the safety of students, staff and faculty. In fact, approximately 60% of the faculty expressed the desire to remain remote, but UNK’s administration decided to go forward with reopening the campus despite this opposition.

Remote teaching/working
Implementing remote teaching/work for those who qualified was greatly appreciated by both faculty and staff. Encouraging social distance and the use of masks, the availability of Web conferencing (Zoom technology) for productivity (meetings and teaching), and limiting large gatherings were important for both faculty and staff to increase the sense of safety and security. These protective measures contributed largely to perceptions of safety and care, according to the data.

“Faculty and Staff members have been extremely creative and effective concerning COVID related problem solving”
Staff Participant--
Technology, equipment & support
The vast majority of faculty and staff reported having the necessary equipment and resources to perform their essential job functions from home. However, many faculty and staff reported having to buy their own equipment (monitors, new laptops, printers, etc.), Wi-Fi and furniture to be able to be productive during remote work/teaching. Faculty also reported instances where students didn’t have devices or Internet access to participate in remote learning. The pandemic has revealed issues of equity and access in many levels of education.

Timeliness and clarity of communication
Staff tended to be more satisfied with timeliness and clarity of communication received from UNK. Faculty responses tended to be more even with approximate equal percentages of satisfied and dissatisfied. According to the data, faculty were more dissatisfied than satisfied about the clarity of communication. Challenges associated with planning and managing clear communication streams during high levels of uncertainty is not new. However, during a global pandemic it is critical to maintain an open communication flow. Faculty remain concerned about the transparency on the reporting of COVID-19 cases on campus.

As UNK moves past the initial response to the COVID-19 pandemic including success with transitioning to remote instruction, we are hoping that UNK’s administration is prepared to handle the impact of COVID-19 on future revenue and enrollment. UNK financial stability and job insecurity are concerns to both faculty and staff. Additional concerns include plans for a safe return to the campus in the spring, which can impact morale and job performance. Faculty and staff strongly suggest administration start developing contingency plans for the next academic year in consultation with the campus (faculty, staff and students) and other important stakeholders.

“Please know that most of us really do understand that you are all working very hard, and we appreciate how you care. This survey is a good example of that care! This is a difficult time for all of us, and we understand that no one’s COVID19 response plan will be perfectly executed the first (or even second) time. But you have our support and trust. I only ask that you support and trust us in return- the staff and faculty at UNK aren’t perfect either, but we all do care and want to help each other. If we rely on that, we’ll get through this together”

Faculty Participant--

understanding the impact of the novel coronavirus. The results included in this report represent a snapshot of the status of the campus during the fall 2020 semester, more precisely between August 25th through October 30th, 2020.
The results of this survey could help inform members of the administration, faculty and staff on strategic planning in the event of future extended periods of time dealing with COVID-19 on campus. It is our hope that one consequence will be the improvement of COVID-19 communications in the future and the greater involvement of staff and faculty in the actual COVID-19 related decisions being made.

Methods
Members of UNK personnel (N=1142) were invited to participate in the voluntary survey. UNK personnel included faculty (N=524) and staff (N=618). Responses were collected between October 16 - 30 using the Qualtrics platform. The instrument consisted of two sets of surveys, one with questions for faculty, and a second survey with questions for staff although some general questions were identical for both groups. Participants were directed to the appropriate set of questions depending on their role at UNK. The goal of the survey was to understand participants' perceptions towards the campus response to the pandemic and how participants were affected by the COVID-19 crisis at UNK. A total of 500 participants (42%) responded to the survey although 483 started and completed the survey.

The Sample
From the 483 total respondents, n=252 were faculty, and n=231 were staff. From the total of 534 faculty employed at UNK, nearly half (47%) responded, which is an excellent response rate. From the 618 total staff employed at UNK, 37% responded providing a nice representation of UNK staff.

Survey Procedures
The survey was created using online resources, original and existing survey questions, and questions provided by faculty. Both faculty and staff were encouraged to provide feedback on the survey instrument before it was distributed to the campus community. An email inviting both faculty and staff to participate was sent out on October 16th. A second email reminder was sent out on October 21st and the survey remained available until October 30th. The e-mails communicated the purpose of the survey and clarified the survey participation was voluntary and anonymous.

“Thank you for doing the best you can. We are all navigating this together and I think if everyone could have a little grace, it would go a long way”

--Faculty Participant--
References


White House, Proclamation on Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak, www.whitehouse.gov/presidential-actions/proclamation-declaring-national-
UNK’s administration is considering two proposals for the Spring 2022 calendar. The first option is the Spring 2022 Uniform Calendar for all three undergraduate campuses: UNK, UNL, and UNO. This calendar proposes a consolidated J-Term (all in January 3-21); the start of the regular spring semester on Jan. 24th and a full spring break week (March 19-26, 2022). UNK spring classes would end on May 13; spring finals week on May 14-19. UNK commencement would be on Friday, May 20th. Summer school would start Monday, May 23rd and push two weeks later into August of 2022. This approach will result in only one week break between the end of the summer semester and the start of Fall 2022.

The second option is the Spring 2022 Pilot with a consolidated three-week session all in January (Jan. 3-21) and an abbreviated spring break (March 19-23). In this pilot calendar, the regular spring semester would run from Jan. 24 to May 13, with Commencement on Friday, May 13th. This option allows for a
two-week break between the end of the summer semester and the start of Fall 2022. This is the option preferred by the administrations at UNK and UNO.

The differences between the two calendars are 1) full spring break with one week between the end of the summer semester and the start of Fall and 2) partial spring break with two weeks between the end of summer and the start of Fall. Would you prefer a shortened spring break to accommodate both a consolidated J-Term and less compression of the Summer semester? Or a traditional Spring Break that would shorten the buffer between the end of the Summer semester and the start of Fall?

President Carter has indicated that the campuses can be different in calendars for Spring 2022. However, President Carter envisions all three campuses will have uniform calendars for the Spring of 2023. The flexibility in the spring 2022 is considered a pilot.

Please answer the two questions below to provide your perspective on these options available for the spring 2022 calendar.

Question 1: Which option do you favor for the Spring of 2022?

Option 1: The Spring 2022 Uniform Calendar
Option 2: The Spring 2022 Pilot

Question 2: What are the cons and pros of each calendar?

The purpose of this two-question survey was to collect a sample of UNK faculty perspectives on the proposed calendars: Spring 2022 Uniform Calendar and Spring 2022 Pilot Calendar. Faculty senators were invited to participate and encouraged to invite department colleagues to respond. The survey was open on Tuesday, January 26th at 5:30 pm and closed on Wednesday at 11:59 pm. A total of seventy faculty voluntarily responded.

The first survey question asked faculty to indicate which calendar they preferred. Twenty-eight (or 40%) favored the uniform calendar while forty-two (or 60%) preferred the pilot calendar.
Summary of the Comments

The second question in the survey asked faculty participants what they perceived to be the **pros** and **cons** of each calendar. In general, faculty reported the pilot calendar to be the best option mainly because of the longer break between summer and fall. However, several faculty believed the shorter spring break could negatively impact students’ performance and prevent potential freshman from choosing to attend UNK.

Faculty who preferred the uniform calendar particularly appreciated having a full spring break citing its importance to students. Additionally, faculty mentioned the value of having a standard calendar for all NU campuses. However, faculty showed less enthusiasm for the shorter break between summer and fall.

Several faculty showed no interest on J-Term offerings and simply didn't believe J-Term will have an
impact.

Additional comments included conflicts with existing summer programming and activities such as internships and summer jobs to mention just a few.

Please find below comments provided by survey participants. The comments might offer additional insights that were not mentioned in this short summary.

**Spring 2022 Pilot Calendar -Pros:**

- Our students do not have any courses to take during the J-term so neither calendar is ideal. I do think since our students take courses all 3 semesters the pilot calendar is best so they at least get a 2 week break before the start of a new academic year.
- Pilot would provide more time for faculty (especially those teaching in summer) to prepare classes for fall semester.
- I prefer the Spring semester to be over on May 13 with commencement then. Summer doesn't matter to me -- I don't teach summers.
- Pros- added options for students toward degree completion
- The main advantages of the Pilot calendar would be that it would allow for a reasonable break for those who teach Summer courses (especially those who teach throughout the Summer and therefore do not even get a break between the end of the Spring semester and the start of the Summer sessions).
- No one needs a full spring break. They don't get one in the fall.
- The pilot would be better in my opinion because it ends the spring semester early enough to still to field seasons for research and also allows for two weeks following the end of the summer sessions and the beginning of fall classes.
- I would prefer the spring 22 pilot that allowed for the 2 week break before fall classes rather than a longer spring break
- The pro was that students were excited to take classes during the J-Term.
- Classes get out earlier.
- I like the two week break at summer's end.

**Spring 2022 Pilot Calendar -Cons:**

- Three school days off is not a full spring break. Summer Semester is broken up into multiple options as it is, so even if you teach it, you will have time for breaks. Nobody has to teach the entire summer session. There are no pros to the Pilot option.
- We will lose potential students to other schools for not having a traditional week off for spring break.
- I think a partial week spring break will only result in excessive student absences as the students decide to make the break a full week anyway.
- The abbreviated spring break ruins labs/studio classes that week. Departments would have to decide what classes get to have an extra week of lab/studio and other classes just miss out.
- Cons - NU commencement dates that conflict with high school graduation (both
- While the uniform calendar provides the advantage of full Spring break, the short time between the end of Summer and start of Fall make the Uniform calendar less favorable.
• The con was there were few options.
• Course material will have to be cut. 2) Courses that have multiple lab sections that are scheduled on different days would not be able to meet or they would get out of sync. 3) In many cases this only gives one additional day of instruction (though technically less instruction overall => 14 weeks + 1 day), but translates into getting out a week earlier. To get an additional day in the other calendar you could make every M/W/F class 1 minute longer and T/Th classes 2 or 3 minutes longer.

**The Spring 2022 Uniform Calendar -Pros:**
• I think all three universities should have a unified calendar, and Spring Break is important.
• Pros- added options for students toward degree completion
• Students and faculty need full week of break in Spring semester. No many teach in summer, so having only one week between is just fine.
• Gives 15 weeks for courses so material does not need to be cut. 2) Gives normal length spring break (= happier students).
• the full spring break I think is quite important. As for the shortened summer break, this affects far fewer students and faculty.

**The Spring 2022 Uniform Calendar -Cons:**
• The breaks in the Spring 2022 uniform calendar does given enough time between spring and summer classes.
• Cutting the May section too short in the Uniform Calendar. I prefer to have more room in between.
• My colleagues and I want a full spring break. Burnout is serious in the spring term and in summer there is more time to recuperate even if we get out later in May.
• Reducing the break between the summer and fall semesters to one week decreases the time available to faculty to conduct research or prepare new courses. It also may discourage secondary educators from enrolling in graduate courses scheduled for the late summer session. They will already be busy preparing for their semesters and won’t have time to devote to a class in late July or early August.
• Cons - NU commencement dates that conflict with high school graduation (both)
• Option 1 provides essentially no break between end of summer and start of fall, given that instructors typically have lots of prep work to do before the start of the fall semester. Option 2 shortens the spring break, which provides for less disruption between the first and second parts of the spring semester. HOWEVER, was there ever a third option considered, as in maybe a May term instead of a J-term??
• Uniform calendar gives very little break for the faculty before the start of the Fall semester. Also it pushes the spring semester to end of May which again affects students and faculty
• The con was there were few options.
• Goes later in the year than students are used to 2) Only one week of breathing time (from student point of view, they already know what they’re in for taking a summer class - going from summer right into fall, so should not be as big a deal for them
• I believe without a full weeklong spring break it will be a loss of students looking for the college experience and expecting to have a spring break.

**General Concerns about the Proposed J-Term Calendar**
• Spring break is important - there are few days off during the spring semester and a respite is good for students and faculty. If we are forced to do this anyway in spring 2023, I don't see any advantage to having an alternate schedule in spring 2022. For the record, I am opposed to J term entirely, on the basis of my belief that most classes cannot be condensed into a three-week period and therefore quality suffers greatly.
• J-term seems really too short for anything meaningful in terms of learning ... really need to have some outcome info before making this permanent.
• option 3. No j-term
• I favor neither option. I'm not yet convinced that J-term has been successful in this year. I get why we did it in 2021, but what data do we have to continue it in 2022?
• I see little to no benefit to the three-week J term. It's hard enough to teach a 3-credit class during a 4-week session in the summer, and both students and faculty are exhausted at the end of the experience.