

University of Nebraska at Kearney

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Faculty Senate Packets

Faculty Senate

9-2-2021

September 2021 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00PM – September 2nd, 2021

Antelope Room & Zoom

Zoom Link:

<https://unk.zoom.us/j/98197030086?from=addon>

Faculty Senate Website:

http://www.unk.edu/committees/faculty_senate/index.php

- I. Call to order
- II. Roll Call
- III. Approval of Agenda
- IV. Action on Faculty Senate Minutes: **29April2021**
- V. Special Presentations
- VI. Reports of Faculty Senate Standing Committees
 - A. Oversight Committee:
 - B. Executive Committee:**25August2021**
 - C. President's Report:**27August2021**
 - D. Academic Affairs:
 - 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:
 - K. Grievance Committee:
 - L. Library Committee:
 - M. Professional Conduct:
 - N. Student Affairs:
- VII. Reports of Senate Representatives to Non-Senate Committees
 - A. Assessment Committee:
 - B. Women, Gender and Ethnic Studies Advisory Committee:
 - C. International Studies Advisory Council:
 - D. Parking:
 - E. Safety Committee:
 - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
 - A. Graduate Council:
 - B. General Studies Council:
 - C. Council on Undergraduate Education:

- D. Student Success Council:
- E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
- X. New Business
 - A. Review of committee election processes and work of the committees, shared governance
 - B. Covid Updates/efforts
 - C. Follow up on retreat
- XI. General Faculty Comments
- XII. Adjournment:



7:00PM – April 29, 2021

Antelope Room – Union or via Zoom Faculty Senate Website:

http://www.unk.edu/committees/faculty_senate/index.php

- I. Call to order
- II. Roll Call
 - a. **Senators Present:** Jeff Kritzer, Marissa Davala, Pat Hoener, Michelle McKelvey, Bryce Abbey, Kurt Borchard, Megan Strain, Sam Rapien, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Chris Steinke, Claude Louishomme, Anthony Donofrio, Ford Clark, Dawn Mollenkopf, David Vail, Brooke Envick, Alejandro Cahis, Liaquat Hossain, Ngan Chau, Karl Borden, Denys Van Renen, Dereck Boeckner, Ben Malczyk, Timothy Johnson, John Bauer, Bobbi Jean Ludwig.
- III. Approval of Agenda

The March 4th minutes were moved and seconded for approval. Motion Carried
- IV. Action on Faculty Senate Minutes: **29April2021**

The March 4th minutes were moved and seconded for approval. Motion Carried
- V. Special Presentations
 - a. Bully Prevention Committee Report

A lot of cases coming through the grievance committee. They will be doing conflict resolution workshops to prevent bullying. They will start with chairs and supervisors, since they will be the first ones to deal and prevent those events. Jon watts will pay and fund. The center of mediation will fund those workshops. They filled and they had a waitlist, so they opened a third and it also filled.

The report from the center of mediation on the results from the workshops is in the packet for today's meeting. 52 participants completed the survey.

Recommendation to the faculty senate is that they will continue this summer to keep gathering data to get a better understanding of the bullying situation among faculty and staff.

Staff would like to continue this summer with more dialog to understand how to improve the environment and culture. Also recommended that more resources to be available to address

issues, actual trainings, professional development on how to deal with specific situations.

Motion to continue the work. Motion approved and it has been moved to continue working on the anti-bullying work.

VI. Reports of Faculty Senate Standing Committees

A. Oversight Committee: **FSRoster2021-2022**

- Faculty Senate Exec Committee Elections
- Slate for the new executive committee presented motion to approve? Approved by unanimity

B. Executive Committee:

C. President's Report: **19April2021;**

- End of the Year Report
- Martonia gave a quick report on the things she has done during her tenure.

D. Academic Affairs:**22April2021**

Duplicate credits. Reported that members of the college or arts and sciences were not consulted and basically, they said tough cookie and they moved forward anyways. Follow up with Lisa Neal on the topic of the duplicate credits.

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:**20April2021**

K. Grievance Committee:

L. Library Committee:**09March2021, 13April2021**

M. Professional Conduct Committee:

N. Student Affairs Committee:

VII. Reports of Senate Representatives to Non-Senate Committees

A. Assessment Committee:

B. Women, Gender and Ethnic Studies Advisory Committee:

C. International Studies Advisory Council: **25March2021**

D. Parking:

E. Safety Committee:

F. World Affairs Conference Committee:

VIII. Reports from Academic Councils

A. Graduate Council: **08April2021**

B. General Studies Council: **01April2021**

- C. Council on Undergraduate Education:
- D. Student Success Council:
- E. Equity, Access, and Diversity Committee

IX. Unfinished/Old Business

A. Update: Bullying Prevention

X. New Business

A. FS Distinguished Service Award

May 15 due for the nomination for outstanding senator. The form is in the package.

B. Incoming President Plan of Action: Ben Malczyk

New president introduced to the rest of the senate. He outlined his vision for next year, continue with the issue of bullying, or mutual respect.

His next thing is to ask hard questions during the faculty senate meetings, bring up issues, so we can later discuss them with administration.

Next up is collaboration, with the union, staff and students, realize we are all in the same team and we need to work together to be able to keep moving forward.

And lastly, the issue on reduction of force. He opened for question and there were none.

A letter was drafted in conjunction with the union to send a letter with specific questions that will be sent out to administration. Some questions were read to give examples and maybe get some more from the rest of the faculty. What does overstaffing means?

Will it be more opportunities for faculty to dialogue with administration?

XI. General Faculty Comments

A. Finals Week/ Dead Week Policy:

https://www.unk.edu/offices/registrar/academic_policies_handbook/Final_Exam_Schedules.php

Adjournment:

Motion to adjourn, approved. No one opposes



Minutes of UNK Administration & FS Executive Committee Meeting Agenda

August 25nd, 2021 – 11:00-12:00 p.m. – Warner Hall Conference Room

Members, UNK Administration

Chancellor, Doug Kristensen
VCBF Jon Watts
VCEMM Bartling
SACEA Falconer
Absent—SVC Bicak,

Members, FS Exec Committee

Ben Malczyk, President
Derek Boeckner, President Elect
Alejandro Cahis, Secretary
Ngan Chau, Representative
Dawn Mollenkopf, Parliamentarian
Martonia Gaskill, Past President

Discussion Items:

- **Introductions:** Meet the new faculty senate executive committee members
- **Covid Questions**
 - Biweekly meetings with subset of the Emergency Operations Team regarding Covid Response. Is there a place for faculty to feel involved in the decision making? The current model is an advisory model for the cabinet to be given all the information for it to make the decisions. There isn't currently advocacy in these meetings. There is representation to the cabinet in the meetings here with the executive committee. And this is the voice of the faculty, and it is listened to.
 - Perhaps more discussion rather than questions, the dialog with the faculty/exec committee is more helpful to the decision-making process. Questions seem to indicate complaints, but don't necessarily lead to progress towards a goal.
 - Recent biweekly meeting update? Last meeting discussed data reliability in central NE. Trend seems to be that students are sicker with Delta and are more likely to contact student health. Monday NE hit 70% vaccinated threshold. There wasn't enough change in information to make a new recommendation to campus. Also want to stay ahead of it, but still have something in reserve to make changes if data changes for the worse. Interest in actual numbers for vaccinated students, currently all that is known is it is between 35-60%.
- **RIF Questions**
 - When does it end? Rolling reductions? The data collected regarding over/understaffing seemed to be from a normal time frame. There may be departments that are

eliminated/merged/etc., but a different question is what to do with the faculty and that doesn't necessarily mean loss of employment. Thinks there will be an end to it.

- Evaluation process of administration
 - Independent company hired from president's office every 5 years to evaluate the chancellors.
 - Vice Chancellors – chancellor makes a personal evaluation
 - Deans – Dr. Bicak has information about this process.
 - Prior Athletic director has had an independent evaluation. Current one hasn't yet.

Reports

Chancellor Kristensen

Reiterate being in person as it has benefited recruitment. Discussion about mandatory vaccines. Looks to be coming from central administration and would be systemwide. Student mandates might be in discussion but further down the calendar.

SCVASA Bicak

VCBF Watts

FSL New project east of union. New building, North building 4 sororities, renovation of Martin Hall for 5 Fraternities. Could be utilized as learning commons area. 231 new beds between the two buildings. Some wrinkles still need ironed out.

Budget outlook looks even. Will have a report in the coming months.

DSA Hinga

VCEMM Bartling

New enrollment looking good, especially freshman and out of state. September 8th, official numbers will come out. Welcomes an invite to talk about the recruitment and retention initiatives. Optimistic about future year over year increases in out of state and transfer students.

SACEA Falconer



FS Executive Committee Meeting Agenda and Minutes

August 25nd, 2021 – 10:00-11:00 a.m. – Warner Hall 2015

Members, FS Exec Committee

Ben Malczyk, President (Notetaker)

Derek Boeckner, President Elect

Alejandro Cahis, Secretary * *absent--teaching*

Ngan Chau, Representative

Dawn Mollenkopf, Parliamentarian

Martonia Gaskill, Past President

Discussion Items:

- Meeting Schedule
 - Confirmed meeting schedule and location for the FS Executive Committee meetings
 - Confirmed that zoom will be an option for faculty senators this year—increases attendance, particularly for non-senate guests who may have an interest in a specific topic
- Retreat follow up
 - Reviewed notes from the Faculty Senate Retreat—see notes below
- Identified questions/topics of discussion with the Cabinet
 - Reduction in Force (RIF) Questions
 - Will there be rolling RIFs?
 - How intense is the evaluation of administrative positions versus the faculty/staff positions and programs?
 - Covid
 - Update on “requested” mask wearing
 - Can we have faculty representation in the bi-weekly meetings?
 - Why do our policies differ dramatically from UNO, UNL and UNMC?
- FS Standing Committees
 - Reviewed the difference between the FS Standing committee in contrast to non-senate committees
 - Discussed that faculty senate can examine and potentially send back the recommendations of the various FS committees—has been done



FS President's Report

Summary of work tasks completed from April 29, 2021- through August 26, 2021

Ben Malczyk, Faculty Senate President

The following summarizes key areas of focus for the Faculty Senate. The work done, was in consultation and collaboration with members of the Faculty Senate Executive Team which consists of Derek Boeckner, President Elect; Alejandro Cahis, Secretary; Ngan Chau, Representative; Dawn Mollenkopf, Parliamentarian; Martonia Gaskill, Past President.

Reduction in Force Process

- Met with UNKEA representatives to discuss the RIF
- Met regularly with Senior Vice Chancellor Bicak to discuss the process, advocate for more transparency in the process and to ensure that the process was occurring in alignment with the bylaws

Collaborative efforts

- Met with UNKEA leadership to discuss common areas of interest, including efforts to influence and improve the Covid-19 policy decisions at UNK
- Met with Staff Senate President to discuss common areas of interest
- Met with Student Body President to discuss common areas of interest

Attendance at the June 25 Board of Regents Meeting

- Participated in the meeting
- Connected with the Faculty Senate Presidents at UNO, UNL, UNMC
- Participated in Faculty Senate Engagement Council meeting with Faculty Senate Presidents from each of the campuses and System administrators working on external relations

Critical Race Theory Resolution at the August 13, 2021 Board of Regents Meeting

- Worked with FS presidents across system to write a joint resolution
- Worked with the FS Executive Team to write our own resolution
- Communicated with faculty and staff, students about the resolution
- Regular Communication with Chancellor Kristensen about the resolution

Preparation for Faculty Senate Retreat

August 13, 2021

To the members of the Board of Regents,

On behalf of the Faculty Senates of the University of Nebraska campuses, we stand in support of the statement released on July 21, 2021, by the President of the University of Nebraska system and the Chancellors of our respective campuses. The Faculty Senates are also deeply concerned that the current resolution contravenes both the letter and the spirit of the Bylaws of the Board of Regents.

Academic freedom is a provision in – and thus protected by – the Board of Regents bylaw 4.2 which states:

"The University serves the people of Nebraska and the common good through learning, teaching, extension work, research, scholarship, and public service. Fulfillment of these functions requires the preservation of intellectual freedoms of teaching, expression, research, and debate. The right to search for truth, to support a position the searcher believes is the truth, and to disagree with others whose intellect reaches a different conclusion is the fiber of America's greatness. It is, likewise, the strength of a great University, and its preservation is vital. A teacher or researcher is entitled to freedom in research, and publication of the results of research, limited only by the precepts of scholarship and faithful performance of academic obligations. Members of the professional staff are entitled to freedom in the classroom in discussing their subjects."

Only with academic freedom intact can ALL faculty fulfill their academic obligations as stated in bylaw 4.1, specifically 4.1.a,

"To respect: (1) the dignity of others; (2) the right of others to express differing opinions; (3) the right of others to be free from fear, from violence, and from personal abuse; and (4) the right of the University community to be free from actions that impede its normal functioning."

In 1997, the Board of Regents re-confirmed its "[Policy Goals Pertaining to Equity for People of Color](#)."¹ In Goal #5, it states the Board would "Support and encourage a curriculum which manifests diversity as a sign of equality" through action #2, which states "Recognizing that not every field of study may lend itself to total integration of diversity, imaginative thought during the teaching process should encourage the consideration of diversity issues. Studies should consider implementing diversity issues, thoughts, and ideas that are cogent and meaningful when they present a more accurate depiction of those studies. Additionally, inclusion of diversity within the curriculum is desirable to properly prepare students for a successful career upon the completion of the university experience."

In the [University of Nebraska Strategic Plan](#)² (August 2020), President Carter stated: “A growing, thriving University of Nebraska depends on the voices, ideas, and success of all members of our community. We must be a University for everyone—a place where diverse backgrounds and ideas are welcomed and celebrated, where robust dialogue is encouraged, and where we are intentional and transparent in exploring how we can be a better place to learn, work, and study.”

Academic freedom affords ALL faculty the ability to create a safe, supportive classroom environment for free and open debate. Through healthy, open discourse, academic freedom creates the atmosphere necessary for students to challenge their own thinking, to consider multiple perspectives, and to emerge as critical thinkers.

We, the faculty, affirm the Bylaws of the Board of Regents and have full confidence the Board of Regents will uphold the Bylaws - the shared foundation which makes this great university possible.

Respectfully submitted,

University of Nebraska Faculty Senate Presidents

Steve Kolbe
University of Nebraska–Lincoln

Ben Malczyk
University of Nebraska at Kearney

Aaron Mohs
University of Nebraska Medical Center

Liz Wessling
University of Nebraska at Omaha

¹ *Board of Regents Policy Goals Pertaining to Equity for People of Color*. February 1997.
<https://nebraska.edu/-/media/unca/docs/offices-and-policies/documents/strategic-plans/board-of-regents-diversity-policy-goals.pdf?la=en>

² *University of Nebraska Five Year Strategy*. August 2020
<https://nebraska.edu/-/media/unca/docs/offices-and-policies/documents/strategic-plans/university-of-nebraska-five-year-strategy.pdf?la=en>



August 5, 2021

In preparation for the August 13, 2021 Board of Regents Meeting, the UNK Faculty Senate Executive Committee and the UNK Education Association issue the following statement regarding a proposed resolution restricting the teaching of critical race theory:

We concur with our colleagues at UNL and University Administration that efforts by any of the Regents to impose what is taught in the classroom threatens academic freedom.

We call for increased dialogue and honest and open discussion around issues of race and diversity, not closing the door on such dialogue. Regent Pillen's resolution threatens academic freedom as outlined in section 4.2 of the Bylaws. Furthermore, the resolution seems to place the perspectives of politicians, political interest groups and the media over the research and expertise of faculty.

At a time in our nation when racial tensions are high, institutions of higher education should be taking the lead in conducting research, asking questions, and promoting open dialogue for the benefit of the state rather than refusing to accept critical views or to even listen to those who do not hold the same opinions.

As the University's Administration stated in their July 21st message,

"Issues around race, equity and the fight against racism are an important part of our country's story and they have an appropriate place in our classrooms... We further expect and believe that in discussing ideas, our instructors make their classrooms places of robust and open debate, where all viewpoints are considered, and all may express their opinions freely. That commitment to free expression is at the heart of our work as an institution of higher learning."

UNK's Faculty Senate Cabinet and UNKEA agree with this position and oppose Regent Pillen's resolution and its clear threat to academic freedom.

Sincerely,

Ben Malczyk
UNK Faculty Senate President

Will Avilés
UNKEA President

Retreat notes:

Major successes in last 10 years?

- Construction of new buildings—discovery hall; dorms; university village; childcare center; health sciences
- Canvas as the lms
- Promotion of online programs
- New academic programs, healthcare programs
- Sports have improved;; give more life to campus when athletics is successful
- Teacher scholar model—freedom in publishing
- Student centered approach
- Growth of online education
- New technologies—in classroom
- Growth of student body beyond Nebraska
- Experiential learning requirement
- Increase in research funding
- UNK more accepted in system
- Undergraduate research
- Positive relationships with students
- UNK online changes
- Research expansion
- CAS merger
- Weathered the budget cuts
- More diverse student body—1st gen. Latino population
-

Major challenges in the last 10 years

- Housing
- Unpreparedness for online—that transition
- Enrollment decline and its impact on finances
- Instability of state funding
- Decline in preparation of new students
- Recruitment challenges
- Facilities for some departments
- Recruiting quality faculty and students
- Restrictions of the mission—does it create challenges? Balance of communities?
- Covid
- Flooding in Bruner
- Turnover and all new deans
- Online funding and stability
- Lost parking spots
- Longterm financial stability
- Our role in the system
- Maintaining rigor in online coursework
- Technology shifts; students not prepared for online
- Burnout—some related to covid
- Program growth and not having the “right” number of students
- Budget cuts
- Changes in GS
- Culture of education now being too career focused

- Aging infrastructure
- Rising construction costs for new buildings
- Cutting sports
- Cost of room and board
- Eroding national support of higher education
- Global social crises

What were barriers to positive changes?

- Our size and location make it difficult to attract attention
- Limited staff and faculty
- Satisfaction with the status quo
- Limited resources
- Money/lack of financial resources
- Myopic view of our potential
- Lack of listening/empathy
- Our role in the system
- Comfort with the status quo
- Inexperience
- Lack of communication and too many initiatives occurring in silos
- Public outreach
- Loss of positions and staffing
- Lack of communication
- Staffing limitations
- Retention of diverse people
- Lack of incentive to try new things
- Silos on campus
- Size of campus
- E-resources com after growth
- Lack of transparency
-

What facilitated successful changes?

- Resources/money
- Expertise
- Leadership
- Commitment from leadership
- People and relationships—eg, health sciences;
- Collaboration between students and faculty and the community
- Willingness to and acknowledgement of change/adaptation
- Openness to input from several people
- Feeling supported by administration
- Motivation to make UNK great
- Communication and collaboration
- Collaboration between faculty and staff
- Dedicated resources for research
- Advocacy from administration
- Having a strategic plan

1. Some projections indicate that more than or close to 50% of credit hour production at UNK is delivered online. Should UNK be focusing more on online offerings given this reality and the potential that this number may further increase? What are the implications of UNK offering the majority of its credits online?
 - “It’s complicated”
 - We can’t ignore student demand
 - Need to protect our demand
2. UNK’s mission includes an emphasis on our residential campus. What are the benefits of this residential focus? What are the potential risks?
 - Serves the state
 - Embedded in our mission
 - Physical campus creates our identity
 - Easier to build relationships
 - Need in Nebraska for our type of institution

Risks

- Demographic cliff—not going to be as many traditional first time freshman/population demand
 - Smaller Market area
3. What are the benefits and drawbacks of having fully-online tenure track faculty who may reside outside of Nebraska? Is it worth considering?

Drawbacks

- Don’t have collaboration
- Miss hallway conversations
- Hard meeting service requirements—unfair burden on faculty that are in person
- Not part of UNK community
- Lose importance of place
- Ethical question of taxpayers subsidizing salary of people living elsewhere

Benefits

- Recruit more diverse faculty
 - Larger pool of applicants for positions
4. Online program growth has often occurred by the “extra” efforts of faculty and departments. How can online programs be better supported and incentivized?
 - May be extra now but it’s a period of transition
 5. The funding model that is currently in place with online programs, including tuition differential funds, presents departments with a lack of clarity around online offerings. What would be a fair and equitable way to support online programs?
 - Explore ways to allocate money to programs that are growing
 - Need a clearer specific model
 - Have a set number of students that will lead to _____ -- eg. X# of students will lead to a new lecturer
 - Tuition differential model is confusing
 - Need to change the fee structure
 - Departments need more predictability
 -
 6. What is UNK’s online advantage? The online market will only grow more competitive—is there any specific strategic advantage that we can/should be offering in the online sphere?

- Ability to evaluate transcripts and serve transfer students
- Administrative support
- Track record—been doing it for longer
- Can start any semester
- Many if not most of our online classes are taught by tenure track or full-time faculty, not an adjunct heavy model
- More courses and more diverse offerings
- Meeting a specific niche
- Is it our goal to grow at all costs?
- Holding high standards—some other online programs are “too easy”
- Credibility. We are the “Real Deal.”
- Innovative faculty
- On-line experiential learning
- On-line student community
- Faculty experience

RIF questions

- Is transparency about new administrative positions going to be part of this process? So often recently people have been suddenly promoted to a new position with higher salary and no search. Faculty are beyond irritated to see this, especially when staff are being cut (e.g. office associates)
- Do you foresee UNK's mission in the NU system changing in the near or long term future?
- As an institution, how can we engage with financial constraints from a position of opportunity rather than fear/anxiety?
 - Put another way, how do we embrace the financial and demographic realities rather than avoid or worry?
- Will there be rolling RIFs?
- What metrics are the priority over others?
- How intense is the evaluation of admin positions vs. faculty/staff positions and programs?
- How will the reduction in force effect staff? In both academic and non-academic areas?

Covid questions:

- Can we have a faculty representative on decision making team?
- Why is the emphasis on individual choice when the responsibility is to protect everyone as a whole, and we know what will do that?
- Why are we, as an institute of higher learning, not doing what the specialists we employ (e.g., in the biology department here, or at UNMC even) who have a vast array of knowledge in relevant fields, recommend?
- What is the role of money and politics in decisions related to masking?
- How can we address health concerns that expand beyond individual faculty needs to family members such as unvaccinated children? How can we make our campus safer from spreading Covid, especially if we aren't willing to mandate masks?
- Can there be more transparency about when/how the decision will/would be made to move back to phase 2?