

University of Nebraska at Kearney

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Faculty Senate Packets

Faculty Senate

12-2-2021

December 2021 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7pm – December 2, 2021

Antelope Room

Zoom: <https://unk.zoom.us/j/91526547759?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:
- V. Special Presentations
 - A. Jon Watts, Vice Chancellor for Business and Finance
 - B. Maha Younes, Chief Diversity Officer
- VI. Reports of Faculty Senate Standing Committees
 - A. Oversight Committee:
 - B. Executive Committee: **10November2021;17November2021**
 - C. President's Report: **01December2021**
 - D. Academic Affairs: **18November2021**
 - E. Academic Freedom and Tenure Committee:
 - F. Academic Information and Technology Committee:
 - G. Artists and Lecturers Committee: **27October2021**
 - H. Athletic Committee:
 - I. UNK Online Committee: **08November2021**
 - 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: **09November2021**
 - D. Parking:
 - E. Safety Committee:
 - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
 - A. Graduate Council: **11November2021**
 - B. General Studies Council: **04November2021**

- C. Council on Undergraduate Education:
 - D. Student Success Council:
 - E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
 - A. Report from ad-hoc Covid 19 Committee**
 - B. Update on syllabus statements**
- X. New Business
 - A.
- XI. General Faculty Comments
- XII. Adjournment:



7pm – November 4, 2021

Antelope Room

Zoom:

<https://unk.zoom.us/j/99816711510?from=addon>

Faculty Senate Website:

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

- I. Call to order Time 18:59
- II. Roll Call
 - a) **Senators Present:** Martonia Gaskill, Pat Hoehner, Miechelle McKelvey, Bryce Abbey, Kurt Borchard, Megan Strain, Sam Rapien, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Chris Steinke, Chuck Rowling, Anthony Donofrio, Ford Clark, Dawn Mollenkopf, David Vail, Daniel Chaffin, Alejandro Cahis, Ngan Chau, Denys Van Renen, Dereck Boeckner, Ben Malczyk, Timothy Johnson, John Bauer, Bobbi Jean Ludwig
 - b) **Senators Absent:** Marissa Davala, Liaquat Hossain, Karl Borden
- III. Approval of Agenda Motion to approve, Miechelle McKelvey moves and Anthony Donofrio seconds, all in favor, moved to approve.
- IV. Action on Faculty Senate Minutes: David Vail makes a clarification that concerns came from across campus and not only from his department.
Motion to approve the minutes with David's clarification. David Vail approves, Jeremy Armstrong seconds, all agree, no one opposes, moved
- V. Special Presentations
 - A. Dr. Charlie Bicak:
 - Thanks all for the opportunity to be here.
 - Thanked the work of the faculty senate.
 - Confirms with President of the senate about topics to be talked about; Overstaffing, RIF and problems with the process
 - Refers back to the strategic plan and see if they are aligned or not.
 - He moves to describe the 4 goals categories:
 - 1) Academic Quality HLC APR next time our focus is experiential learning
 - 2) Access to education
 - 3) Recruitment and retention, quality of faculty and staff, University wide collaboration, reassigned time
 - 4) Effective deployment of resources.

Focused mostly on point 4; stating that 5-10 years ago, the distribution of resources

around campus changed. They needed to look at the balance they had and realign to match current alignments.

A year ago, a committee was formed, and it was charged with providing recommendations to the chancellor.

Faculty advisory committee worked well and diligently, and the group came up with five areas of recommendations for it; first, provide advise to the chancellor and administration to pay attention to services but also evaluate staff distribution as well. BRT (budget response process) will there be a lessening of the quality of service? Second: seek reduction through voluntary separation programs, they have had 3 of those, first one in 2011, mid success, some people took it. (buy out, portion of salary and then position wouldn't be filled) Again in 2014 and 2019 and every time less successful.

Third, administrative reduced personal (combining those with a faculty position with remuneration), is important to look consciously.

Fourth, reorganization of faculty and administrative units. (Formation of CAS), first made good academic sense. The integration of computer science and information technology into cyber systems. Dissolution of the degree in economics.

(Reorganization)

Fifth, force reduction. (RIF), faculty advisor committee gave some recommendations and look at some data like, student contact hours, DFW rates, centrality to the mission, APR results, work force alignment (high skill, high wage, high demand) how successful are with student success? Failing? Passing?

They have undertaken the process and it continues. Conversations continue at chairs, departments and college levels.

Decisions need to be undertaken at a university level.

Nov-December continues the identifications of programs and respective positions in programs that might be re-deployed or recommend that is no longer needed.

January, recommendations would be brought to the chancellor and brought up for discussion, and have forums across campus.

February-March, forums across campus.

April- closure to the plan

Any faculty member who were to be terminated must be notified by may first 2022 and last paycheck would be august 2023

Handout was passed (included below)

Went over the document handed out.

Explained that at the time we were in dire budget situation. That inspired him to write the document

Questions:

Q: How is UNK approaching this budget or RIF, similar or differently from other UN campuses? How is he same or how is it different?

A: Deployment of responsibility at a college level (RCM approach), we are not doing that. He sees that as a problem for us because puts at risk important programs that are part of the definition of the university. UNO, we do things similar, but they are shifting to online as a revenue source. They've allocated budgets to the colleges and

had them do the RIF's instead of the university as a whole. CAS for example might cut Center for Great Plains Studies which wouldn't add much to their college specifically, but as a university would be missed greatly. UNO is shifting greatly to online, maybe too much so.

Q: Forums to take place, can you describe the nature of the forums in February/March?

A: I don't know how they will look like, but I think they have to be honest information gathering sessions. I'm willing to work with the faculty to form their nature.

Q: Do you see the UNK mission informing the process?

A: Has to, but how it does is difficult to manage, for example, is the expansion with health science complex following the mission? Maybe, not specifically, but it does add to it through both pragmatic (numbers) and intangible (increased faculty interaction) means.

Dr. Bicak presentation concludes

University of Nebraska at Kearney

Budget Reduction Guidelines

November 2020

Goals:

The University of Nebraska at Kearney has two overarching goals.

- * Enlarge the impact of the University including increasing enrollment and expansion of key curricular programs.
- * Enhance the quality of academic programs and ensure quality in all operations across campus.

Priorities:

- * Promote and support excellence in teaching and scholarship.
- * Preserve capability in academic programs that are high quality and for which there is demonstrable and sustained need/demand.
- * Preserve faculty and staff as necessary to sustain and enhance academic programs.
- * Preserve core academic programs and support services so that the curriculum can be delivered and students can complete degree requirements in a timely fashion.

Strategies:

- * All major divisions of the University should participate in the budget cuts. There will be reliance on departmental/program expertise and passage through regular administrative channels in identifying reduction options.
- * Essential functions across campus must be sustained.
- * Emphasize reductions in the state-aided budget (derived from appropriations and tuition revenue). Identify non-state support to sustain and enhance academic programs.
- * Resist program and position elimination by tabling programs and deferring hires.

- * Consider reorganization or restructuring as appropriate, academically sound and in the best interests of students.
- * Compile materials as required for Academic Program Reviews (APR) and annual reporting in the analysis of budgets and prospective reductions.

Charlie Bicak
Senior Vice Chancellor
Academic and Student Affairs

November 2020

B. Dean Ellis and Matt Bice Presentation

Introduced themselves.

Thanks for the invite, nice to have the opportunity to share with FS what is we have been doing, former e-campus now UNK online.

Been gathering information both positive and negative through meetings with faculty and staff. Trying to reintegrate UNK online back into the University Community, first through the name change. Decentralized from the Comm building, staff housed in colleges now. Created a UNK online advisory team who will work side by side with the FS Standing committee. The advisory team works directly under Mark to help inform the direction of changes taking place.

What is it UNK online does well, and what can we do to do better.

Meetings with department, deans looking for what do to better and improve

A lot of critiques, to powerful, to removed from campus.

One of the first things they did, they changed the name, by doing that gave them identity, connection and brought it back to the UNK community.

Next, all the services offered are housed in the communications building. They began decentralizing.

Also want to make sure to continue to listen to faculty but also students.

it's a brand new committee, only one meeting so far, some of the things they have done, began building new digital learning centers.

Classroom in CBT recently entered conversation with students' affairs to offer online tutoring. More to come.

Needing to add support to students as well as faculty through Online Learners Professional Development Academy—non-curricular support, e.g., how to write a cv. Professional development academy. Put some structure to professional development workshop for basic services like how to write a resume, how to write an email, the things students have when being in person.

They have been involved in rebuilding and rethinking what the UNK online looks like

They lost 9 members and made them restructure the whole department.

Several for director jobs, several because they didn't like the direction, but no one was fired. Looking at hiring replacements, but probably not all 9 will be replaced, currently looking at 6. One specific position is an Academic Outreach Specialist – get information about the online programs out to current and prospective students just hired and already looking at getting things spun out to the public.

Student engagement plans. How to keep them engaged.

Marketing

Instructional designer, they will be in within the departments.

New instructional designers (first in CBT), Digital Media Specialist help to edit videos, create more effective and polished distribution of information to students, Digital

Pedagogy Specialist – Help to guide instructional designers and provide workshops and trainings for faculty but through the search we found that the high quality PhD candidates that applied didn't offer more than our current faculty could offer so moving it to a .4/.6 position for a current faculty member.

The other position is a digital media specialist. They need somebody with the technical skills.

Digital pedagogical specialist. 3 highly qualified people applied, help provide workshops and training for faculty, ensure we are in the cutting edge of technology of pedagogy.

Use a UNK faculty member to fill that position. OER online educational resources format.

NU Connect, non degree type of platform being launched, noncredit offering. NU online.

Still a building process, looking to work with campus members to continue to build and refine the division.

Bringing what Ecampus was into the 2020's

Continue to listen and identify services we haven't seen yet.

Take online education at UNK to the next level.

Brief update on where they are at today

Opened for Questions:

Q: If you were going to compare UNK online capabilities to the best in practice in the US, where do we stand? What is the best practice out there now? If they were a 10 where are we?

A: these are things we are still learning, going to conferences to see what others are doing, bring them to campus and bring us to the next level. Not comfortable by giving an answer right now as it's a 3 year process.

Within the NU system we're at the top, but nationwide it is hard to say, and which direction are we headed matters.

Q: Why are we best in the NU system?

A: The answer is complex. The nimbleness and size of our campus and collaboration with departments allows us to implement things faster and allows us to evolve better and faster. Their units are still centralized, and the decentralization looks to be very beneficial. People know the instructional designers. One place to grow is to be more accessible. We have some of the best facilities in the system as well.

Q: how do I know that our system is better?

A: Its complex, because when you look at a class, every discipline is different.

Whats innovative what is new? By the time we get to implement it is already old.

There is a process in set where we can communicate with people to make things quicker and better. One of the things makes us strong, people now the quality of the stuff we do have, something to improve on to make better, be more accessible. Decentralization is very important.

Digital pedagogist is envisioned to be someone who brings in best practices and collaborates with faculty to do research on best practices for online education.

Q: If you could summarize the funding model

A: students paid \$35 on DE fees. Those sources will no longer could be used for instruction. That limited what e-Campus could do. They received 3.1 million dollars on asks. When asked for allocation, 2 million were given.

1.34 millions , 64%, went to cover faculty salaries and online support, coordinators. Didn't leave a lot of money left. End up pulling funding from their own general budget. Still working on ways to meet their need.

His job is to lobby for additional resources, to take the UNK program to the next level. Asking for patience for moving forward.

Q: Can you explain how you got to the magic number for class cut off?

A: to make sure the money was well spent, administrative decision. There is flexibility depending in the program because that minimum number might not be possible to be met. 20 is the cut off number, they came up with it, but if a department comes back and says 15 is what they can do, they will listen to it. Also need to look at offering more sections of courses that will fill. Wants to work with chairs.

Q: do you have any idea what that flexibility would look like? Like graduate classes that regularly make 8-9 students? How can they make 12?

A: Department chair will have to make the case for them to consider the request

Q: With the increase in competition for online programs, there will need to be more marketing people and marketing programs?

A: there is a lot of duplication on campus. DE fee cannot be used on marketing, has to be used on the student. Limited amount of dollar for marketing for UNK online. Have a position filled and targeted marketing will begin soon.

Q: Are the positions going to be full time? Part time?

A: Nature of positions, instructional designers are full time, digital pedagogist .4 faculty

Q: First gen students and connecting with the community on campus

A: Met with student affairs and fund a position geared to providing all the resources Looking to make online students have the same on-campus resources, but that is a difficult process, that includes those services for first gen students. Career coaches,

academic advisors—coalition of coordinators getting together to talk about best practices to better serve the students from admissions to employment and feeling connected to the campus through the entire process.

Q: How many programs is this coordinator helping with?

A: Coordinators have different number of programs they work with.

Biology, one coordinator. Because program has 300 students. Some just a few, some almost all, but getting to a point where more hires will be needed to keep the work distribution reasonable. Online tutoring for specific classes/disciplines (math for one.)

Dean Ellis extended the offering to the committee to set a meeting and come to him to work together. Look at this as the opportunity to review the committee, mission, vision, what is it we expect from it. Need to define the UNK Online FS standing committee's role and how it will interact with UNK Online.

- VI. Reports of Faculty Senate Standing Committees Nothing to report. moved
 - A. Oversight Committee:
 - B. Executive Committee:**20October2021**
 - C. President's Report:**01November2021**
 - D. Academic Affairs:**21October2021**
 - E. Academic Freedom and Tenure Committee:**20October2021**
 - F. Academic Information and Technology Committee:
 - G. Artists and Lecturers Committee:
 - H. Athletic Committee:
 - I. E-campus Committee:**26October2021**
 - J. Faculty Welfare Committee:**27October2021**
 - K. Grievance Committee:**01November2021**
 - L. Library Committee:
 - M. Professional Conduct:
 - N. Student Affairs:**26October2021**
- VII. Reports of Senate Representatives to Non-Senate Committees Nothing to report. Moved
 - A. Assessment Committee:
 - B. Women, Gender and Ethnic Studies Advisory Committee:
 - C. International Studies Advisory Council:**07September2021, 05October2021**
 - D. Parking:
 - E. Safety Committee:
 - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
 - A. Graduate Council:**14October2021**
 - B. General Studies Council:
 - C. Council on Undergraduate Education:
 - D. Student Success Council:
 - E. Equity, Access, and Diversity Committee

IX. Unfinished/Old Business

A. Report from ad-hoc Covid 19 Committee: 21October2021

Comments: ask for recommendations on what it is members would like to know, or proceed. Couple things explored or discussed, we don't need to make unk an even more divisive place to work. We do need to proceed to do the best we can in our current role. Is there enough push on doing a faculty survey? Would that be helpful to know, for example faculty stances in vaccinations?

B. Thoughts on survey: asked for feedback on survey about position on mandated vaccination.

C. Would it be helpful? Administration would find it helpful to know and have more information.

D. What are the next steps as a committee? No need for a weekly meeting.

E. What is the latest on the Biden mandate for vaccination.

F. Purchase of PCR machine. Biology department concerned about who is operating the machine, are they trained? Who is providing the training?

X. New Business

A. Ex officio General studies representative

offered to be in the general studies committee.

Loper 1, workload has not been finalized with the class,

If you fail one of the classes? You fail the three of them

Can they drop the class? Dates are dictated by the registrars and not the general studies.

Bobbi Jean Ludwig offered to be the ex officio general studies representative.

B. FS Constitution updates

To update constitutions

XI. General Faculty Comments

Q: Scholarships being awarded on base of GPA, some faculty have expressed some concerned on easy courses on high school,

Comment: Could be a barrier for those students such as first gen.

Adjournment:

Motion Martonia moves, Anthony second, all in favor, no one oppose.

Meeting Adjourns 20:47



FS Executive Committee Meeting Agenda

Wednesday 11/10/21 COE 155

Members, FS Exec Committee

Ben Malczyk, President (Notetaker)

Derek Boeckner, President Elect

Alejandro Cahis, Secretary

Ngan Chau, Representative

Dawn Mollenkopf, Parliamentarian

Absent: Martonia Gaskill, Past President

- Spring 2022 Semester Faculty Senate Leadership—Ben Malczyk will be leaving UNK which results in a necessary change in the Faculty Senate President
 - Derek Boeckner will assume the role of President for the remainder of the year
- December Meeting: Derek will conduct the meeting- Ben will be on the meeting via zoom – will be in Lincoln for a Thursday Coordinating Commission Meeting and Friday for the Board of Regents Meeting
- Agenda Preparation for the meeting with administration next week
 - Federal Vaccine Mandate updates
 - Other Covid type questions
 - Updates on enrollment
 - Out of state efforts
 - Overall new admissions
 - Discussed a potential future “task force” to examine the impact of shifts in University approaches that seem to push UNK towards more technical and professional programming—Experiential learning, reduction in general studies requirements, Community College students with A.S. having General Studies waived, etc.
- Vaccine mandate
 - Individuals who are funded directly via federal dollars are or will soon be contacted about a federal vaccine mandate that impacts them; will get clearer language and additional clarification at the meeting next week
- Search committee for Dr. Bicak’s position
 - Identified two names and Ben will submit to Chancellor Kristensen; Derek as President would serve on this committee
 - Additional faculty from each college will be chosen to serve on the
- Covid Committee—to survey or not to survey
 - Discussed the role of the Ad Hoc Covid Committee

- If the goal was to increase transparency, then the committee has done well—the regular updates after each meeting and the opportunity to ask an array of questions has been well received
 - Leave it up to the Ad Hoc Committee to determine if they the survey is worth their time and effort
- Student conduct board reps
 - Alejandro expressed a willingness to serve on this committee
- December Meeting: special presentations Jon Watts; Maha Younes
 - Ben will reach out prior to the meeting to provide any specific direction or areas of focus for the presenters



UNK Administration & FS Executive Committee
Meeting Minutes

November 17, 2021 – 11:00-12:00 p.m. – Warner Hall Conference Room

Members, UNK Administration

Chancellor, Doug Kristensen
SVC Charles Bicak
VCBF Jon Watts
VCEMM Bartling
Dean Hinga
SACEA Falconer

Members, FS Exec Committee

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

Call to order: 11:01

Roll Call: Jon Falconer, Gilbert Hinga, Ben Malczyk, Derek Boeckner, Ngan Chau, Dawn Mollenkopf, Martonia Gaskill

Discussion Items:

- Additional clarification of the federal vaccine mandate
 - University President's Office of General Council has sent down guidelines, approximately 80-90 including faculty, staff, student employees (not work study), etc. Upload an image of vaccination card into firefly. Student Employees can put theirs in myBlue instead. Currently need to provide documentation by January 4
 - 2 waiver paths- sincerely held religious beliefs or medical exemptions
 - Will be respectful to any requests for waivers, decisions on waivers will be made by a committee including John Falconer and Jon Watts
 - Will work closely with other campuses, trying to be consistent across the system
 - Most employees who are affected by the mandate are affected due to federal research and non-research grants,
 - If non-compliant, employee will need to be taken off federal funding
- Updates on enrollment
 - Out of state efforts
 - Overall new admissions
 - See attached notes from Kelly Bartling
- Campus efforts to have productive conversations related to a seeming shift towards more technical and professional programs
 - How is the University assessing the impact of the shift in general studies?

- Dr. Bicak question
- Enrollment and budgetary worries seem to be dissipating, is this true?
 - One good year is good, but we need to see longer term trends, we are still concerned about budget cuts.
- To combat these worries, it seems we had and continue to take what appeared to be a shot gun approach attempting a variety of things and hoping we hit the target. We've done this by combining colleges, freezing tuition, changing general studies, highlighting EL, looking out of state, not requiring an ACT score, appealing to CC students, going through a RIF process, etc. In aggregate this seems to have worked, but each of these comes at a cost. Have we started to look at which of these is most effective and what secondary effects they might have on campus due to their effectiveness? For example, a large increase in out of state student enrollments will likely require more retention efforts involving making them feel at home. Are there other proactive and possibly more accurately targeted things we can do to keep this ball rolling?
 - There are current efforts in place addressing some of these topics particularly concerning retention.
 - There are new software suites being implemented that will allow for more tracking of the effectiveness of these changes. It is still too early to make determinations, but they are interested in finding the answers to these questions and hope that the new capabilities of data analysis provided by the software will bear fruit.
 - It was less of a shotgun approach and more that each area determined a few key changes that could be made resulting in several changes at once, but all were focused and targeted at specific concerns.
- Many of these changes have caused some concern around campus for a variety of reasons including maintaining high academic standards befitting a public university. Are there plans to review any of these changes for a cost/benefit analysis that includes both tangible and intangible effects?
 - Again, too early to determine, but they are trying to track this data from the beginning in order to judge the effects in the future.
-

Reports

Chancellor Kristensen

SCVASA Bicak

VCBF Watts

DSA Hinga

Conflict resolution workshop happening today.

Last two years, have increased dialog between administration and students. The intention is open dialog to see what is happening on campus and what issues the students have that administration can address.

First Generation Day (an annual event) was quite successful this year

Multicultural Greek Council art show happening this week.

VCEMM Bartling

SACEA Falconer

Adjourned: 11:50

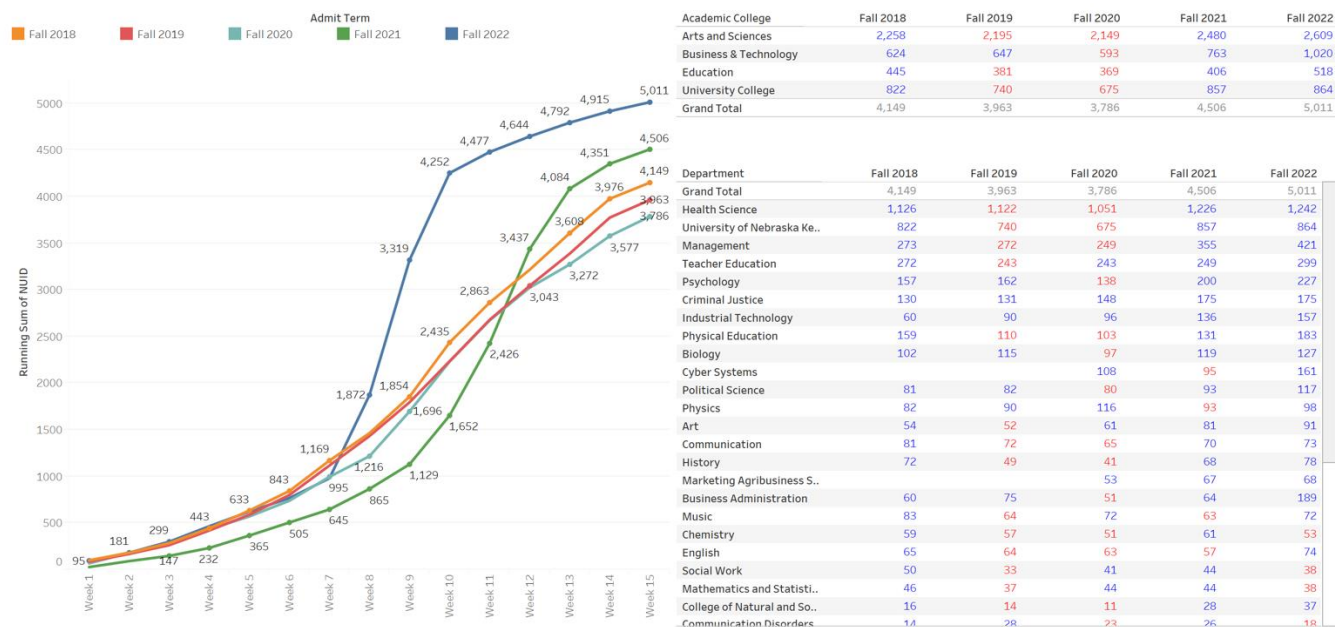
EMM updates for Nov. 15, 2021

Admissions:

See status of applications year over year as of Nov. 12, both total (shared application), and with UNK as an application source. Applications are up 11.21% (shared app source), and 8.4% with UNK as the application source. Admitted students are up 10.2% (shared app source), and 5% with UNK as the app source. Continuing to have good feedback from campus visits, events, including academic appointments. Successful NCUC event – will assess feedback for next year.

Application for Admission Numbers		Application Stage		Current Week	
Undergraduate Only		Applicant		Week 15	
Admit Type	All	Admit Term	Application Center	Weeks since August 1	
Adult Freshman & First Time Freshman	All	Domestic	Week 1 to Week 15		
All	Academic College	All	Department	All	Application Source
Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
4,149	3,963	3,786	4,506	5,011	

Summer Applications are included in Fall Cohort starting for Fall 2020. IR Change on Reporting: Last Updated: 11/12/2021 9:40:13 AM



Application for Admission Numbers

Undergraduate Only

Applicant

Application Stage

Current Week

Week 15

Admit Type
Adult Freshman & First Time Freshman

All

Admit Term

Application Center
Domestic

Week 1 to Week 15

Weeks since August 1

All

Academic College

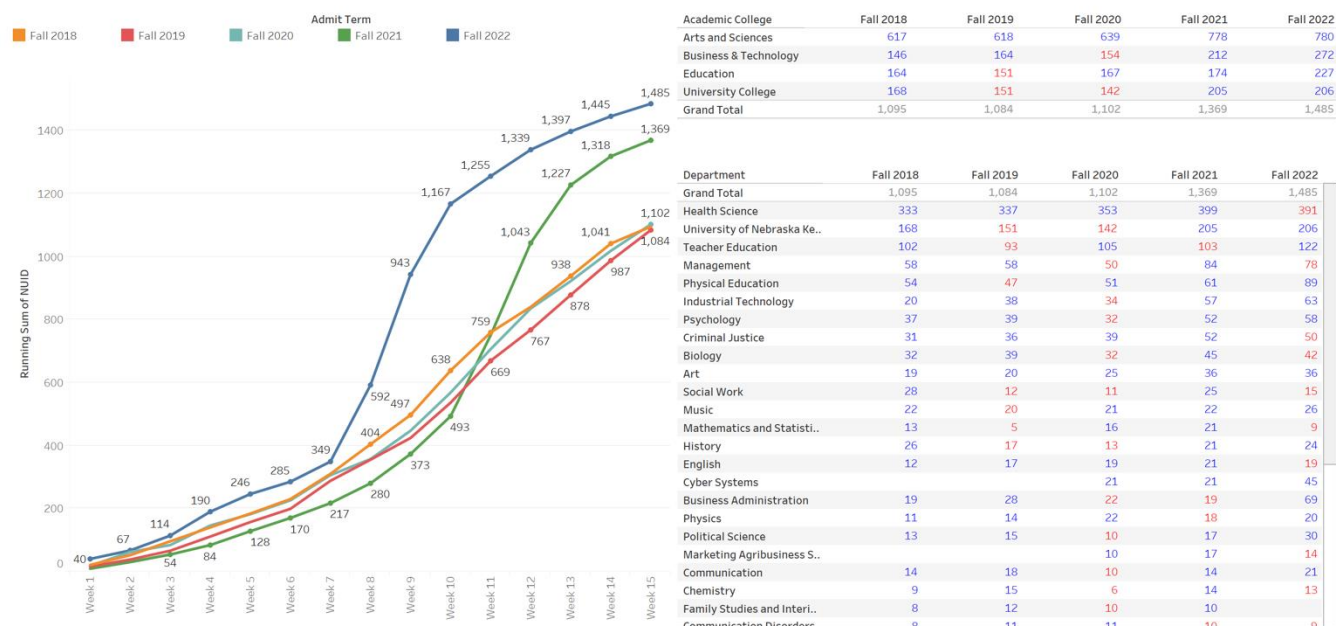
All

Department

Application Source
UNK

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1,095	1,084	1,102	1,369	1,485

Summer Applications are included in Fall Cohort starting for Fall 2020. IR Change on Reporting; Last Updated: 11/12/2021 9:40:13 AM



Transfer: Erin Pearson is making great progress on planning to improve communications, messages, data and reporting, as well as internal relationship-building. Jodi/Erin and I will keep you updated and report projected spring transfer enrollment soon.

Financial Aid: We refined processes for communicating with students who have been awarded scholarships to clarify needing transcripts – and how to update our systems and track changes to awards based on difference in self-reported GPA vs. actual. Beginning to evaluate scholarship “appeals” through holistic review (Mary, Kelly, Jodi).

Comm/Marketing: We are helping a student group in a cyber course develop a mobile app for students. We already have a mobile app, but the students had some feedback and wanted to work on it for class (taught by Liaquat Hossain). We may implement it if the project is a success. Kyle, Todd, Matt Bice and Tiffany Stoiber (new online/engagement hire for UNK Online) met to build a new UNK Online awareness campaign. LLC brochure mailed to all new admitted students. Todd working to support PR requests from legislative team.

Enrollment Technology Strategies: “Train the trainer” sessions for TargetX are beginning. I have a draft governance plan ready to discuss with CRM users and administrators.

Military and Veterans Services: About 75 people came for the open house and ribbon cutting, including 3 from UNMC College of Nursing. It was a successful event, and several students attended, which was the goal. A prospective student attended, who’s currently serving in the Air Force. See new Military/Veteran handout (a first-ever). A lot of good feedback on the branding and creative work by Amy Jacobson, and Admissions is sharing materials (swag, t-shirts, brochure) with prospective students and families. We will work on policies and procedures for students to access and reserve the lounge.



FS President's Report

Summary of work tasks completed from November 2-December 1, 2021

- Work with Ad Hoc Faculty Senate Covid Committee (see packet)
- Prepare for upcoming meetings—FS executive committee, Meeting with the administration; work with Secretary Cahis to prepare the packet
- Syllabus statement update—made progress is getting the information on to a webpage and building a prototype—goal is to have a version that can be utilized for the Spring 2022 semester
- Worked with the executive committee to identify individuals to serve on committees and to identify individuals to represent the Faculty Senate in the search to replace Dr. Bicak
- Will represent UNK at the December 1 Coordinating Commission meeting and the December 2 Board of Regents meeting
- Reviewed system protocols related to the approval of certificates in preparation for update certificate guidelines
- Convened the Faculty Senate Supercommittee to address a grievance issue

Ben Malczyk, Faculty Senate President

**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, November 18, 2021
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Ted Rupnow (CAS), Bailey Koch (COE), Kate Heelan (COE), Lindsay Brownfield (LIB), Anthony Donofrio (FS), Joel Cardenas (AA), Lisa Neal (REG), Aidan Weidner (Student Senate)

Absent: Steve Hall (CBT), Julie Shaffer (CAS), Mark Ellis (AA), Jackson Miller (Student Senate)

Guests: SVCASA Bicak; Jim Vaux (ITEC); Ben Brachle (ITEC)

Bridges called the meeting to order at 3:31 p.m.

Bridges welcomed Committee members and introduced SVCASA Bicak.

Dr. Bicak thanked the Committee and stated his purpose was to provide information / update the committee on the process unfolding regarding the degree in Philosophy. In 2004, the Board of Regents approved a B.A. option; since then, the program has been in a static condition. In the Spring of 2018, campus was reminded the number of program graduates produced each year had fallen below the required threshold (7 on average over a five year period); a request to evaluate the program and report back to BOR was issued. In June of 2018, Dr. Bicak submitted an improvement plan to the Provost. Nominal progress had been made as of May 24, 2021. At that time, Dr. Bicak wrote to the Provost recognizing the nominal progress and asking for time to evaluate why. Time was granted through the end of the Fall semester 2021. As of November 11, 2021, Dr. Bicak submitted another letter to the current Provost indicating that the assessment does not show change likely. Dr. Bicak seeks approval of the termination of this Philosophy degree option beginning in the 2022-2023 academic year. Current majors and minors will be seen through, curriculum will stay, and the minor option will stay as well.

Rupnow (Donofrio) moved to approve the agenda. Motion carried.

Discussion moved to agenda items. The subcommittee met last week and did not see red flags. Lisa Neal clarified that IELTS scores are currently translated to a total score that is entered into the student's record for English course pre-requisites. They are simply asking for permission to enter the scores.

Bridges provided clarification Agenda Item #69 has received experiential learning approval so this committee simply needs to approve the Academic Affairs side.

Heelan (Brownfield) moved to approve agenda items #49 - #93. Motion carried.

Bridges (Koch) moved to adjourn. Motion carried.

Meeting adjourned at 3:47 p.m.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email, November 22, 2021

2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 11/10/2021

Academic Affairs Full Committee 11/18/2021

NUMBER, REQUEST, LEVEL, SPECIFIC REQUEST, DEGREE/COURSE, PROGRAM/COURSE, TITLE, DEPT, COL, REASON

To ensure compliance with university policy and immigration policy, the international admissions office requests the IELTS (International English Language Test System) score be added to the ENG 101 prerequisites. Currently, regardless of the English language exam a prospective student submits, International Admissions is converting the score to an equivalent TOEFL score. The preference is to enter the actual exam submitted and the score of the exam taken. The English department chair, Dr. Megan Hartman approved via email on October 21, 2021.

UNK English Language Proficiency Policy

<https://www.unk.edu/international/international-admissions/admission-requirements.php>

Band Descriptors for IELTS to Support the Skill Level Needed to Earn a 5.5

<https://tw.ieltsasia.org/en/Exam-preparation-guide-Band-Descriptors-Example-of-Band-5.5-for-Writing-Task-1>

<https://tw.ieltsasia.org/en/BritishCouncil-Band-Descriptors>

<https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-1.ashx?la=en-us>

Courses approved by Beth Hinga to satisfy EXL requirement:

DANC 344 - Dance Improvisation and Basic Composition

#49, Alter, Program, Computer Science Applied, B.S., CYSY, CBT, Overall departmental curriculum changes.

#50, Alter, Program, Pre-Cardiovascular Perfusion, Pre-Professional Program, HSCI, CASC, UNMC has changed their entrance requirements to their Cardiovascular Perfusion program. Our pre-professional is being changed to mirror the new requirements.

#51, Inactivate, Course, CDIS 188, GS Portal, CDIS, COE; This course has not been offered in 10 years and UNKs general studies program has changed.

#52, Inactivate, Course, CDIS 321, Early Communicative Development for the Teacher, CDIS, COE; This course is not currently being offered due to a faculty shortage.

#53, Inactivate, Course, CDIS 350, The Psychology of Speech/Language Pathology, CDIS, COE; This course has not been taught for over 15 years.

#54, Inactivate, Course, CDIS 352, Normal and Disordered Language: 6-12 Years, CDIS, COE; This course has not been taught for over 15 years.

#55, Inactivate, Course, CDIS 356, Adolescent Language and Communication Disorders, CDIS, COE; This course is no longer being offered.

#56, Inactivate, Course, CDIS 363, Methods for Language Disordered, CDIS, COE; This course is no longer being offered.

#57, Inactivate, Course, CDIS 433, Clinical Practicum in Audiology, CDIS, COE; This course is no longer offered.

#58, Inactivate, Course, CDIS 480B, Clinical Practicum in Speech/Language Pathology, CDIS, COE; This course is no longer being offered.

#59, Inactivate, Course, CDIS 480C, Clinical Practicum in Speech/Language Pathology, CDIS, COE; This course is no longer being offered.

#60, Alter, Minor, Computer Science, CYSY, CBT, Changes due to overall departmental curriculum changes.

#61, Alter, Program, Computer Science Comprehensive, B.S., CYSY, CBT, Changes to overall Cyber Systems departmental curriculum.

#62, Alter, Course, Prerequisites, CYBR 240, Information Networking Preceptorial, CYSY, CBT; change prerequisite from CYBR 335 to CYBR 235; Change prerequisites, Old Value: CYBR 335, New Value: CYBR 235.

#63, Alter, Course, Prerequisites, CYBR 345, Intricacies of Advanced Networks & Systems, CYSY, CBT; change prerequisite from CYBR 335 to CYBR 235; Change prerequisites, Old Value: CYBR 335, New Value: CYBR 235.

#64, Alter, Course, Prerequisites, CYBR 348, Systems Administration I, CYSY, CBT; minor change in pre-req; Change prerequisites, Old Value: CYBR 335, New Value: CYBR 235.

#65, Alter, Course, Prerequisites, CYBR 381, Systems Analysis and Design I, CYSY, CBT; change prerequisite from CYBR 335 to CYBR 235; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 335, New Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 235.

#66, Alter, Course, Prerequisites, CYBR 458, Computer Security, CYSY, CBT; change prerequisite from CYBR 335 to CYBR 235; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 335 or CYBR 448, New Value: CYBR 101 or CYBR 102 or CYBR 103 or CYBR 235 or CYBR 448.

#67, Alter, Program, Cyber Security Operations Comprehensive, B.S., CYSY, CBT, Overall changes to Cyber Systems departmental curriculum.

#68, Alter, Course, Type, Taken for Credit Multiple Times, Credit Hours, Catalog Description, DANC 249, Jazz Dance IV, MUS, CASC; Updated to reflect the course's pedagogy component; Change in course type, Old Value: Lecture, New Value: Studio; Change taken for credit multiple times, Old Value: Can this course be taken for credit multiple times: No, New Value: Can this course be taken for credit multiple times: Yes, Total completions: 2, Total credits allowed: 6; Change in credit hours, Old Value: 1, New Value 3; Change in catalog description, Old Value: A continuation of DANC 248 with emphasis on rhythmic performance while building technique and style through advanced combinations, New Value: The purpose of this course is a continued study of jazz technique for the advanced dance student. Advanced technical concepts, movements and vocabulary associated with the jazz dance syllabus will be explored through in-depth physical practice and observation. Jazz pedagogy will be explored through study of contemporary jazz choreographers and the structure of their techniques. Special attention to artistic development, trouble-shooting technical inefficiencies and injury prevention will also be of focus throughout the course. Previous dance training is required and the completion of Jazz Dance III (DANC248), or the equivalent, is required. The primary focus of this course is the continued development of one's physical coordination, self-awareness, strength, flexibility, musicality and artistic expression within the advanced skill set of jazz dance. Practical application of jazz pedagogy will also be a hallmark of this course.

#69, Alter, Course, Prerequisites, EL Status, Catalog Description, DANC 344, Dance Improvisation and

Basic Composition, MUS, CASC; This course is submitted for Experiential Learning status; Change in prerequisites, Old Value: DANC 131 or DANC 141 or DANC 148 or instructor permission, New Value: Instructor permission; Change Experiential Learning Status, Old Value: No, New Value: Yes; Change catalog description, Old Value: The purpose of this course is to introduce dance students to the foundations of movement improvisation and composition. Dance improvisation concepts and tools, movement origins and vocabulary will be explored through physical practice, observation and discussion. These elements will then be applied to the choreographic process through a series of structured investigations and small projects. Previous dance training is required. The completion of Ballet III, Modern III and/ or Jazz III is recommended. The primary focus of this course is to increase and develop one's personal movement vocabulary and understanding of the basic building blocks of dance composition while nurturing artistic expression and the aesthetic eye, New Value: The purpose of this course is to introduce dance students to the foundations of movement improvisation and composition. Dance improvisation concepts and tools, movement origins and vocabulary will be explored through physical practice, observation and discussion. These elements will then be applied to the choreographic process through a series of structured investigations and small projects. Previous dance training is required. The completion of Ballet III, Modern III and/or Jazz III is recommended. The primary focus of this course is to increase and develop one's personal movement vocabulary and understanding of the building blocks of dance composition while nurturing artistic expression and the aesthetic eye.

#70, Create, Course, DANC 488, Dance Pedagogy Practicum, MUS, CASC, Adding pedagogical component to the dance curriculum.

#71, Alter, Program, Health Education 7-12 Teaching Subject Endorsement, B.A.Ed., PEREC, COE; Changes to courses that will enhance the student learning.

#72, Create, Course, HIST 305, History of Global Public Health, HIST, CASC, Course will be submitted for General Studies Council consideration after receiving Ed Policy/Academic Affairs approval.

#73, Alter, Program, Health and Physical Education PK-12 Teaching Field Endorsement, B.A.Ed., PEREC, COE; Program changes and new courses to enhance student learning.

#74, Alter, Minor, Information Technology and Networking Minor, CYSY, CBT; Overall departmental curriculum changes.

#75, Alter Program, Information Technology and Networking Comprehensive, B.S., CYSY, CBT; Overall departmental curriculum changes.

#76, Alter, Course, Co-requisite, IPD 120, Foundation Studio I, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change to co-requisite, Old Value: IPD 125, New Value: None.

#77, Alter, Course, Co-requisite, IPD 125, Design Drawing, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change to co-requisite, Old Value: IPD 120, New Value: None.

#78, Alter, Course, Co-requisite, IPD 206, Foundation Studio II, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change co-requisite, Old Value: IPD 260, New Value: None.

#79, Alter, Course, Prerequisites, IPD 207, History of Design I, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change prerequisites, Old Value: IPD 120, New Value: None.

#80, Alter, Course, Prerequisites, IPD 209, History of Design II, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change prerequisites, Old Value: IPD 207, New Value: None.

#81, Alter, Course, Co-requisites, Prerequisites, IPD 260, Foundation Technology for Design, ITEC, CBT, To allow content to be taught earlier in the program in order to meet accreditation requirements; Change co-requisites, Old Value: IPD 206, New Value: None; Change prerequisites, Old Value: IPD 120 and IPD 125, New Value: None.

#82, Alter, Course, Co-requisites, Prerequisites, IPD 265, Design Technology I, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change co-requisites, Old Value: IPD 210, New Value: None; Change prerequisites, Old Value: IPD 206 and IPD 260, New Value: IPD 260.

#83, Alter, Course, Prerequisites, IPD 307, Furniture, Finishes, Materials and Components of Interior Architecture, ITEC, CBT, To allow content to be taught earlier in the program in order to meet accreditation requirements; Change prerequisites, Old Value: IPD 206 and IPD 260, New Value: None.

#84, Alter, Course, Co-requisite, IPD 310, Design Studio II, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change co-requisite, Old Value: IPD 320, New Value: None.

#85, Alter, Course, Co-requisites, Prerequisites, IPD 320, Design Technology II, ITEC, CBT; To allow content to be taught earlier in the program in order to meet accreditation requirements; Change co-requisites, Old Value: IPD 310, New Value: None; Change prerequisites, Old Value: IPD 210 and IPD 265, New Value: IPD 265.

#86, Alter, Course, Credit Hours, ITEC 114, Introduction to Industrial Distribution, ITEC, CBT, Currently, it is the opinion of the Industrial Distribution Faculty (collectively) that there is not enough time to adequately cover all ITEC 114 course competencies in the current ITEC 114 Introduction to Industrial Distribution 10-week (plus a 2-hour final) format. More time is needed for depth in each topic. Also, as the department goes away from offering ITEC 110, some of its current activities will be added to reinforce the course competencies of ITEC 114. For example, some key course activities included in ITEC 110 that will now be taught in ITEC 114 are an industrial technology overview (ITEC 114 CC #'s 1 & 2), using Gallup Strengths in sales and management (ITEC 114 CC #5), and creation of a tailored UNK Graduation Plan (ITEC 114 CC #7). This change allows for ITEC 114 to become a full 3-hour class to provide the correct amount of time to meet and exceed all course outcomes. Once this course is increased from 2 hours to 3, ITEC 110 will not be required in the Industrial Distribution Comprehensive Major keeping its overall hour requirement at the current 63 credits; Change credit hours, Old Value: 2, New Value: 3.

#87, Create, Course, ITEC 208, Heavy Civil Construction Management, ITEC, CBT, Industry feedback indicates that a course in Heavy Civil construction is necessary for our students to be relevant in the construction industry.

#88, Alter, Course, Prerequisites, ITEC 475, Internship, ITEC, CBT; The prerequisites that have been added reflect industry feedback from supervisors of the interns. These courses are what our students need in order to be adequately prepared for the internship and to get the most out of the internship experience; Change prerequisites, Old Value: ITEC 308 and GPA of 2.5 and junior standing, New Value: ITEC 312 and ITEC 370 and ITEC 250 and ITEC 308 and minimum GPA of 2.5 and junior standing.

#89, Alter, Program, Physical Education 7-12 Teaching Subject Endorsement, B.A.Ed., PEREC, COE, Changes to course names and credit hours requires and creating new courses to better serve our students.

#90, Alter, Program, Physical Education PK-6 Teaching Subject Endorsement, B.A.Ed., PEREC, COE, Changes to the program to enhance the student experience.

#91, Alter, Program, Pre-Pharmacy, Pre-Professional, HSCI, CASC, The Biology requirements for the Pre-Pharmacy program are being changed because BIOL 106 is now a prerequisite for CHEM 351 -

Biochemistry, which is a required course. BIOL 106 is also the most appropriate choice to adequately prepare students for pharmacy school.

#92, Create, Course, SPCH 435, Introduction to Health Communication, SPCH, CASC; This course has been offered as a special topics class previously. It is meeting a need for both the Health Sciences and the Communication programs. It is meeting a strong need for communication skills at the undergraduate level for both health professionals and communication professionals. Health communication is increasingly becoming a standard part of the Communication curriculum nationwide. We also now have a faculty member whose specialty is health communication. Finally, it is hoped that offering the course at the undergraduate level will promote interest in our new Master's Degree in Public Communication, in which we offer a higher-level survey of health communication.

#93, Alter, Program, Sports Management Comprehensive, B.S., PEREC, COE, Adding areas of emphasis within program for student interests.

University of Nebraska at Kearney
Faculty Senate: Artists/Lecturers Committee

October 27, 2021

Chair: Glenn Tracy (COE, '22)
Secretary: Travis Hollman (CBT, '22)
CAS rep: Katherine Moen, '23
Senate rep: John Bauer, '23
Student senate rep: Truman Lauck
LPAC: Olivia Koenig

Members present: All.
Guest: Ngan Chau.

Call to Order: Ngan Chau helped call the meeting to order at 4:00 p.m.

New Business:

1. Ngan Chau, acting on behalf of faculty senate, describe the purpose of the meeting and the charges of the committee. The purpose of this meeting was to elect officers and introduce members. The historical role of the committee was discussed; it is typically charged with soliciting proposals and approving supplementary funding for bringing guest artists and lecturers onto the UNK campus.
2. Elections were held. Glenn Tracy was elected Chair and Travis Hollman Secretary.
3. Glenn Tracy agreed to contact the past chair to obtain information on funds and other necessary pieces of information, such as when requests for proposals have typically been sent out in the past. Travis agreed to write the minutes and deliver them to faculty senate after they were approved by the committee.
4. The next meeting will be determined by consensus of the committee.
5. Hollman moved to adjourn. All were in favor.



Faculty Senate UNK Online Standing Committee
November 8th, 2021 @ 12:00 pm.
CMCT Room 243 or Zoom

UNK Online Faculty Senate Standing Committee present on Monday 8 Nov 2021 at 12:00 pm

In person: Ladan Ghazi Saidi, COE representative; Matthew R. Bice, UNK Online Admin representative; Will Stoutamire, CAS

On Zoom: Martonia Gaskill, Senator; Robert Macy, CBT representative; representative; Bobbi Jean Ludwig, Library representative; Patrick Hargon, Student Aff. Rep Admin representative; Glenn Tracy, Graduate representative

1. Welcome
 - a. Two main goals of the session: Updating the name and bylaws
2. Updating the Name: UNK Online or eCampus?
 - a. Martonia noted that according to the Constitution, we have to adopt the name as it is officially called: UNK Online.

3. Updating Bylaws

The details of the statement will be finalized in future meetings and after receiving feedback from faculty and faculty senate.

We would like the following items to be considered for inclusion in the bylaws statement:

- a. The most important role of this standing committee is two-fold: 1- To serve as the voice for faculty they represent; 2- To create and maintain an effective communication channel between faculty and UNK Online.
- b. The word "policies" in the current bylaws statement should be better defined. Policies, programs and practices are vague and needs refining of definition.
- c. The word "Education" should be added to reflect what faculty do.
- d. The word "Best practices" and how best to "serve" the faculty should be considered
 To be determined: Should the language include "service to faculty" or service to faculty, students, staff and global community (e.g. NU Connect: "non-credited courses to expand to the global community").
- e. Change the phrase "client groups" because this statement should be more education and person orientated.
- f. Retain the concept of reviewing and making recommendations to UNK Online
- g. The statement should stay broad because, according to Matt Bice, more changes are to come for UNK Online.

4. To Do: Martonia will create a shared document for members of the committee to enter in their suggestions for updates to the bylaws statement. Committee members should add their suggestions in advance of the next committee meeting, which will see further discussion of this issue.

5. Differentiating the role of the FS UNK Online standing committee (FS-U-SC) and the UNK Online Advisory Team, which will be clearer when each committee provides a summary of roles, responsibilities, and expectations.
 - a. The FS-U-SC needs to establish its statement of charge for the bylaws.
 - b. It was suggested that the FS UNK Online standing committee works with the Advisory Team. What are the ways to communicate with the faculty about the differences between the two groups?
 - c. In the interest of improved transparency, this committee recommends that UNK Online request a written statement of charge from the Advisory Team, indicating structure and responsibilities, to be submitted to Faculty Senate
 - d. The list of people on the Advisory Team has been sent out to the FS standing committee. Please see the appendix.

6. Update from UNK Online:
 - a. Digital Pedagogy Specialist position (.4 FTE) will be posted soon.
 - i. This position will lead training, workshops, and professional development for faculty.
 - ii. *Question:* The original plan was to hire this position as 1 FTE. Why did this change? Given that hiring someone from the campus will add to their workload, how would this person manage the job? What will happen to the responsibilities removed from the position to reduce it from full-time to .4 FTE?
 - iii. *Response:* The job description for the original position has been reworked. UNK Online hopes to hire an additional instructional designer to cover the difference.
 - b. New Academic Outreach Specialist - Tiffany Stoiber
 - c. New Instructional Designer (CBT) - Frank Thiel

7. To establish a channel of communication between faculty and UNK Online, the FS-U-SC will communicate with the faculty in the unit they represent to collect feedback and ideas regarding UNK Online and its related issues. We will have a short-term and a long-term plan for soliciting faculty input:
 - a. In the short term, members of the committee should speak to faculty from the unit they represent to bring ideas to the table during our monthly meetings
 - b. Topic of discussion: Possible creation of a Qualtrics feedback portal, to be discussed in the next meeting
 - i. The feedback portal would document faculty feedback and allow faculty to submit ideas for new tools, questions, etc. more directly

Appendix

UNK Online Advisory Team

Faculty Senate Representative

- Martonia Gaskill

Arts and Sciences (5)

- Ben Malczyk (Social Work)
- Will Stoutamire (History)
- Amanda Sladek (English)
- Julie Lanz (Psychology)
- Melissa Wuellner (Biology)

College of Education (3)

- Shannon Mulhearn (Kinesiology and Sport Sciences)
- Em Meyer (Counseling & School Psychology/Family Studies)
- Phu Vu (Teacher Education)

Business & Technology (3)

- Bruce Elder (Accounting, Finance, & Economics)
- Matt Bjornsen (Accounting, Finance, & Economics)
- Alyse Pflanz (Business)

Online Program Coordinators (1)

- Amber Alexander (History)

IT (1)

- Andrea Childress

Library (1)

- David Arredondo

Undergraduate Representative

Jack Hunzeker

Graduate Representative

Olivia Slater

International Studies Advisory Council
Meeting Minutes: November 9, 2021

The International Studies Advisory Council met on November 9, 2021 at 3:30 pm on in Copeland Hall 244. Members present: Michelle Warren, Laurinda Weisse, Megan Hartman, Matt Mims, Theresa Yaw; Po Hu, Suzanne Maughan, Satoshi Machida, Amy Rundstrom, Gbenro Ogunrinde

The Council was pleased to welcome Gbenro Ogunrinde from the Department of Industrial Technology to his first meeting!

The meeting began with a discussion of the activities planned around the Film showing of *A Home Called Nebraska* with LFS at the World Theatre on Nov. 17th a part of International Education Week. All planned activities are under way and we are now working in cooperation with the Office of International Education. Posters promoting many of these events will be ready within a few days—Lilly will let members know when so we can all post them. The committee agreed that it would be good to have LFS staff at a table in the NSU Atrium to meet with students individually.

The committee then discussed and adopted a draft of the Job description for the INTS director position, but noted the importance of including the benefits in it.

The committee then again addressed the issue of next year's possible World Affairs Conference. Lilly had reserved rooms for it for Oct. 24-25. However, since then she spoke with Traci Falconer about the possibility of trying to coordinate the dates with the Food Festival. The Office of Intl Ed is firm about keeping the Food Festival on or near Intl Ed Week. The committee discussed the possibility of moving the World Affairs conference to that week in November. The main concern is that we would have a very difficult time getting good speakers at the time in competition with all other campuses holding events during Intl Ed week. It might work if we reserved them a year in advance, but that would mean getting a topic and figuring out who we wanted within the next 3-4 weeks, which seems impossible. So for now we are going to stick with the October dates.

That, however, assumes that we have the staffing help to hold it at all. After considerable further discussion, the committee devised a plan to help arrive at a solution. Lilly will find out from Bonnie Coffman an approximate number of hours needed to organize the conference. Rundstrom and Yaw will find professional conference planners in the region and we will get a figure for how much money we need to make this happen. Then we will organize a meeting with the major stakeholders in the University and community to see if the funding will or will not be made available.

The meeting adjourned at 5:00.

GRADUATE COUNCIL MINUTES

Thursday, November 11, 2021 - 3:30 p.m.,

CMCT 101

PRESENT: Kazuma Akehi, Matt Bice, Michelle Beissel Heath, Matt Bjornsen, Jeong Hoon Choi, Anne Foradori, Grace Mims, Austin Nuxoll, Whitney Schneider-Cline, Janet Steele, Chris Steinke, Frank Tenkorang, Michelle Warren, Laurinda Weisse, Jenny Beans, and Asianna Harris

ABSENT: Peter Longo, Mallory Wetherell, and Jada Ruff

I. Approval of the October 14, 2021 Minutes – approved via email

II. Graduate Dean's Report

A. GA and GRA Renewal and New Request Announcement Coming Soon

Once again, open GA lines will be reviewed and reallocated based on need. The Graduate Assistant Position Request Form will be out soon which gives the departments an opportunity to request or renew graduate assistant positions funded by Graduate Studies & Academic Outreach. Bice explained that the GRA (Graduate Research Assistant) program, which is in its third year, is funded through Central Administration with cost share from the department. GRA's focus on research projects with a faculty mentor and are 12-month appointments.

B. Graduate Studies & Academic Outreach

In March, Graduate Studies changed its name to Graduate Studies & Academic Outreach and UNK Online (formerly eCampus) came under Dean Ellis' leadership. Efforts have been made to decentralize services and deploy those services out to the colleges. The Instructional Designers have moved to the colleges they serve. An Academic Outreach Specialist has been hired and is currently meeting with departments to outline student engagement plans. Upcoming hires for the department include a Digital Pedagogy Specialist who will be a faculty member with .4 of their time in this position and will work with the Instructional Designers to do the training on campus. Another possible position will be a faculty member committing part of their time to ONE/OER (Open Nebraska which replaces the term Open Educational Resource) which provides free or reduced textbooks for university students.

C. 3MT

Besides the MAGS thesis award and MAGS teaching awards, there is a competition called 3MT. This competition challenges graduate students to describe their research within three

minutes. Information will be given to the departments and UNK will hold a competition. This winner will be sent to the 3MT competition in Milwaukee, WI in April 2022.

D. Research

As background, Graduate Studies and Research were combined until four years ago when they were separated, and Research went under the direction of Richard Mocarski. Warren and Bice gave an update of the research department since Mocarski left UNK. Travis Reynolds is Interim Director of Sponsored Programs, Scott Darveau is heading up the Research Services Council (RSC) and research development, Sharon Obasi oversees research compliance and federal relations, Dustin Ranglack leads IACUC, and Michelle Warren directs the WRAP program (work- study research assistant program).

E. Program Update

- Public History – will go to Provost next and work through the approval process.
- CDIS – new online component has 19-20 students.
- MBA – adding a Cyber Security track and several others tracks soon.

III. Committee Reports

A. Policy & Planning Committee – the committee completed a graduate faculty nomination for Modern Languages and is revising the Graduate College Policy Handbook.

B. Academic Programs Committee –

Old Business – tabled

Course Name	Nature of Request	Recommendation
TE 816C: Practicum: Reading-Primary K-3	Course Change - Type change from Practicum to Lecture - Justification is needed	Tabled
TE 816D: Practicum: Reading-Intermediate 4-6	Course Change - Type change from Practicum to Lecture - Justification is needed	Tabled
TE 892: Internship in Instructional Technology	Course Change - Type change from Internship to Lecture - Justification is needed.	Tabled

CYBR 812P - Fundamentals and Security of Mobile Networks	New Course Proposal	Approve
CYBR 878P - Cybersecurity for Managers & Leaders	New Course Proposal	Approve
CYBR 879P - Cyber Risk and Threat Modeling	New Course Proposal	Approve

CYBR 893P - Social Dynamics of Cybercrime	New Course Proposal	Approve
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Old Business – approved

For Graduate Council Information - the following courses have been approved by Committee II.

Course Name	Nature of Request	Comment(s)
CYBR 825 - Applied Database Management Systems	Course Change Request - Significant edits needed.	Tabled - Revisions needed
CYBR 825P - Applied Database Management Systems	Course Change Request - Title change & course description updated	Approve
CYBR 858P - Computer Security	Course Change Request - Change in course prereqs.	Approve
EDAD 803 - NexGen Academy III: Leading Change in Assessment	New Course Proposal	Approve
EDAD 804 - NexGen Academy IV: Leading Change in Professional Development	New Course Proposal	Approve
EDAD 843 - Practicum in Educational Administration	Course Change Request - Change grading type, changes reflect field experience required for Iowa certification, course objectives updated.	Approve
PE 812P - Social Media Management in Sport	New Course Proposal	Approve
PE 861 - Applied Exercise Physiology	Course Change Request - Title change, updated catalog description and course objectives.	Approve
PHYS 802 - Applied Physical Science	Course Change Request - Discontinue course	Approve
PHYS 822 - Topics in Physical Science	Course Change Request - Discontinue course	Approve
PHYS 899P - Problems in Physical Science	Course Change Request - Make course dormant	Approve
CDIS 817 - Speech Science Instrumentation	Course Change Request - Make course dormant	Approve
CDIS 828P - Advanced Audiology	Course Change Request - Make course dormant	Approve
CDIS 856P - Adolescent Communication and Language Disorders	Course Change Request - Make course dormant	Approve
CDIS 888 - Clinical Supervision	Course Change Request - Make course dormant	Approve

For Graduate Council Action – This program change comes as a motion to the Graduate Council, Steele seconded. Motion carried.

Program Name	Nature of Request	Suggestion(s) / Comment(s)
CDIS - Speech Language Pathology	Program Change Request - Program update - About 95% of the students entering the program do not have a diagnostics course, thus this change makes CDIS 818P a required course for both the online and on campus cohorts.	Approve

- C. Faculty & Student Affairs Committee – the committee reviewed 9 thesis and determined that Brian Mason from Biology was the outstanding thesis winner and MAGS nomination. Shelby Hinrichs received honorable mention from Communication Disorders. Brian Mason will most likely be featured in *New Frontiers* if that publication continues.

IV. Other Business –

- Foradori asked about the summer online funding and the benchmark required for 12 students for graduate courses and 20 students for undergraduate courses since Music has fewer students and may not be able to meet the benchmark. Ellis explained that this year they are facing a severe shortage for summer teaching funds but will also work with departments to prioritize funding and marketing possibilities.
- Bice asked the council to relay to GPC and Department Chairs that is important to provide detailed justification when they are entering program and course changes in Courseleaf. The justification area is necessary to convey to the Registrar's office the needed information.
- NU Online is the system-wide office for online digital education. Mary Niemiec retired and Jaci Lindberg replaced her as the Associate vice President of Digital Education & IT Strategy. Jaci will be on campus in the near future to outline her vision of NU Online and the changes that will be coming. One change already implemented is that bottleneck funding will be discontinued after this summer.
- Ellis asked the council to come with ideas to the next meeting of things that Graduate Council could be doing or information to share.

Respectfully submitted,
Janna Shanno

General Studies Council Minutes
November 4, 2021 @ 3:30 p.m.
Warner Conference Room, Warner Hall or via Zoom
**** Approved Via Email ****

Present: Sherri Harms, Jeong Hoon Choi, Nita Unruh, Doug Tillman, Noelle Bohaty, Rebecca Umland, Jeff Wells, Joan Blauwkamp, Jeremy Dillon, Joel Berrier, Rochelle Reeves, Lisa Neal, Amy Rundstrom, Jessie Bialas, Mark Ellis, Greg Brown, Joel Cardenas

Guests: David Vail, Annette Moser Lintz, Linda Van Ingen, Suzanne Maughan, Ryan Teten

Absent: Beth Hinga, Michelle McKelvey, Sri Seshadri

- I. Call to order:
 - **Approve Agenda:** Unruh/Dillon moved to approve the agenda. **Motion Carried**
 - Minutes from October 7, 2021 meeting (approved via email)
- II. Old Business (Open Items):
 - HIST 305 for review as a new course proposal for LOPER 6 (Humanities) and LOPER 9 (Civic Competency and Engagement)
 - PE 256 for review as a new course proposal for LOPER 10 (Respect for Human Diversity)
 - Unruh/Wells moved to approve HIST 305 for inclusion in LOPER 6 & LOPER 9 and PE 256 for inclusion in LOPER 10. There were no comments on these proposals received from campus and no discussion by the Council.
Yes-11/No-0 Motion Carried
 - GS Assessment Rubrics
 - Reeves/Tillman moved to approve the General Studies assessment rubrics. Blauwkamp stated she understands the point made in the comment on Canvas that instructors choosing their own assignments for assessment might lead to “grade inflation” in the assessment data and make them difficult to compare with other courses, but the common assessment assignment used in the old program was not well integrated into the course and likewise required instructors to self-report on student performance. Brown stated that the AAC&U conference emphasized that assessment works best when it is a natural process and the common assessment assignment was artificial. **Yes-11/No-0 Motion Carried**
- III. New Business:
 - Course Proposals
 - SOC 124 for review as a new course proposal for LOPER 7
 - Blauwkamp/Berrier moved to send SOC 124 to campus for inclusion in LOPER 7. **Yes-11/No-0 Motion Carried**

- CHEM 148 for review as a new course proposal for LOPER 8
 - Berrier/Dillon moved to send CHEM 148 to campus for inclusion in LOPER 8. **Yes-11/No-0 Motion Carried**
- GEOG 201 for review as a new course proposal for LOPER 8
 - Blauwkamp/Berrier moved to send GEOG 201 to campus for inclusion in LOPER 8. Wells asked how often the course would be offered. Dillon stated the course will be taught every fall and the Physics version would be taught in the spring. Berrier remarked that the Physics course is already approved for LOPER 8. **Yes-11/No-0 Motion Carried**
- GS Governance Document
 - GSC Membership regarding divisions of CBT and divisions of COE
 - Choi stated he does not understand why CAS has more GSC members than COE or CBT. He believes they (CBT/COE) should have additional members on the GSC. Blauwkamp reminded the Council that there used to be four Colleges and there were three faculty members from each College. When the two CAS Colleges combined, they each kept three faculty members on the GSC. Even though CAS has 6 members and CBT and COE each have 3, CAS is still underrepresented based on the numbers of faculty in each college. Brown consulted the UNK Factbook and read the numbers for Fall 2020 – 59% of faculty are in CAS. Umland stated that most General Studies courses are offered from CAS, since Arts & Sciences are the core of General Studies (someone indicated that 82% of the courses were from CAS). Harms stated even though most courses are from CAS, general studies courses are taken by all students on campus. Harms stated she thinks there should be two GSC members from the business side and two from the technology side of CBT. Unruh stated then there should be four GSC members from COE as well. Dillon stated if they were going to do that then there should be eight members from CAS, so that each division in CAS would have two members on the Council. Blauwkamp noted that the voting rule allows the unified members of a single college to block a motion, even if it has majority support overall. Choi stated that CBT and COE provide the majors as “customers” for the CAS General Studies courses, and Wells replied that the customer model is inapt. The colleges all have valuable contributions to make to the University and to students – like a three-legged stool.
 - Ellis asked if there are concerns from the colleges/faculty about the number of members on the GSC. Unruh stated there is still veto power from all three Colleges with the voting rule. Choi stated he thinks one more GCS member should be added for both COE and CBT. There was no motion to change the composition of the Council.
 - Inclusion of Students on GSC
 - Brown stated he met with the Student Senate, and they are very enthusiastic about having a student member on the GSC. They were evenly split on whether to be a voting member or a non-voting member. Blauwkamp stated when students were

on the GSC before they were non-voting members. Brown stated he recommends having students on the GSC.

- Unruh/Dillon moved to include one upperclass-standing student to represent the student body as a non-voting member on the GSC and the student representative would rotate from the three colleges each 1-year term.

Yes-11/No-0 Motion Carried

- Harms asked whether the student would bring student perspective to the Council or also report back from the Council to student government. Unruh stated the GSC should have the student government come up with the rules/duties for the student representative regarding attendance at meetings, etc. Blauwkamp stated the GSC could share the governance document with the student government to help them come up with the duties, modeled on the document language with duties for the Director and the Council, then after they come up with the duties, the GSC will vote on approving and adding them to the governance document. Brown stated he will give student government a month to get the duties for the student representative put together, so the Council has time to incorporate them into the governance document for the APR self-study deadline.
- What constitutes a “major change” or a “minor change” to the General Studies Program (which then influences the necessity of campus comments or campus vote to approve the change) see October (please refer to GSC meeting minutes of November 7, 2019)
- Blauwkamp stated any change to the number of hours/categories under the LOPERs Program would be considered a major change, since the program has restricted hours and only one required course per category. Dillon agreed. Blauwkamp stated tweaking the learning outcomes or assessment rubric would be considered a minor change. Wells asked whether changes to the governance document would be considered a major change. Blauwkamp stated that would depend on the change that is being made, such as changing the composition of the Council (major) or revising duties for a student representative (minor). Dillon agreed that changing the composition of the number of members to the Council should be considered as a major change. Ellis stated it would be better to use more general language as to what is a major or minor change. Unruh stated that the governance document should include examples of major and minor changes but allow the Council to judge whether other proposed changes are major or minor. Wells stated the comment period for major changes should be reduced from 60 days to 2 weeks. Unruh suggested 30 days. Wells agreed. There was further discussion of whether review by Academic Affairs and college educational policy committees for a major change should be simultaneous with the overall campus comment period. There was consensus that simultaneous review from committees and campus was best, as sequential review would likely prevent a major change from being made within a single academic year, essentially keeping the review period at 60 days (30 for committees to respond and another 30 for campuswide comments). Brown stated he will take all the comments and add

them to the governance document and then get it back to the Council, so we can take another look at the revisions to that section during our next meeting.

- First-Year Seminars
 - Summary from discussion with current instructors
 - Report on grades from 1st 5 weeks
 - Brown stated one student failed their first five week section but this particular student did not attend class at all for those first five weeks. Neal stated the student was offered to take an incomplete and then attend the course in the spring. The student has not reached out to the professor as of now. Neal also noted that most of the fall first-year seminars did not report grades for any sections yet, so even though 1 of about 200 students was failing from the reporting sections, that did not constitute a complete picture of how many students may end up failing part of their first-year seminar this fall.
 - Neal proposed to have students sign up for one generic 3-credit hour LOPER 126, rather than three individual 1 credit hour -126 sections from different departments, listed as co-requisites. There was a discussion focused on the benefits in reducing confusion for the students versus the difficulties in terms of allocating credit hours to the participating colleges, departments, and faculty members and how grading and course evaluations would be handled. Brown asked the Council to keep thinking about whether a structural change for LOPER 1 is needed and whether the Council should be trying to make that change for spring 2022 or wait until there has been a full year of courses under the current system to illuminate any problems that might need to be addressed.
 - Brown stated that there was a suggestion to have a -126 course that is geared to non-traditional students. The instructors who attended the discussion felt strongly that all first-time freshman students, even non-traditional students, needed to take a first-year seminar. Ellis stated there is also an increase each year for online only students and that there needs to be a LOPER 1 course that is online. Brown stated there is an online first-year seminar that is scheduled to be piloted the next semester. Ellis stated UNK Online is working to broadcast UNK events for online students.
- IELTS as ENG 101 Prerequisite – Council notification
 - Neal stated currently the International Education Office uses IELTS as a prerequisite for ENG 100 and would like to use this score as an ENG 101 pre-requisite. For ENG 101, the IELTS score has been converted to an equivalent TOEFL score but it would be preferable to add the IELTS score directly. Neal replied to a question: the TOEFL score also will continue to meet the ENG 101 pre-requisite, along with the other already listed options. IELTS is being added to the list, not replacing anything. Umland stated that English already offers a placement test, and is looking into a Directed Self-Placement Program.
- APR Teams / Timetable reminder

- Reports due to Director of General Studies by December 31 (earlier is appreciated)
- Compiled report returned to the Council by January 13
- Special GSC meeting on January 20 regarding APR

IV. Other:

V. **Adjournment: Unruh/Reeves moved to adjourn the meeting. Meeting adjourned @ 4:55 pm.**

Next meeting: December 2, 2021 @ 3:30 pm-Warner Conference Room, Warner Hall or via Zoom

Covid-19 Ad-Hoc Committee Report

Email sent to the facult listserv on 11/12/21

Dear Faculty,

On behalf of the Faculty Senate Ad Hoc Covid Committee, we issue the notes on the 11/4/21 meeting with John Falconer and an update on the status of the Committee.

The committee has had weekly discussions to identify and compile faculty questions related to the University's Covid response. We have met with John Falconer multiple times to ask these questions and have shared those notes with the faculty following each meeting. We did this in a good faith effort to promote increased transparency about challenging decisions that have to be made as it relates to the pandemic.

The committee discussed the merits of a faculty survey to determine the vaccination rates, practices of wearing masks, and other Covid related questions. Upon discussion by the Faculty Senate Executive Committee and the Ad Hoc Covid Committee we have decided that we will *not* conduct the survey. We felt that the survey results would not have a deep impact on the decisions administration makes. If the administration feels that such data is important, they have the opportunity to collect that information.

Moving forward, the Ad Hoc COVID Committee will meet on an as needed basis with each other and with John Falconer. The need for such meetings will be determined based on COVID related inquiries received by the members of the ad hoc committee, or Faculty Senate Executive Committee. Should there be a pressing COVID related matter or an influx of COVID related questions, the Faculty Senate Executive Committee reserves the right to request the assistance of the Ad Hoc Committee. If you have additional COVID related questions, please don't hesitate to contact a member of our committee, or communicate through your Faculty Senate Representatives.

The Ad Hoc Committee was formed with the primary goal of working toward increased transparency and shared governance. While we feel the information gained over the last month was a step in the right direction, we hope that additional efforts to improve in these areas can continue. We encourage the administration to involve faculty, whose expertise is relevant to issues at hand, by soliciting informed perspectives when making decisions.

The Faculty Senate Ad Hoc Covid Committee: Bobbi Ludwig, Ben Malczyk, Megan Strain, and David Vail

11/4/21 Ad Hoc Covid Committee Meeting With John Falconer

Attendance:

- John Falconer
- Bobbi-Jean Ludwig
- Ben Malczyk

1. Discussed if there is any campus policy/procedure in place if a UNK employee passes away due to Covid, such as at least notifying colleagues who worked in close proximity

- a. The policy would be to respect the privacy of the individual and their family and not make any public announcements
- 2. Reviewed the Contact tracing policy
 - a. Contact tracing should still be occurring; John reminded us that just being in close proximity to someone who tests positive for Covid is insufficient to count as exposure; there are distance and time requirements, as well as considerations such as masking that factor into what “counts” as an exposure during any contact tracing
- 3. Students testing and what faculty can do
 - a. It is on students to contact the health center to get the required paperwork to validate that they were missing classes or were quarantining and could not attend
- 4. Updates from EOT—
 - a. Numbers on campus continue to be low which supports the current policies in place
 - b. We asked if faculty could see the data and the information that is reviewed by the EOT and were told no; John outlined that while UNL and other institutions have a dashboard in place or other mechanisms to share data, UNK has limited staff that could take on such an endeavor
- 5. President Carter and Chancellor Kristensen video
 - a. John stated that there is a video that will be forthcoming but does not know additional details at this time (*update: video now available, sent out via Announce on November 9*)
- 6. Future meetings
 - a. outlined that we have asked the key questions that we have received from faculty and will look to the Faculty Senate to identify if weekly meetings are still necessary or if meetings will be held as needed
- 7. Transparency
 - a. We concluded the meeting by discussing our hope that transparency and shared governance can be more fully embraced, particularly as it relates to Covid decisions. It was stated that faculty have a right to ask questions such as those in this and other related meetings. Decisions do however have to be made and decisions related to Covid policies fall with the administration.