

University of Nebraska at Kearney

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Faculty Senate Packets

Faculty Senate

4-7-2022

April 2022 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00PM – April 7, 2022
Antelope Room – Nebraskan Student Union

Zoom:

<https://unk.zoom.us/j/91035554270?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: **03March2022**
- V. Special Presentations
 - A. Andrea Childress - Assistant Vice President for ITS and UNK CIO
- VI. Reports of Faculty Senate Standing Committees
 - A. Oversight Committee:
 - B. Executive Committee:**24March2022;30March2022**
 - C. President's Report:**07April2022**
 - D. Academic Affairs:**17March2022**
 - E. Academic Freedom and Tenure Committee:**02March2022;10March2022**
 - F. Academic Information and Technology Committee:**02March2022**
 - G. Artists and Lecturers Committee:
 - H. Athletic Committee:
 - I. E-campus Committee:**07March2022**
 - J. Faculty Welfare Committee:
 - K. Grievance Committee:
 - L. Library Committee:**08February2022**
 - 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:
 - D. Parking:
 - E. Safety Committee:
 - F. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
 - A. Graduate Council:**17February2022;10March2022**
 - B. General Studies Council: **03March2022**

- C. Council on Undergraduate Education:
- D. Student Success Council:
- E. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
 - A. Attendance Policy Ad Hoc Committee – Creation and Charge
 - B. Syllabus Statements
- X. New Business
- XI. General Faculty Comments
- XII. Adjournment:



7:00PM – March 3rd, 2022
Antelope Room, Nebraskan Student Union

Zoom:

<https://unk.zoom.us/j/91455755154?from=addon>

Faculty Senate Website:

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

- I. Call to order Time 7:04
- II. Roll Call
 - a) **Senators Present:** Martonia Gaskill, Pat Hoener, Miechelle McKelvey, Bryce Abbey, Kurt Borchard, Megan Strain, Julia Campbell, 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, Christina Sogar, Timothy Johnson, Bobbi Jean Ludwig
 - b) **Senators Absent:** Marissa Davala, Sam Rapien, Liaquat Hossain, Karl Borden, John Bauer.
- III. Approval of Agenda: Miechelle McKelvey moved David Vail seconds, moved, all in favor, no one opposes. Approved.
- IV. Action on Faculty Senate Minutes: **02February2022** David Vail moves, Nicholas Hobbs seconds, all in favor, motion passes. Minutes approved with correction that reflects Christina Sogar was present during last month meeting.
- V. Special Presentations
 - a. OER at UNK from Kim Carlson and Rochelle Reeves
Open Educational Resources. Trying to save students money on campus by lowering textbook cost, to \$40 or less. ONE (Open Nebraska) UN student-named initiative for OER. No cost materials, these digital course materials are incorporated into Canvas at no additional cost to the student. No book purchase is required. Low-Cost Material; these digital course materials are incorporated into Canvas and cost students less than \$40. No book purchase is required. Low-Cost e-book; this reduced-cost eBook is purchased through the campus bookstore and cost less than \$40. Why open resources? The cost barrier kept 2.4 million loss and moderate-income college-qualified high-school graduates from completing college in the previous decade. Buying course materials a top source of financial stress, 85% textbook purchases increase stress. 43% sacrifice food for textbooks, 43% rely on loans, 31% reduce course load. Soft rollout Spring 2022 – 57 classes. Fall 2022- 37 classes (only BIOL and CHEM). In spring 2022, 120 sections with a combined enrollment of 1,779 were tagged with a free or low-cost attribute in the UNK class schedule. Between Fall 2015-Fall 2021 approximately 2,682

students were enrolled in OER classes. 86 OER classes available during this period. The average savings per student was \$190. Saving for all classes \$498,899. If you have any questions about your ONE course (formerly known as OER Course), feel free to contact the UNK ONE committee: Jane Petersen, Kim Carlson, Rochelle Reeves, Eric Tenkorang or Don Ray. If you need help identifying open textbooks for your class, contact your subject librarian or Rochelle Reeves.

VI. Reports of Faculty Senate Standing Committees

- a. Oversight Committee: Dawn; elections, spring elections for departments senators whose terms are finishing. She will be emailing out to the oversight committee, for those whose terms are finishing, she will let you know.
On one of our standing committees, we have a vacancy, Martonia has been sitting in the UNK online committee but now she is working in that department, so we need someone to fill that FS slot. Asking for volunteers; if anybody wants to step into that roll that would be great. It gives the FS a voice. She will be contacting people directly, as no volunteers came forward.
- b. Executive Committee:**22February2022;24February2022**
None
- c. President's Report:**03March2022**
Board of regents did vote to stop the philosophy degree, also voted to allow alcohol sales on campus under the discretion of the chancellors and the president. Any such motion would go through the regents again, as part of the process. If this goes forward, it will be recommended that some of the proceeds come back to the universities.
Kearney had a significant impact, return, money spent biggest concerns regents are seeing right now, lack of employee retention.
Our new and proposed health center will hopefully help keep and retain some of the students coming to the health center.
RIF: Decisions are being made at this point in an individual basis, not looking at broader cuts at this point, looking at doing it via voluntary separations, early retirement, but individual talks over forums discussions. 10-14 cuts talked about at the beginning of the year, we might be looking at less than that.
Deans evaluations: Currently underway, Gretchen Bataille, she is doing small group talks to evaluate the deans performance.
Q: LB1077 "Prohibit public schools, public postsecondary institutions, and governmental entities from training or teaching certain concepts relating to race and sex and provide for withholding of state funds", A: To implement after it comes out of committee
Announce point: something coming soon, maybe thru teams, to encourage discussions. Looking for healthier discussions.
Suggest, find some guidance principles for the announce mechanism and functions. (recommendation)
Having other ways of getting this information out. Announce list is supposed to be moderated and to make the announcement and not create discussions.
is the announce list still being used under its original purpose and need?

Dereck will look into it. (regulations or guidelines for the announce)

- d. Academic Affairs: **17February2022 None**
 - e. Academic Freedom and Tenure
Committee: **05January2022;02February2022;09February2022 None**
 - 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: **14December2021 None**
 - 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: **27January2022;10February2022**
10/02 minutes, they are asking for feedback from faculty on themes and speakers for conferences, if you have ideas, contact them.
 - d. Parking:
 - e. Safety Committee:
 - f. World Affairs Conference Committee:
- VIII. Reports from Academic Councils
- a. Graduate Council:
 - b. General Studies Council: **03February2022 None**
 - c. Council on Undergraduate Education:
 - d. Student Success Council:
 - e. Equity, Access, and Diversity Committee
- IX. Unfinished/Old Business
- a. Attendance Policy Discussion and Recommendations
Its in discussion, they have asked for feedback from campus, we can have a discussion and make a recommendation to AA, does anybody has an opinion right now? No objection or support provided from some faculties.
Biology department still presenting concerns on extra workload from having to come up with make up labs for people missing for excused activities. How can you make up a field trip? You are not always going to have an equivalent experience or activity to replace the missed one.
Dan May; his committee rejected it. Motion about a recommendation to no go for it, moved by Dan May, that it should be rejected.
Do we want to make a suggestion of a new policy or stick with the old one?
Suggestion to adopt the UNL policy. We want people to have a functional equivalent to meet something. Daniel: what worries is creating a policy that generates a huge workload, just because a small percentage of people needing the accommodation. Motion to present to AA they do not pass the change for the attendance policy, we do not like the new one, Derek moves, Hobbs seconds.

Just recommending we don't change to the new policy. Suggest we look at UNL and come up with something closer to that.

Moved to reject the new one and recommend to look at UNL's.

Vote on the amendment, no discussion on, (to consider the language at UNL) all in favor of the amendment, no one opposes, amendment passes.

Motion, recommend FSAA to reject the policy and look at UNL policy and see if there are changes to make to move forward, no changes to the motion, all in favor, no one opposes, motion passes. Recommendation to make to FSAA.

X. New Business

a. Representative for UNK Online FS Standing Committee

b. Academic Calendar Discussion

i. Fall Break/Thanksgiving Break

ii. 14 week Academic Calendar

We have a J term for next year, the start date are now set for next year, discussions about combining fall break and thanksgiving break in one week at thanksgiving. That will give a 10 week stretch with no break. reasoning for why, because of labs, proposed by faculties in other campuses, this came from a meeting among FS presidents.

We have opinions but not a consensus.

Martonia proposed to do a survey to collect opinion from faculty around campus. J term Jan2-20 , they are still trying to collect data on its effectiveness. There are talks to take our current 15 weeks calendar to 14 weeks. This is to fix the mess created by J term. A lot of the institutions in the big 10 are already in a 14 week schedule. This is coming from the NU calendar committee. President Carter is pushing for getting all the campuses on the same calendar. If UNL goes for it we will need to follow suit. A Qualtrics will be sent out to ask about the J term and 14 weeks calendar. Concern from faculty about shortening the summer terms, it will affect internships. Would this affect faculty research opportunities or fellowships during the summer? Calendar committee will continue to meet to keep discussing these dates. Fall thanksgiving break will be voted on their next meeting.

c. General Studies Discussion

i. Asking for feedback before meeting with APR team on March 9

feedback request on how we think the general studies program is going. GSC voted from 1+1+1 to a 3-credit course. To get this on the books for the next fall, we need to vote on this before our next meeting. If we can get them implemented this fall, we would only have one class of students that went through the 1+1+1. He might ask to either meet or get a vote to approve or not the results from the AA.

Qualtrics might be the option, or an extra meeting would be the next call. A call to talk to their respective GS representatives, because today's meeting was very productive and good things came out of it.

Does GS meet the needs of our students? Does the GSC communicates well with the rest of campus?

Thoughts? Send Dereck an email.

Dereck will send an email with the questions about the GSC APR.
Should the GSC return to the faculty senate as it used to be back in the day? It should be more under the purview of faculty and not administration.

This will be brought up to the APR and see if there is any support on that.

XI. General Faculty Comments
None

XII. Adjournment:

Motion to adjourn: Dawn Mollenkopf moves, Megan Strain seconds, all in favor.

Meeting Adjourns Time 8:48



FS Executive Committee Meeting Minutes March 24th, 2022 – 11:00 am

Faculty Senate Executive Committee

Derek Boeckner, President
 Martonia Gaskill, Past President
 Alejandro Cahis, Secretary (notetaker)
 Ngan Chau, Representative
 Dawn Mollenkopf, Parliamentarian

Old Business

- Faculty, Staff, Student Senates, and Cabinet Potluck
 - April 31st
 Coming up and asked us to provide drinks and whatever else we are going to bring. Not very many people from FS have confirmed their attendance to the potluck. Derek will send out a reminder out on Monday of the week of the event.
- Attendance Policy
 - Reverted back to old catalog, kept clerical changes
 Accepted the minutes last week, an Ad-hoc committee will need to be created.
 - Need to create an ad hoc committee to write new proposal
 At least one of each college division. 2 from CBT, 2 COE and 4 CAS (they don't need to be senators) Athletics, member from Gilbert's office and someone from family studies, 2 student senators.
- Syllabus Statements
 - Where are we on this? Ready for Summer? Fall?
 Fell of the plate and haven't heard back from anyone. Lisa Neal might be the person to ask if its feasible to come up with a link where syllabus information can be found. Is this logistically, ok?

New Business

- Issues concerning students 'post'-Covid
 - Academic honesty/integrity, Attendance, Mental Health, Advising needs
 What kind of things can we do to work around this issues?
 Talk to the student senate to get their perspective on these issues. Get their feedback on what we are seeing and see what we can do to help and support them. What do they think about the problem and how can be solved?
 - Others?

- Something for SVCAA Bicak's retirement?
Resolution for Charlie's retirement. Dawn will write something about it. Be done on April 28
- Advising
 - Professional Development? CAS faculty did not pass student evaluation on advising. Define what the problem is, but we need to encourage professional development corresponding to advising. Ask student government what they think advising issues are and try see how to approach them, and start from there.
 - Support and development of ideas to encourage cross disciplinary electives with the reduction in general studies requirements?
- Elections nominations/suggestions for Executive committee roles.
- Agenda items for the upcoming meeting with the Cabinet on Wed, March 30th @ 11:00 am
 - RIF/Overstaffing
 - Search updates
 - Issues concerning students 'post'-Covid
 - What issues does administration see

General Discussion

- Please bring items you wish to discuss, and possible items for the agenda with the cabinet.
- Reformation of calendar committee is being dissolved and being reformed to include students. Wanting to see what Dr. Bicak's take is. Chief academic officers are the ones deciding who to include in the new committee.
- Ask what happened during IloveNU day/Legislature update.
- Nominations for next year for the exec committee.
Derek stays president, Martonia stays past, Dawn parliamentarian.
President elect, TBD, faculty rep Alejandro Cahis and secretary TBD
- What questions do we want to ask the SVCAA candidates?
 - What is the role of the senate in your vision?
 - How do you provide equity to hear the voices of all the colleges?
 - How do you make sure our students are successful post graduation?
 - What is your leadership style? How do you manage?
 - What is your strategic academic plan?



UNK Administration & FS Executive Committee
Meeting Minutes

March 30, 2022 – 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

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

Discussion Items:

- Updates on Searches
 - AVC for Research
 - Still deciding on type of search, national, interim, internal.
 - Dean Library
 - Zoom interviews being conducted, will reduce to 3-5 campus visits soon
- Updates on RIF/Overstaffing
 - Not much new, Still abiding by FAC recommendations with focus on voluntary separation
- Issues Concerning students 'post'-Covid
 - What issues does administration see?
 - What plans to address them?
 - In response to faculty concerns about attendance expectations moving forward-rigor/flexibility, there is an element her that need to be customized, we need to find an element that represents that balance.
Are we seeing more university wide behaviors post covid? We need to recognize the need to be flexible where we can.
- Legislature Update
 - University budget got approved. Passed on the second reading, so there was a filibuster effort, but we survived that. We still need to go through a third reading.
The money is for the operations of the building is also moving forward well. We can't start building if we don't have funding to operate the facility.
- Attendance Policy

- Ad Hoc Committee being formed to create language
- Administrative Representation from Student Affairs? Athletics? Student Health?
 - What sort of administrative representation do you offer or want to have?
Hinga: Athletics, health, student affairs.
Looking to make something more substantial than just wordsmithing
- Reformation of the NU Calendar Committee
 - Reformation of NU calendar committee; breaking the current committee to create larger one including students. Bicak made recommendations: Dean Gilbert Hinga, Dr. Dawn Mollenkopf, Emily Saadi (Student Body President)

Reports

Chancellor Kristensen

SCVASA Bicak

VCBF Watts

Still have funding cuts that we're working through, approximately \$1.5million yet. Will discuss more fully at April 28th FS meeting.

DSA Hinga

They have been increasing the number of students staying and using university housing beyond their first year. This is the result of the efforts done by university housing to increase the "enrollment"

VCEMM Bartling

Admission staffing continues to experience a turnover. Leann left. New admission counselor hired. The team is holding it together and doing a good work.

Confirmed number for fall is a little bit under to what fall was last year. We are 19% up on our out of state enrollment. New CRM system goes live this weekend.

SACEA Falconer

Faculty Senate President's Report
April 7, 2022

Upcoming Board of Regents -April 8, 2022

There will be a presentation to the board on the KHOP program

Congratulations to Jody Holt for the KUDOs award

Congratulations to Noah Limbach on completing his term as student regent and to Emily Saadi for being elected to replace Noah after this meeting.

Approval of acquisition of property at 803 W 25th Street is on the administrative agenda

Report of the 2022-2023 Academic Calendar is on the administrative agenda

Follow up discussion

The FSAA Minutes were accepted via the Qualtrics survey.

The calendar committee was dissolved on March 18 to be reformed to include student voices. Our campus representatives will likely be Gilbert Hinga, Dawn Mollenkopf, and Emily Saadi. They will likely be discussing benefits of the J-term and pros/cons of 3 symmetric 14 week terms (Spring, Summer, Fall) vs our current 15 week (Fall, Spring) calendar. Decisions for the 2023-24 academic year have yet to be made.

The Faculty, Staff, and Student Senate potluck with Administration went well. I hope we can continue this once a semester.

I have gotten policy and website information from most of the standing committees and will be using that to increase accessibility and currency of information via the website.

Need to determine specifically which statements we want to be able to link to on the syllabus.

We can have a single website for them. Should be able to have this available for the summer.

Statements to choose from:

Attendance Policy

Your instructor may have indicated on their syllabus an attendance policy specific to their class. If so, that is the policy with which you must comply. If no other policy is stated, the University-wide attendance policy will apply. You can find the [Student Attendance Policy Statement online](#).

Academic Honesty Policy

Academic honesty is essential to the existence and integrity of an institution of higher education. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska at Kearney has a policy relating to academic integrity. To ensure all students understand the expectations, UNK has adopted [Academic Integrity Policy](#).

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu

UNK Statement of Diversity & Inclusion:

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I: <https://www.unk.edu/about/equity-access-diversity.php>

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy,

students must contact Sarah Mattson the Academic Success office at 308.865.8797. The following link provides information for students and faculty regarding pregnancy rights. <https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

Local Domestic Violence, Sexual Assault Advocacy Agency 308-237-2599

Campus Police (or Security) 308-865-8911

Title IX Coordinator 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, March 17, 2022
Meeting held via Zoom**

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

Absent: Aidan Weidner (SS)

Guests: Ralph Hanson (COMM); Scott Darveau (CHEM); Krista Forrest (PSY); Derek Boeckner (FS President)

Bridges called the meeting to order at 3:32 p.m.

Bridges welcomed Committee members to the meeting and introduced the guests.

Bridges requested a motion to approve the agenda. Shaffer (Donofrio) moved to approve the agenda. Motion carried.

Bridges updated the Committee on the proposed changes to the Attendance Policy submitted at the January meeting. Requested feedback has been received from College Ed Policy / Academic Affairs Committees; feedback was also received via email directly to FSAA Chair and individual Committee members (comments are included at the end of the agenda). Bridges also informed the Committee that Faculty Senate President Boeckner emailed to inform the Committee that *“At the March 3rd, 2022 Faculty Senate meeting, the Faculty Senate passed a motion to recommend to the FSAA committee that they reject the new wording in the attendance policy and that the committee looks instead to the UNL attendance policy for guidance.”* After requesting additional clarification and conversation, FS President Boeckner indicated that Faculty Senate acknowledges that the catalog language was changed inadvertently and reverting to original language is desired, that there is limited faculty support for the revised language and no support for upholding the inadvertent change to the language. In addition, if the FSAA Committee determines support for revising the policy, that revision might be best accomplished through the formation of an ad-hoc Faculty Senate committee.

Bridges noted that the lack of faculty support for the revised language was evident in the feedback provided to the FSAA Committee. Bridges inquired if it was possible to have the catalog language returned to its original state. The drafting and approval of revised language could then be undertaken following established process. Given the larger campus representation on Faculty Senate, Bridges encouraged the Committee to allow Faculty Senate’s taking the lead on revising the language. Bridges also noted that the entire issue could have been avoided had appropriate process been followed by the FS Athletic Committee.

Koch (Shaffer) moved to reject the attendance policy as written in the proposed language change. Motion carried.

Shaffer (Brownfield) moved that attendance policy catalog language reverts back to previous year’s catalog language; however, changes for gender identification will remain. Motion carried.

Donofrio (Heelan) moved to turn the revision of the attendance policy over to Faculty Senate with the knowledge that it will come back to this committee for approval/rejection later. Motion carried.

Bridges asked Committee to consider the information item regarding the restructuring of the LOPER 1: First Year Seminar by General Studies Council. Typically, any actions taken by the FSAA Committee are not effective until the meeting minutes are accepted by Faculty Senate; however, the understanding is

that Faculty Senate is willing to carry out a special vote to endorse this change in General Studies if the Committee agrees. Given the time it will take for the Registrar's Office to make the change in myBlue, Bridges encouraged the Committee to give its early approval for this proposed change to the First Year Seminar.

Donofrio (Brownfield) moved to allow Faculty Senate to act on minutes before they are presented at the April Faculty Senate meeting. Motion carried.

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

Discussion moved to agenda items #161 - #205. The subcommittee met last week and did not see any major issues. Bridges informed the Committee that agenda items #195 (MATH 300) and #196 (MATH 390) were approved for Experiential Learning by Beth Hinga's committee in March and that the Math Department granted approval to change the course type from "Professional Skills Development" to "Independent Study". Syllabi for items #191 - #194 have been updated to reflect prerequisites. Jenny Jansky stated the COE endorsement, in checking Rule 24, was okay. The updated syllabus for PSY 250 has been received and will be uploaded into the system.

Discussion moved to agenda item #167 (Communication Disorders Comprehensive). Forrest clarified the language and stated that PSY 250 is not "being made dormant." Bridges noted that the language in the rationale will need to be changed in the system. Neal will contact the Department about the language and make necessary changes.

Shaffer asked for clarification on agenda item #199, #200, #201, and #202 regarding minimum grade requirement of "C grade or higher" and asked if there is a plan for students who don't receive a C. Forrest clarified that the Department would suggest students change their major if unable to make the grade.

Neal asked for clarification on agenda item #177 (Early Childhood Inclusive Teaching Field Endorsement). Language needs to be adjusted to "TE 312 and 313 will no longer..." instead of "MATH 312 and 313." This was an editorial oversight and Department has given approval to make changes to the language used in the rationale.

Shaffer (Heelan) moved to approve agenda items #161 - #205 with the understanding that the language in the rationales be adjusted for item #167 and #177. Motion carried.

Bridges reminded the Committee that, as always, quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the April packet – so please watch email and act on the minutes as soon as possible.

Heelan (Brownfield) moved to adjourn at 4:02 p.m. Motion carried.

Respectfully submitted,

Bailey Koch (scribe)

Approved via email, March 21, 2022

2021-2022 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
 Academic Affairs Subcommittee 3/9/2022
 Academic Affairs Full Committee 3/17/2022

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

Informational – 2022-2023 Catalog Changes

The undergraduate, graduate, and emeritus faculty listings will no longer appear in the catalog, effective 2022-23. Neither faculty lists nor emeritus faculty is complete before the catalog deadline resulting in incorrect and incomplete data. Each department has a faculty listing page with contact information. The faculty information that currently resides in the catalog is available department level. Except for "Research and Teaching Interests," all the information is also available in Digital Measures.

Additionally, we have the Digital Measures software that stores and tracks promotion and tenure information by academic year should we need the information for any reason.

Also, I've reviewed our sister and peer institutions and found none listed the faculty emeritus information in the catalog. SVCASA Bicak is supportive of the proposal to remove the faculty list and emeritus faculty from the catalog. However, we must maintain a list of emeritus faculty, and SVCASA Bicak agreed the UNK factbook award page would be appropriate.

It is best to update this information as needed on the website rather than within the catalog publication dates.

Sister and Peer Institution Emeritus Faculty

- **College and/or Departmental Webpages**
 - University of Nebraska Lincoln
 - University of Nebraska Omaha
 - University of Wisconsin – Stevens Point
 - Western Illinois University
 - University of Northern Colorado
 - Murray State University
 - University of Central Arkansas
- **Emeritus Dedicated Webpage**
 - University of Northern Iowa: <https://emeritus.uni.edu/member-list?page=9>
 - University of Central Missouri: <https://www.ucmo.edu/offices/ucm-emeriti-association/members/>
 - University of Northern Michigan: <https://nmu.edu/emeritusfaculty>
- **Faculty Distinctions Webpage**
 - Sam Houston State University: <https://www.shsu.edu/dept/academic-affairs/distinctions.html>
- **Emeritus Not Found**
 - Minnesota State University Moorhead

Informational – General Studies

The General Studies Council voted to restructure the LOPER 1 First-Year Seminar experience. The council approved the creation of a generic subject code, "LOPR" allowing the creation of a LOPR-126 course. The LOPER-126 course is a three-credit-hour rather than three separate one-credit-hour courses. First-Year Seminar course topics approved by the GSC over the past year may be offered as LOPR-126.

Courses approved by Beth Hinga to satisfy EXL requirement:

CDIS 311 October 2020
ENG 361B January 2022
ENG 436 January 2022
MATH 300 March 2022
MATH 390 March 2022

#161, Create, Minor, Nebraska Studies, HIST, CASC, A minor in Nebraska Studies will provide a unique opportunity for UNK students to study the state of Nebraska and its history from interdisciplinary perspectives. Students in the minor will gain a deeper understanding of Nebraska's origins as a federal territory, its statehood and political institutions, and the history of its diverse communities. Courses will address Nebraska's history, literature, and writing in local, regional, and international contexts, fostering consideration of the state's connections to peoples and places outside its boundaries. This coursework will promote interdisciplinary collaboration in the study of topics and issues related to Nebraska across the College of Arts and Sciences. A minor in Nebraska Studies should also be of interest to students pursuing a wide range of careers, including in teaching, museums and public history, recreation, and tourism and business development in the state.

#162, Create, Program, Media Communication Comprehensive, B.S., JMC, CASC, Media Communication Comprehensive, BS, 62 hours. This comprehensive major in media communication replaces the standard journalism major and prepares students to go to work in a wide range of print, broadcast and online media. In addition to courses from within the department, students will also complete a 12-hour support track constructed in consultation with the student's adviser and the department head. Twelve hours of study abroad is an option for completing the support track. It will replace our previous Journalism-BS and Journalism-BA majors.

#163, Create, Program, Multimedia Communication Comprehensive, B.S., JMC, CASC, Multimedia Communication Comprehensive, BS, 62 hours. Multimedia Communication is a cross-disciplinary major offered by the Departments of Communication, Art, and Cyber Systems. The major includes 27 required hours in Journalism classes, 15 hours in Art, and 12 hours in Cyber Systems. Students will also take 8 hours of electives from across the three departments, for a total of 62 hours. This is a major where we have long struggled to get all the necessary classes into the major, and it's something we are still struggling with, even given the greater room in the comprehensive major. Given that they are already taking classes from three separate departments in their major, there will not be a separate support track. This will replace the old Multimedia majors.

#164, Create, Program, Sports Communication Comprehensive, B.S., JMC, CASC, Sports Communication Comprehensive, BS, 61 hours. The Sports Communication major was revived during the previous curriculum revision, and it is growing in popularity. We have been working on the updated major in consultation with the Sports Management program and hope that this greater partnership between our two programs will give a stronger education to our students. Under the new comprehensive major students will take a total of 46 hours from the Department of Communication and 15 hours from the Sports Management program for a total of 61 credits. They will not have a separate support track. This will replace the existing Sports Communication BA and BS degrees.

#165, Create, Program, Strategic Communication Comprehensive, B.S., JMC, CASC, Strategic Communication Comprehensive, BS, 62 hours. This major updates and replaces the Advertising and Public Relations major and prepares students to go to work in a range of persuasive communication fields. When we first merged the advertising and public relations majors several years ago, faculty were wanting to take small steps toward matching the convergence taking place in the advertising, public relations and integrated marketing communication fields. Now that it is clear that is the direction the industry is headed we are prepared to go more completely into this merger. In addition, the courses within the department, students will also complete a 12-hour support track.

#166, Alter, Course, Experiential Learning Status, Prerequisites, CDIS 311, Clinical Methods and Procedures in Communication Disorders, CDIS, COE, This course will be the have an experiential

learning component for the CDIS department; Change to Experiential Learning Status, Old Value: No, New Value: Yes; Change to co-requisites, Old Value: CDIS 312 and TE 319, New Value: TE 319.

#167, Alter, Program, Communication Disorders Comprehensive, B.S.Ed., CDIS, COE, • Replaced PSY 250 with STAT 235 in LOPER 4. PSY 250 is no longer a general studies course.

#168, Alter, Course, Course Type, CHEM 148, Introductory Chemistry for the Health Sciences, CHEM, CASC, An introductory chemistry course for students in the health sciences will allow for better preparation of for students in pre-nursing, pre-radiography, etc.; Change course type, Old Value: Lecture, New Value: Lecture, Laboratory.

#169, Inactivate, Course, CHEM 148L, Introductory Chemistry for the Health Sciences Lab, CHEM, CASC, CHEM 148 class was resubmitted as a lecture/lab.

#170, Inactivate, Course, CJUS 388, Capstone, CJUS, CASC, Course no longer offered.

#171, Inactivate, Course, CJUS 388L, GS Capstone Lab, CJUS, CASC, Course no longer available.

#172, Inactivate, Course, CJUS 415, Correctional Casework, CJUS, CASC, Course no longer being offered.

#173, Inactivate, Course, CJUS 431, Correctional Law and Administration, CJUS, CASC, Course no longer being offered.

#174, Inactivate, Course, CJUS 476, Terrorism and Crisis Negotiations, CJUS, CASC, Course no longer being offered.

#175, Alter, Program, Supplemental Endorsement in Interscholastic Coaching (7-12), PEREC, COE, Options added for students interested in coaching strength and conditioning.

#176, Alter, Minor, Coaching, PEREC, COE, Adding track for strength and conditioning coaches.

#177, Alter, Program, Early Childhood Inclusive Teaching Field Endorsement, B.A.Ed., TE, COE, Rectify a LOPER general studies requirement option (add HIST 251 back in the choice list); Added GEOG 201, Physical Science to LOPER 8; same as PHYS 201; Reduce/eliminate 1 and 2 credit hour courses which addressed Nebraska Department of Education's Rule 24 requirements for certification but did not give sufficient coverage for students to fully master the content (as measured by past PRAXIS Subject exam scores, interviews of graduates, and general student, performance in senior level courses); 1 and 2 credit hour courses have been either expanded to 3 credit hours (TE 341, 342, 356, 349) or content has been moved to another course (TE 338) or is redundant with other course content (TE 335/335L overlaps with TE 411); Add field components to TE 339 (TE 339L) and TE 336 (TE 336L), and an introductory level observation and assessment course (TE 337) which will better prepare graduates to demonstrate competencies required for Rule 24/PRAXIS Subject exam, and student performance in senior level courses. Drop FAMS 302 since TE 349 is now 3 credits and can address Rule 24 content and add FAMS 251 to provide stronger content in child development which is needed for the PRAXIS Subject exam; Improve the appeal of course transfers from community colleges (3 credit hours transferring to a 1 or 2 credit course is not as appealing as a 3 credit hour transferring to 3 credits), which should help us draw in more of these transfer students to the ECI program; Drop the "specialization" option in the program major so all students take the same courses. The ECI teaching endorsement, regardless of specialization" prepares graduate to meet Rule 24 requirements for teaching ages 0-8, and the specialization has caused confusion for graduates, school districts, and UNK advisors. All of the critical content for the ECI endorsement from both "specializations" will be absorbed into one set of requirements for the major. TE 312 and 313 will no longer be required since TE 311/313 is meeting students' needs for Rule 24 content. MATH 330, which is required for the Age 3 to Grade 3 Specialization is no longer necessary; Math 230 is sufficient for Rule 24.

#178, Create, Course, ENG 316A, Reading Nebraska, ENG, CASC, Course offers in-depth study of literary representations of Nebraska to connect students with the acclaimed literary tradition about the state and with Nebraskan writers who have influenced American literary history. Most 300-level ENG courses focus on literary period and genres. This new course would complement 300-level ENG courses in multicultural American literature, women writers, and the American west. The course is open to all students across the university (who have fulfilled the pre-requisite of ENG 102) who have an interest in local and regional cultural studies. The course is geared to majors and minors in the English program; students who study history, geography, political science, ethnic studies, and women studies; and students interested in the new Nebraska Studies minor.

#179, Create, Course, ENG 361B, Nebraska Life Writing, ENG, CASC, The English department will soon have two experiential learning courses, one for creative writers and another for critical writers in English. In the proposed course, which builds on English 102: Special Topics in Academic Writing and Research and satisfies the new experiential learning graduation requirement, English students with a writing emphasis can prepare for career opportunities with nonprofit organizations or in professional writing. It will also satisfy a need for students interested in life writing and other genres of nonfiction writing, including the environmental humanities. As well, this course is appropriate and open to students from other departments who are interested in the arts or social sciences because the focus of this course involves practicing and developing field and archival research methods that may serve community engagement outcomes. Additionally, it focuses on diverse Nebraska stories, so it offers an opportunity for all students to consider what it means to live and study in this place. The focus on official memory and writers of the past makes it appropriate for students in History. Because the course offers an opportunity to study and gather the stories of people coming to Nebraska as immigrants or refugees, students in the departments of Social Work, Sociology, or Women's, Gender and Ethnic Studies may find the course relevant and engaging. Students will organize panel presentations as a culminating event in the course, so it would be ideal to have an interdisciplinary group of learners.

#180, Create, Course, ENG 436, Critical Writing Professionalism, ENG, CASC, This course will offer English majors or minors in a field pertaining to critical writing an opportunity to satisfy the Experiential Learning requirement by working towards presenting their critical writing in wider venues. Recently, English 435: Creative Writing Professionalism was approved to serve our advanced creative writing students; no course currently exists for our majors and minors in areas focused on critical writing and scholarship. In a typical semester, where the focus is producing new work based on the course content, it is challenging to devote extensive time to the revision process necessary for submitting work to larger scholarly forums. Even the best critical writing requires some revision that considers the particular scope of a given journal. Students seeking to present a conference paper will get to practice the concision and precision required for a 300-word proposal. A course focused on preparing work for publication and presentation not only aligns with UNK's mission to support undergraduate research, but also harnesses the growing opportunities for undergraduates to participate in forums that were once available exclusively to graduate students and professionals. Students who are or will be completing SSRP or URF projects may also be seeking guidance for submitting their work to forums beyond UNK. For students applying to graduate school (whether in English or another field), a peer-reviewed publication or conference presentation at the regional or national level will distinguish their C. V.s. In addition, this course will equip students with the skills and networks to engage in scholarly and professional communities after their time at UNK concludes.

#181, Alter, Minor, English Minor in Creative Writing, ENG, CASC, We are revising our minors to make them more consistent (21 credit hours each) and to make them easier to complete in a timely fashion; We have also added courses relevant to this minor.

#182, Alter, Minor, English (Elementary Education), ENG, CASC, We are updating our minors to make that consistent (21 credit hours each) and to make them easier to complete in a timely fashion.

#183, Alter, Program, English, B.A., ENG, CASC, We have added new classes and need to include them in this program.

#184, Alter, Minor, English, ENG, CASC, We are also changing all of our minors to make them consistent with each other (21 hours each) and easier to complete in a timely fashion.

#185, Alter, Minor, English – Popular Culture, ENG, CASC, The department is updating our minors to make them more consistent (21 credit hours) and to make them easier to complete in a timely fashion. We also found more classes that are relevant to this minor.

#186, Alter, Program, English – Writing Emphasis, B.A., ENG, CASC, We added new classes that are relevant to this program.

#187, Alter, Minor, Early Childhood Education, TE, COE, Courses in the Early Childhood Inclusive Major have changed so the courses in the ECE Minor are being adjusted to reflect those catalog changes.

#188, Alter, Program, Supplemental Endorsement in English As a Second Language, MODL, COE, Updated to include more preschool ESL content as per Rule 24 Teacher Certification requirements. TE 336 provides preschool content but not ESL. TE 342 provides both.

#189, Alter, Program, Health Education 7-12 Teaching Subject Endorsement, B.A.Ed., Add PE 301 to enhance student learning; This change was overlooked last time changes were made.

#190, Alter, Program, Health and Physical Education PK-12 Teaching Field Endorsement, B.A.Ed., PEREC, COE, PE 301 was not added the last program change which was an oversight.

#191, Alter, Course, Prerequisites, JMC 302, Digital Storytelling, JMC, CASC, Update pre-requisites to match new Department curriculum. Syllabus is unchanged; Change prerequisites, Old Value: JMC 112 and JMC 215 and JMC 300, New Value: JMC 112 and JMC 300 and JMC 215 or JMC 218 or JMC 219.

#192, Alter, Course, Prerequisites, JMC 343, Video at Antelope, JMC, CASC, This is just an updating of the prerequisites to match the new Department of Communication curriculum; Change prerequisites, Old Value: JMC 250, New Value: JMC 250 or JMC 265.

#193, Alter, Course, Prerequisites, JMC 350, News at Antelope, JMC, CASC, This is just an updating of prerequisites to match changes to the Department of Communication Curriculum. The syllabus is unchanged; Change prerequisites, Old Value: JMC 302 or JMC 318 or permission of instructor, New Value: JMC 302 or JMC 218 or JMC 219 or permission of instructor.

#194, Alter, Course, Prerequisites, JMC 353, Sports at Antelope, JMC, CASC, Updating of prereqs to match the new Department of Communication curriculum. There are no changes to the syllabus; Change prerequisites, Old Value: JMC 302 or JMC 319, New Value: JMC 219 or JMC 302.

#195, Create, Course, MATH 300, Tutoring in Mathematics, MATH, CASC, This course will provide one option for students to meet the EL requirement and earn academic credit for their experiences tutoring mathematics in the Learning Commons.

#196, Create, Course, MATH 390, Research Experience in Mathematics, MATH, CASC, This course will provide one option for students to meet the EL requirement and earn academic credit for their experiences with mathematics research.

#197, Alter, Program, Communication Studies Comprehensive, B.S., This is to implement our curriculum revision that the Department of Communication has been working on for the last two-and-a-half years. The renaming of this major recognizes that we have expanded it so that all students in the program will be study organizational communication, rhetoric, and a range of applied topics in communication. We have hired two new faculty in recent years who have allowed us to expand our offerings in interesting new directions. We are also working to include a limited number of Journalism classes within the program that could serve the needs of Communication Studies majors. In addition to courses from within the department, students will also complete a 12-hour support track constructed in consultation with the

student's adviser and the department head. Twelve hours of study abroad is an option for completing the support track.

#198, Alter, Course, General Studies Status, PSY 250, Behavioral Statistics, PSY, CASC, We wish to remove this course from General Studies; Change General Studies status, Old Value: Yes, New Value: No.

#199, Alter, Program, Psychobiology Comprehensive, B.S., PSY, CASC, To add minimum grade requirement for courses counting for the major and specify the number of classes students must take in the UNK psychology department to complete their degree here.

#200, Alter, Program, Psychology, B.A., PSY, CASC, To add minimum grade requirement for courses counting for the major and specify that 50% of the classes in the UNK Psychology major must be taken at UNK.

#201, Alter, Program, Psychology, B.S., PSY, CASC, To edit BS Science requirements, add minimum grade requirement for courses counting for the major, and indicate that at least 50% of their courses in the Psychology major must be completed at UNK.

#202, Alter, Program, Psychology Comprehensive, B.S., PSY, CASC, To edit BS Science requirements, add minimum grade requirement for courses counting for the major, add minimum grade for the entire major and clarify the number of classes required from the UNK Psychology department to earn the degree.

#203, Inactivate, Course, THEA 222, Oral Interpretation of Literature, MUS, CASC, This course is left over from a degree that I don't think exists anymore. It has not been taught in over 20 years.

#204, Create, Course, THEA 335, Scenic Painting, MUS, CASC, This course been taught several times as a special topics course and we would like to have it as an elective.

#205, Inactivate, Course, THEA 430, Modern Dramatic Theory, MUS, CASC, Course not taught in over 20 years.

College Ed Policy / Academic Affairs Committees' Feedback on Attendance Policy Language

COLLEGE OF ARTS AND SCIENCES

FEEDBACK ON ATTENDANCE POLICY AS CURRENTLY PROPOSED

The members of the CAS Educational Policy Committee met on Thursday, February 10, 2022 for our February meeting. In this meeting, we discussed the changes to the Attendance Policy proposed by Faculty Senate Athletic Committee (and subsequently not approved by Faculty Senate or any college committee). For reference, here is the proposed policy italicized (bold are proposed changes to current policy):

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Instructors hold the right and responsibility to establish attendance policies for their courses. Each instructor must inform all classes at the beginning of each semester concerning his/her attendance policies.

*Participation in official University activities, serious health concerns, personal emergencies, and religious observances are valid reasons for absence from classes. Students are responsible for informing their instructors **prior to their absences(s)** about their absence from class and for completing assignments **missed** during their absence(s). No adverse or prejudicial effects shall result to any student with a documented, excused absence. **Those with documented and excused absence(s) must be permitted***

the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).

Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling.

We STRONGLY OPPOSE the language of this proposed policy change. This has been a longstanding issue and the committee believes it is critical that we take the time to get this right rather than rush a policy through for purposes of expediency. While we appreciate the need to protect students, the members of the CAS Educational Policy Committee feel the power to set attendance policy should be with the faculty member who best knows what is required in the course being taught. If a policy change is necessary, we recommend including language like that in the UNL policy (see below), adapted to include other kinds of excused absences, instead of what is bolded above to maintain academic freedom and better reflect what most faculty do anyway: work with the students individually to plan how work will be made up.

UNL's Student Absence Policy:

Student Absence Policy

University sponsored activities, including intercollegiate athletics, may cause a student to need to be excused from a class, lab, or studio obligation. In all such instances, it is the student's responsibility to request permission for the absence (preferably in writing) from the instructor and to discuss how the absence would affect her/his ability to meet the course requirements. A student should do this as soon in the semester as possible. While instructors should seek to the greatest extent practicable, consistent with course requirements, to make reasonable accommodation for a student involved in University sponsored activities, a student should recognize that **not every course can accommodate excused absences, and neither absence nor notification of an absence, relieves them from meeting the course requirements.**

https://studentaffairs.unl.edu/sa_policies_absences.shtml

To: Faculty Senate Academic Affairs Committee

From: CBT Academic Affairs Committee

Date: March 4, 2022

Subject: Feedback on Attendance Policy as Currently Proposed

The members of the CBT Academic Affairs Committee met on Monday, February 7 for our regular monthly meeting. At this meeting, we discussed the proposed changes to the Attendance Policy:

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Instructors hold the right and responsibility to establish attendance policies for their courses. Each instructor must inform all classes at the beginning of each semester concerning his/her attendance policies.

*Participation in official University activities, serious health concerns, personal emergencies, and religious observances are valid reasons for absence from classes. Students are responsible for informing their instructors **prior to their absences(s)** about their absence from class and for completing assignments missed during their absence(s). No adverse or prejudicial effects shall result to any student with a documented, excused absence. **Those with documented and excused absence(s) must be permitted the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).***

Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling.

Committee members were also tasked with taking the proposal back to their individual departments to

seek feedback; the Committee also communicated the request for feedback through email to the entire college. Feedback from the College and Committee is summarized below.

General agreement expressed for addition of language "**prior to their absences(s).**"

Some concern expressed over what constitutes an "excused absence" and the definition of "documented, excused absence."

I noticed that "documented" was already in this statement. Does this word allow leeway in how the instructor would define documentation? Some instructors require simply an email and take the student's word. Other instructors may require doctor's notes or official emails from coaches, etc. This may also depend on one's history with a particular student, as well.

Definition of "an excused absence" appears to be "... official University activities, serious health concerns, personal emergencies, and religious observances.." but there is no mention of how long or often a student can be absent before it affects the integrity of the learning experience.

Question of who defines or determines if the event is official? (referring to "official University activities").

Serious concerns raised over language: *No adverse or prejudicial effects shall result to any student with a documented, excused absence. **Those with documented and excused absence(s) must be permitted the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).***

There are some activities within the classroom that cannot be replicated on an individual student basis outside of class (e.g., replicating a live speech; replicating class discussion when the process of discussion is part of the intent of the assignment).

The concern that some class projects can not be made up especially experiential activities requiring specific tools and locations.

No room for the understanding that some things cannot be made up. If you miss there could be consequences.

Other comments / suggestions received:

These revisions appear to essentially negate the instructor's ability to enforce a course policy for attendance.

An instructor needs to be able to decide the line between another excused absence and the need for an incomplete.

The changes are an improvement. But, our policy is still inferior to UNL's in my opinion (see https://studentaffairs.unl.edu/sa_policies_absences.shtml). Our policy reduces faculty input regarding whether or not a student is likely to be able to successfully complete the course with the absences and whether or not reasonable accommodations can be made without compromising the course quality. This could be especially problematic in courses where classwork is done in groups, especially if the course is blended and the absences occur on the face-to-face days. There is nothing specified in the UNK policy about how qualifying events are determined, which our policy did previously specify. UNL's policy puts academics first by requiring the student to meet with the faculty member early in the semester to set expectations in advance. They also have an appeals policy that is in place so that if a student believes a faculty member is being unreasonable the student can appeal the decision. Our process does not seem to even acknowledge that academics might be more important than an extracurricular event.

The current policy is based on the assumption that it is the faculty member's responsibility to make sure that the student does not suffer any adverse consequences. But, that is often not possible because there are tradeoffs. If a professor has a class requirement that can't be made up it is also possible that it would be in the student's best interest to miss the extra-curricular

activity instead of the class. That should at least be an option to be discussed.

Default Report

COE Feedback - UNK Attendance Policy

February 28th 2022, 10:29 am MST

NOTE: feedback included respondent names; these have been removed to maintain anonymity of respondents.

Q2 - What are the pros of the proposed UNK Attendance Policy?

Faculty need to be flexible when a student has a documented and legitimate reason for missing class. Student should have to opportunity to make up material, assignments etc.

students are able to stay current with course content and activities

The proposed policy endeavors to make sure that a student's grades are not negatively impacted by an excused absence

Holds students accountable while recognizing that there are times that one must miss class

This policy needs to include a virtual/zoom option, which would be a major pro for individuals who are working hard to complete their work but unique, but routinely ignored home situations

Clear and to the point

clarity

I think it's good to hold students accountable for attendance.

Emphasis that assignments be made up in advance for known/planned absences.

It provides specific examples and clarity.

It supports students

None

Holding students accountable for missing classes due to absences. This is what professional employers will expect when they are out of college in the workforce. Learning how to communicate the importance of being absent and communicating with the instructor on making up missed work.

Clearly defines what is expected of students and faculty

Everyone would have the same policy

It provides flexibility for faculty members to establish certain aspects of the attendance policy on their own. It places responsibility on students in certain aspects.

It permits the students to acquired missed content and score points for "Excused Absences" and keeps faculty from punishing students for missing due to an "Excused Absence."

Q3 - What are the cons of the proposed UNK Attendance Policy?

Students abuse the policy. They don't notify the professor, espically incase of illness, What proof can you ask them to provide doesn't violates HIPPA. Example student is ill then, their child is ill, then their child is ill again, then they are ill.... all notification is 20 minutes or less before a class starts. You advise them to seek accommodations and about the 5-6 time this happens the student is asked for proof they won't because violates privacy and that of minor child. So a professor is then incumbent to provide

equal opportunity. That equally opportunity is the time spent creating an additional assignment and grading no small task given everything else that a professor has to do. The student only has to deal with a single class issue, the professor has to deal with many issues all different across all of their courses.

COVID has expanded the impact of illness to family, work environments, childcare. Thus, a student-scholar may not be sick but be impacted by ... sick family, sick employees, childcare issues.

There are some class activities that simply cannot be "made up" outside of the class period when and where they happen. While it is reasonable that a faculty member should make sure that a student's grade is not negatively impacted by an excused absence, a student that misses a learning activity cannot be guaranteed an equal learning experience.

N/A

individuals who are the parent(s)/guardian(s) of individuals with exceptional needs have a unique situation that is routinely ignored by schools and businesses. These individuals have a unique responsibility that need consideration.

Students may not always be able to notify ahead of time, but that should be the norm.

none

What are the time limits for makeup work? How long do students have to make up work missed during an absence? For example, if a student has a bereavement, do we allow one class period if they missed one class period, or do we allow a week, two weeks, etc.? Or is this at the discretion of the instructor? Some clarification or information pertaining to this within the policy would be helpful.

It adds to faculty workload, in addition, it does not account for situations where an "equivalent" experience is not possible. An example is a class-activity that inquires group work.

This is just an example of trying to homogenize every class. Each copy member should be able to make their own decisions regarding attendance.

Instructors need to be available by phone/text, email, whatever means of communication to receive this information from the student. Instructors need to be held accountable to be checking emails promptly to receive these notices from students.

none

Not everyone's class is the same. This cannot be a one size fits all.

An extra requirement to allow students to have an assignment that is equivalent to the one they missed can add extra work to those who already have much on their plate.

Faculty may have to find time to meet with students outside of regular class time. This is not a con as it is their job.

Q4 - Do you have any other comments or concerns about the proposed UNK Attendance Policy?

Professors do the best they can to accommodate students and meet their needs. The greatest responsibility is on the professor here and it gets exhausting. Most of us continue to do it but it takes a toll.

any policy needs to be student-centered; student-friendly; respectful of instructors.

I think the policy needs to be worded to give flexibility to faculty indicate that there are some learning experiences simply cannot be "made up". For example, a guest speaker who comes to a class may be a once in a semester (or even once in a lifetime) opportunity that cannot be made up (the same can be said for a group discussion, or a field trip) no matter whether an assignment of equal point value is provided.

N/A

Exceptional needs families are in a unique situation. As a member of that community who attended higher learning, I was more than willing to share documentaion about my child's exceptionality, not as an excuse, but reather an explanation of a situation that I, as well as others experience in our daily lives. We should not be ignored.

In class discussions as in philosophy, political science, and similar courses cannot easily be made up.

I would add "work-related activities" to the list of valid reasons for absence.

This is very similar to what I already use.

It must leave some flexibility for faculty decision in each circumstance.

I am concerned about how we are going to identify a personal emergency and how documentation of such would be provided

No

no

I am not sure why were even having this conversation. We have the protected right to do what we want in our classes. Attendance should be the same.

Personal emergencies is vague and hard to determine. Is documentation needed for this? I suppose we tend to worry about those who will abuse the system, when in reality the majority do not and will not.

This should not be a contraversy. We should be assisting people for who miss for an "Excused Absence"!

Individual Faculty comments submitted directly to FSAA Committee Chair:

Hello Debbie,

I am writing to voice my disapproval of the proposed changes to the UNK attendance policy.

1. Classroom attendance policy is the perview of the Faculty, not of extracurricular groups.
2. While some classes can accommodate multiple excused absences, others, especially courses with labs and experience-based activities, cannot.
3. I would like to see a statement, similar to UNL, that recognizes my point 2 above.
4. Perhaps our extracurricular groups should be told that "*Those with documented and excused **academic** absence(s) must be permitted the opportunity to earn equivalent credit associated with the date(s) of each identified **academic** absence(s).*" For example, if a starting football player misses a game due to a documented and excused academic absence (being a college student), maybe they can simply complete an "alternate activity" as championed by Scott Unruh. Maybe they can write a paper about the game afterward? That should be good enough, right? Or maybe missing multiple practices due to academic commitments (being a college student) can be accommodated for by having the coaches make Zoom recordings of the practices and the student-athletes can then "practice along with the team" in their dorm rooms. That should be good enough, right? Or maybe coaches should be required to hold individual, full-practice sessions for each and every student athlete who misses a practice due to an excused academic absence. As Scott Unruh would say, "do your job!" And, of course, the student-athletes should be assured that "*no adverse or prejudicial effects shall result to any student with a documented, excused **academic** absence.*" Miss multiple pracices? Miss a game or two? No worries.

Yes, number 4 includes some sarcasm, but I believe that the points stand.

Thank you,

Debbie, Julie, and Ted,

The policy as stated takes a very narrow definition of "excused" and uses a remedy for it in a way that restricts a faculty member's professionalism and control of their own class.

Here is one of many hypotheticals: A class has a daily quiz as a formative assessment – one that is immediately graded and answers posted. Otherwise, what would be the point? A student that has an excused absence cannot reasonably take that assessment and along with the other students has access to the answers to the assessment even before returning to class. According to the new proposed policy, the faculty member would have to create a new assessment for the missing students, and grade those. And now imagine that this faculty member has 3-4 classes each with a variety of students missing days throughout the week. You will nearly double the number of assessments the faculty member will need to create and grade.

I think a much better policy that is fair to the student and reasonably allows a faculty member to handle the workload would be as follows:

Those with documented and excused absence(s) must be permitted, at the discretion of the faculty member, the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s) or have those grades excused and not counted in their course grade.

It is easily manageable within canvas, and within Excel, to mark an assignment as excused which then does not affect their grade. This option makes a lot of sense for assessments in which there are numerous other opportunities during the semester to earn the grades.

Of course, in the case of a major assignment, the faculty member would opt to have the student turn it in late, take an exam at another date, etc. But to force a faculty member to routinely make up small-stakes assessments is not productive.

Sincerely,

Individual Faculty comments submitted directly to FSAA Committee Member(s):

Feedback from CAS faculty in response to the CAS Educational Policy Committee statement...

Faculty A:

Here's my feedback. The following statement is obviously an infringement upon academic freedom:

"Those with documented and excused absence(s) must be permitted the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s)."

Pretty much any time you tell professors they "must" do something regarding the way they teach their classes you are infringing upon their academic freedom, and for every instance where you can think of it as being appropriate someone's going to be able to come up with several examples of instances in which it is not.

I see it as part of a growing tendency both from within and without academia in which people who have no idea what they are talking about are forcing those who do to comply with their ill-informed judgements on things. It's a form of bullying and it needs to stop.

Faculty B:

You should change "strongly oppose" to "absolutely oppose". The athletic coaches can always advise Athlete-Students which faculty members not to take, which is what happens at division one schools (at least it was happening at my division one school, where I ran cross country and track, 45 years ago); I have no doubt that this is how Lincoln solves their attendance problems. The STUDENT-athletes will know whether to take their advice or not.

Let's stop letting the tail wag the dog.

Feedback from CAS faculty in response to the FSAA request for feedback...Faculty A (same as Faculty A listed above):

As per Ross' suggestion below, I'm expressing to my FSAA representatives my disapproval of the proposed attendance policy alteration. I think it's too confining and intrudes on academic freedom.

I can sympathize with Scott and others because I used to get complaints when I directed Nebraskats for taking the students out of class too much for touring performances, but really, he seems like he's grabbing more leeway than he already has, and last semester I had one student athlete with eleven "excused" absences. Athletics needs to rein it in a bit, it seems to me.

I don't see the point of the change. As it is, it already gives professors lots of room to support athletics without pushing beyond their limits.

Faculty C:

I think the revised attendance policy looks fine, except that the reference to instructor's attendance policy should be gender-inclusive (i.e., "their" rather than his/her).

Thanks for your work on this important committee.

Faculty D:

Hi Julie and Ted,

I'm opting to follow the directions and contact you both directly, as the CAS representatives, instead of a mass reply-all that I'm sure we all enjoy.

I think this is a great policy and a significant improvement from the current attendance policy. I specifically like that it is described as "equivalent credit" rather than just making up missed assignments, as that is not always possible depending on the nature of the assignment. Specifying that the notification must happen prior to their absence is also very appreciated. Thank you for working on updating this policy.

Faculty E:

Tiny suggestion: Eliminate the pronouns from "Each instructor must inform all classes at the beginning of each semester concerning his/her attendance policies." And possibly say that class attendance policies must be included in the course syllabus.

There is, of course, a gray area of "official University activities" and what constitutes documentation (a letter from a parent?) Accordingly, I might suggest strengthening the last sentence "Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling." to say something more like faculty can request that the Dean of students to verify that an absence qualifies as a valid absence. Or something like that.

Finally, although I likely understand the intent of "No adverse or prejudicial effects ...," maybe I'd look for an alternative to the word "adverse." Missing classes is always a problem--and for some classes, sometimes missing a class is not something that can be entirely made up. I think the intent is that an instructor won't retaliate by requiring an odious assignment as make up work.

Faculty F:

Julie and Ted,

Thank you for serving on FSAA and dealing with this issue. This has been an ongoing issue with academic and athletics for decades. The problem with the current policy is that it takes the flexibility of teaching away from the teacher.

In my Genetics class, I give 12 quizzes. Only 10 count towards their grade. I do this so that I do not have to do makeups. In addition, these quizzes are unannounced. The reason for the "pop quiz" is to make sure the student is keeping up with the material. Having a policy like this, stifles my ability to give unannounced work and assessments. I will have to plan for the large number of athletes and other university activities so that I don't have to schedule makeups. In addition, I will have to work around a number of schedules just to do makeups. This can become unreasonable.

The other part is that this makes dealing with laboratory sections hard to deal with if you are not allowed to have a policy in your class for students missing multiple sessions.

Lastly, I also teach Bioethics, which is a discussion based class. Discussion and participation is mandatory. When they miss class and discussion, this can't be made up. I can't recreate the discussion so they get the points.

As Julie knows, I was the person that brought up this issue. I have a long string of emails that I am more than willing to share with you.

Faculty G:

Response 1:

The concept that every student has to be able to make up every missed assignment for excused absences has a very different impact on a large class like mine than on a small class. As I said earlier, I used to give either a quiz or exam in lecture every week. I counted only a certain number of the quizzes in a student's final grade, the highest X scores. If a student was absent for any reason, that quiz was just one of those dropped. If a student was going to end up having too many drops, then I would allow the student to make up the quiz. This resulted in maybe a handful of students making up a quiz toward the end of the semester. If every student with an excused absence has to be allowed to make up missed work, I would have 15-20 make-ups a week in my fall class (enrollment this past fall was 213 students in the two sections of BIOL 225 combined). How does a faculty member confirm a student had a personal emergency or is ill? If a student has noravirus and is vomiting, for example, that student shouldn't go to a doctor just to get a note that they were seen because noravirus is so contagious. Our student health service won't diagnose a student as "too ill" to attend class, just that they were seen. Is a student who commutes supposed to go their family doctor and perhaps have a pricey co-pay to confirm illness? How do I confirm a personal emergency? If a student is sexually assaulted, do I expect them to tell me that? I treat students as responsible adults and anyone absent must have had a good reason because I can't evaluate 10-20 student absences a week as excused or not.

I have interacted with athletics for 10 years over the idea of dropped quizzes and had to bring Chancellor Kristensen in one year because it became harassment. EVERY YEAR I would have a new student in class who would complain to Scott Unruh over the same concept as a student the year before and he would complain to the athletic director and they would come to me. Year after year. Making up every quiz for every student is too much in a class my size so I got tired of the fight and gave up giving quizzes at all. I changed the way I teach my class and not for the better because they wore me down. Students now do not have "low stakes" quizzes to judge their preparation for exams. Scott is convinced that if a student has to count a quiz with a score of 13/20, when that student surely would have earned a score of 17/20 on a quiz they missed, that will affect their overall grade in the class. With 1000 points in the class that is unlikely, and as the faculty member I do have the ability to make judgment calls about the appropriate grade for a student in a case like that.

This also doesn't teach our students that everything in life can't be made up, even if you have a valid reason to be absent. Life just doesn't work that way. Absences have consequences, even if the absence

is out of your control.

Response 2:

Just more "this is my life" about making up work.

Friday I gave an exam. Today I have 5 hours supervising students making up either the exam or last week's lab. One student who needs to make up the exam hasn't set a time yet. Two students have "family matters" that are keeping them from attending lecture and need me to send the recording. One student has already let me know she'll be gone for lab this week and lecture Friday and needs to make arrangements for that. It never stops and it's not trivial.

Response 3:

Julie knows all this because she has to cope with it, too, but I thought I would share this with you. In many of our classes we give lab practical exams where students have to look at or manipulate displays we have made and interpret information. We have to set up a separate time for the exam for students who have accommodations through the disability office for distraction reduced environment and/or additional time. So, this week we had 7 sections of the lab meet on Wednesday and Thursday and are running the lab for the students with accommodations this afternoon. One student has an accommodation that allows double the time normally allowed, which comes to 3 hours and 40 minutes (!). [redacted for confidentiality] When it's one student we don't sit with them the entire time, but now faculty have to be aware to check on the student regularly for nearly 3 hours that day. When Scott Unruh complains that we aren't doing enough for students, he doesn't understand what we are doing already.

Feedback posted to UNK Faculty email list in order...

Faculty B (same as CAS Faculty B above):

I am not sure where to send this comment, so I'll make sure I cover all the bases.

If a faculty member's course is run by discussion about the books being read, then it is impossible to make up for absences. If participation in the discussion is part of the semester grade, this cannot be adjusted for the missing. It is possible not to fail that "student" for excessive absences under such conditions, but it is not possible to give a grade for those days in which one does not discuss.

Pretend we want our students to become adequate at both written and oral presentation and defense of their ideas. Pretend we want them to practice "critical thinking" concerning ideas presented. That is why a person might run a class this way. If you aren't there to participate in the aural and oral discussion, you can't be given credit for it.

Faculty H (not CAS):

If COVID has taught us anything, it has taught us that any of this can be done in a variety of ways. The bottom line is that when a student misses because of an "Excused Absence" then the absence should be excused and faculty should work with that student to make up missed work. That is our job!!!!

Faculty I (not CAS):

I respect Dr. Fendt's professional judgement about how his course can best be taught. His argument that work that requires group discussion has to be completed in a group seems reasonable to me.

The Lincoln campus of the University of Nebraska explicitly puts academics first and gives shared responsibility to the student and the faculty member to draft a plan for student success and acknowledges that not every course can accommodate excused absences. As the content domain expert, the decision is ultimately up to the faculty member with the student having the right to appeal the decision.

Student Absence Policy

University sponsored activities, including intercollegiate athletics, may cause a student to need to be excused from a class, lab, or studio obligation. In all such instances, it is the student's responsibility to request permission for the absence (preferably in writing) from the instructor and to discuss how the absence would affect her/his ability to meet the course requirements. A student should do this as soon in

the semester as possible. While instructors should seek to the greatest extent practicable, consistent with course requirements, to make reasonable accommodation for a student involved in University sponsored activities, a student should recognize that **not every course can accommodate excused absences, and neither absence nor notification of an absence, relieves them from meeting the course requirements.**

https://studentaffairs.unl.edu/sa_policies_absences.shtml

Delivering a high quality education is our job as faculty. In most cases, that can be accomplished even with some excused student absences during the semester. But, where that is not possible, I believe that Dr. Fendt's point is well made and commendable.

Faculty H (not CAS):

In no way should a student not be held responsible for material or duties required for a course. That is in bold for the Lincoln campus statement and is not suggested in the new UNK statement currently in the catalog. Faculty, however, need to work with students to meet that responsibility. The simple point is that it is called an "Excused Absence"! There is no reason what-so-ever, that a student cannot be asked to meet a requirement ahead of the absence or in some way other than the time missed for class. In many cases the student can attend virtually. This is what we are currently doing when a student or faculty member tests positive for COVID. As for discussion, virtual input either by zoom, FaceTime or discussion thread is available.

Faculty I (CAS):

I think the key part of that statement from UNL's policy is that not every course can accommodate excused absences. There are some things that you just can't make up though, either before or after an absence, as the experience of doing it is part of the learning experience and objectives. For example, when I take my lab section on a field trip to the Crane Trust to practice distance sampling (a technique used to estimate wildlife abundance), there is not an activity that a student could do that would replicate that experience. There is not a way to have the student join an experience like that via zoom, facetime, or discussion thread. In most cases it is absolutely possible for alternative activities that the student can complete to receive the same credit, but there are cases where it just isn't possible, especially in labs. There needs to be some room in the policy to allow for these circumstances.

Faculty H (not CAS):

I would suggest that while the actual experience may not be available, an alternate activity is always available! Sometimes or occasionally that means faculty might have to schedule an alternate time or experience so that students have the opportunity to score equivalent credit. We do this all of the time in athletic training and allied health education when preparing students to address a wide variety emergency situations that may not actually occur during face-to-face clinical education. Additionally, there are many faculty who do create alternative situations for lab, activity-based or hands-on learning experiences.

Faculty J (CAS):

Hi everyone,

I disagree with the statement that an alternate activity always exists and that all credits can be made up for. What is possible in one course might not be in another, it is the complex nature of academia. In my opinion, the attendance policy should account for this complexity and not enforce alternate activities that might offer credits that are equivalent only on paper, to the students' detriment (they think that they are offered the full experience when they're not). In my view, these alternate activities can also create some level of unfairness, as students end up being assessed on different metrics for the same credits. Gene' and Dustin's comments are very reasonable and make a lot of sense to me. In my classes, if a student misses a discussion entirely and can justify of the absence, I excuse him/her for that discussion; I don't create a new assignment that obviously cannot be discussion-based to fill a discussion grade. I can't see how that could make any sense. But of course I offer make ups for papers, quizzes, problems, etc.; because it makes sense to do so.

Academic Freedom and Tenure Faculty Senate Committee

Meeting March 02, 2022, 4:00Pm- 5:00PM COE

Meeting via Zoom

Present: Michelle McKelvey, Martonia Gaskill, Greg Benson, Phu Vu, Michelle Beissel Heath and Kurt Borchard

The AFT committee members met to elaborate on, and address one case presented to the committee.

Respectfully reported

Phu Vu

Academic Freedom and Tenure Faculty Senate Committee

Meeting March 10, 2022, 4:00Pm- 5:00PM COE

Meeting via Zoom

Present: Michelle McKelvey, Martonia Gaskill, Greg Benson, Phu Vu, Michelle Beissel Heath and Kurt Borchard

The AFT committee members met to plan a pre-hearing conference with all stakeholders for a case presented to the committee.

Respectfully reported

Phu Vu

Faculty Senate Academic Information Technology Committee

March 2nd, 2022 @ 9:00 am Via Zoom

PRESENT: Andrea Childress, Martonia Gaskill, Bobbi-Jean Ludwig, Tim Obermier, Jacob Rosdail, Keenan Torres, Phu Vu, Janet Wilke

A. OLD BUSINESS:

1. Approve Minutes

The minutes from the previous meeting were previously approved via e-mail.

B. NEW BUSINESS:

1. Bobbi-Jean and Martonia heard some issues with IT brought up at faculty senate and those issues were forwarded to Andrea.

Andrea is the escalation point for the IT staff and “works closely with the tech coordinators to ensure service, security, spending alignment, and collaboration.” Problems with IT can be taken to her.

2. Bobbi-Jean inquired about if any progress had made to solve the problem with lockdown browser, a program that is requiring admin rights on school computers to utilize. The library has figured out a work-around, but it is not ideal. Andrea will look into it.

3. Updates from Andrea Childress:

-An update on the VidGrid replacement – a vendor has been selected out of the RFP process. None of the vendors had integrated captioning like VidGrid did. IT is working with NU Procure-to-Pay on options for purchasing professional captioning services for a 2022 spring pilot. Jacob and Phu mentioned how they use YouTube because it has captions and uploads faster. Andrea says that, for legal purposes, there may be a university policy to require faculty to use university-approved (in the case of a subpoena or other legal requests, the University can only search the software provided by the system). This could be announced as soon as this semester.

Andrea asked if we had ideas of how to communicate this potential change in policy as the committee agreed that there will be a lot of questions.

Keenan chimed in to ask how this policy would affect students’ accessibility?

It will affect how faculty teaches, but students will not be limited in the software they use.

Martonia asked if this policy had an impact on cyber-security. In short, yes. A lot of

external software has plug-ins that could be compromised.

Tim asked if he'll be able to migrate his VidGrid videos to the new service. We know old videos will work, but links may or may not migrate (probably not).

-National OER (Open Educational Resources) Week March 7-11
<https://its.nebraska.edu/innovation-hub/open-nebraska/open-education-week>

In honor of [Open Education Week](#), being celebrated worldwide March 7-11, the University of Nebraska System's Information Technology Services and Office of Digital Education, along with campus partners, will host a series of events for instructors to share and learn about the latest achievements in Open Educational Resources (OER).

The week's events will kick off with guest speaker Tanya M. Spilovoy, instructor for SPARC's (the Scholarly Publishing and Academic Resources Coalition) Open Education Leadership program, a first-of-its-kind professional development program to empower librarians as leaders for successful open education initiatives. NU's Open Education Week's events are part of the [Open Nebraska](#) initiative, which aims to amplify the usage of free and reduced cost digital course materials and expand the transparency of participating courses and programs across the NU System. As of the Spring 2022 semester, these efforts have saved students across the NU System over \$9 million.

Faculty panels, speed sessions, and a virtual poster session are among the week's events that will highlight OER efforts across the University of Nebraska, as well as provide ideas for instructors who are considering using OER materials in their courses. NU faculty who have adopted OER will discuss their experiences converting and using OER in their courses. And instructional designers, librarians, registrars and ITS staff will provide information about resources available to instructors across all four NU campuses.

-An e-mail went out about the situation in the Ukraine and the concern of cybersecurity attacks from Russia. The point was to be extra vigilant as warning signs are high for outages or lockouts.

Tim brought up the contradiction of the University asking us not to use external tools for backup. The solution may be to have hard backups/synced folders and educating faculty how to use them.

-Someone at Faculty Senate asked Andrea about replacing the Announce e-mail list with something that would prevent "the types of messages that go out." People hate the 'reply all.' One solution was to have a Teams group for debate, etc. IT is looking for the "right way to do it."

C. Other Items:

UNK Online Faculty Senate Standing Committee Meeting Minutes

March 7, 2022 @ 12:00PM

Communications (CMCT), Room 243

Zoom Link: <https://unk.zoom.us/j/95675421389>

UNK Online Faculty Senate Standing Committee met on Monday March 07, 2022 at 12:00 pm

On Zoom: Ladan Ghazi Saidi, COE representative; Martonia Gaskill, UNK Online Admin representative; Will Stoutamire, CAS representative; Bobbi Jean Ludwig, Library representative; Patrick Hargon, Student Aff. Rep Admin representative

1. Welcome

2. UNK Online Update – Martonia

Martonia will serve as the UNK Online representative as of now. Her role at UNK online is pedagogical faculty support. Changes will come.

OER is a program to stay but faculty don't seem to know enough about it. The goal is to raise awareness about the benefits and potential of OER T UNK.

We are looking for a Faculty Senate representative to fill Martonia's slot on this committee. No volunteers came forward at the last FS meeting.

3. Committee Policy/Guidelines Document

a. Request from Faculty Senate

We need to have a committee policy/guidelines document that provides guidance and recommendations for the role of the committee. Martonia brought up there are no policies other than the Union agreement on course development stipend. UNK Online is a service unit.

Begin some outlines by going back to bylaws, good idea to stay the way it is

One of our goals: Being able to archive documents and records of past meetings in past years, to be passed from chair to chair.

Approved committee minutes are all in the FS packet archives.

Possible Solution: A Sharepoint folder shared with everyone, with different folders (Minutes, Agendas, other documents)

b. Discussion/Strategizing

Ideas to improve teaching online:

1- Suggestion: Faculty online training is very technical focused, and needs to address other issues, training on pedagogical innovation.

2- Research Fellowship is designed to encourage research innovations in online and digital teaching to be shared with faculty.

3- Sending faculty to trainings and workshops and improve their teaching.

4- Need for an excellence teaching center, for mentorship, for setting expectations for new faculty,

5- New/Peer faculty seminar, once a month, for an hour or so, based on a text or just faculty

Consulting together, sharing tips from faculty,

Can be worked out with academic affairs

It should also work with the Tutoring center,

Teaching in general and / F2F vs online

Hopefully the new vice chancellor will support a Teaching Excellence center

c. This committee's role:

UNK Online Faculty Senate Standing Committee will voice faculty's needs to UNK Online.

Voice faculty's needs and wants, next step: Send a one-question survey to gather information from faculty on their needs and wants

We need to talk about new policy and training to bring faculty up to speed

Next meeting – Second Monday of the month at 12:00pm. Monday, April 11, 2022.

FACULTY SENATE LIBRARY COMMITTEE MEETING
MINUTES
8 FEBRUARY 2022
Via zoom

PRESENT: Andrea Childress, Bryan Drew, Heather Meyer, Chris Steinke, Janet Wilke

ABSENT: Judy Henning, Chair; Zach Zavodny

The meeting convened at 3:04pm. Chair Henning was not able to attend. Dean Wilke chaired the meeting in her absence.

Wilke asked if there were any additions to the agenda. None were given.

LIBRARY UPDATES

Library building design process — Wilke reported that a kickoff of the Library Design Steering Committee was held a few weeks ago. Members of the Steering Committee attending included representatives of the Library faculty and staff, Learning Commons, Mitchell Center, Student Affairs, Facilities, the architects, and contractor, along with Dr Bick and Dean Wilke. The Committee discussed the design process and information gathering, including focused sessions with stakeholders. Steering Committee members were asked to recommend students for a student focus group. Wilke reported she recommended Zach Zavodny, who is the Student Representative on the Faculty Senate Library Committee, and three current library student workers. The tentative project timeline was reviewed. The goal is to begin work in Fall 2022.

Undergraduate Research Office — Wilke reported that the Undergraduate Research Office has relocated to the Second Floor of the library. The Honors Program Office will also be moving to the library and will be located on the Lower Level. A renovation goal will be to have the two offices in close proximity and continue to develop the Honors Program, Undergraduate Research, and Library partnership.

Library APR — Wilke reported that librarians are working on their various sections of the library's Academic Program Review document. The outside reviewer has been identified: Dan Daily, Dean of Libraries at the University of South Dakota, Vermillion. Heather Meyer and Chris Steinke both expressed willingness to serve on the review team.

Approval of December meeting minutes — The minutes of the December 14, 2021 meeting of the Library Committee were presented for approval. Meyer moved (Childress) that the minutes be accepted as presented. The motion carried.

MISCELLANEOUS TOPICS

Wilke reported that David Arredondo, Collection Services Librarian, recently shared information on new online resources with the UNK campus community. She noted that when resources are being reviewed for renewal, usage statistics help determine which resources are being used and which aren't. This helps library staff determine whether a particular resource subscription should be retained or cancelled. Some resources are very expensive; usage statistics assist us in maintaining good stewardship of the library's budget.

Banned books/challenged materials — Wilke reported that across the country there has been an uptick in the desire to ban materials from libraries, especially small public and K-12 school libraries. Although university libraries are generally protected by academic freedom and the need to support research, the

library's Collection Development Policy will include the American Library Association's Library Bill of Rights.

<https://www.ala.org/advocaey/sites/ala.org.advocacy/files/content/intfreedom/librarybill/lbor.pdf>

Steinke asked if the University Archives will be included in the new library planning. Wilke responded that Archives will be a critical piece of the planning. Laurinda Weisse, University Archivist, is on the Steering Committee and will be able to speak directly to that area of concern.

Other library committee members are: David Arredondo, Collection Services Librarian; Lindsay Brownfield, Coordinator for Academic Services, can speak to student and research needs. Lisa Mount represents the library's Circulation Services.

Wilke noted that it is her understanding that HVAC renovation will be done first, and then the special needs of the library will be addressed. She has stressed to the architects that the building must remain open at all times while work is being done.

The next Library Committee meeting will be held on March 8, at 3:00pm.

There being no further business to discuss, the meeting adjourned at 3:28 p.m.

Respectfully submitted,

Colleen M. Lewis

Scribe

GRADUATE COUNCIL MINUTES

Thursday, February 17, 2022- 3:30 p.m.

CMCT 101

PRESENT: Megan Adkins, Kazuma Akehi, Michelle Beissel Heath, Matt Bjornsen, Jeong Hoon Choi, Anne

Foradori, Peter Longo, Grace Mims, Whitney Schneider-Cline, Janet Steele, Chris Steinke, Frank Tenkorang, Michelle Warren, Laurinda Weisse, Mallory Wetherell, Jenny Beans, Asianna Harris, and Jada Ruff

ABSENT: Austin Nuxoll

I. Approval of the December 9, 2021 Minutes – approved via email

II. Graduate Dean's Report

A. Staffing Announcement

Ellis introduced Megan Adkins, the new Associate Dean of Graduate Studies & Academic Outreach, who replaced Matt Bice. Adkins expressed interest in meeting all the council members and looks forward to chairing Committee II. Ellis then introduced Martonia Gaskill, the new Digital Pedagogy Specialist, which is a new position and will be half-time faculty and half-time in Graduate Studies & Academic Outreach. Gaskill will be developing new training for faculty and new opportunities for learning and teaching.

B. Thesis Binding

Currently a graduating student must pay to have five copies of their thesis bound (2 for the library, 1 for the department, 1 for the faculty advisor and 1 for the student). Ellis asked for the council's feedback on changing that to only a digital format and the student have the option of binding but would not be required for any copies to be bound. The council voted unanimously that the new policy of binding of theses would be voluntary which will be in affect once these council minutes are approved.

C. New Formats

The MBA introduced 8-week courses in addition to the usual semester courses, which are geared to accommodate graduate students' schedules. After discussion, Ellis encouraged the council to think outside the normal formats and discuss with their departments to cater to the graduate students.

D. Professional Development Academy

Ellis explained that the Professional Development Academy is geared to graduate students and undergraduate juniors and seniors to develop skills to take into the workplace. There are currently 49 students in the program. Details are on the website.

E. Research Day

Ellis explained that Research Day will be March 31 for both undergraduate and graduate students. Graduate students can participate in a poster presentation, oral presentation in a 3-minute format, and a writing competition. Ellis reminded the council that GA's and GRA's are expected to participate.

F. 3MT

Adkins explained that a 3MT competition is currently underway with a submission deadline of February 25. It is a 3-minute video explaining a student's thesis and a video was shown as an example.

G. Title IX

There is a committee to lead the celebration of the 50th Anniversary of Title IX that our office is hosting. The committee will put together programming for this event. If anyone is interested in serving on the committee, contact Ellis.

H. UNK Online Faculty Fellowship

Gaskill addressed the council about this initiative to enhance research on campus. This is an opportunity for faculty to work on scholarship and research. Gaskill encouraged members to review the email that was recently sent and apply for the program. The hope is to have 4-6 faculty each year including one from each college.

I. Graduate Policy Handbook

Ellis, along with the other campus Graduate Deans and Provost Jackson, are updating the Graduate Policy Handbook. Ellis discussed the updates which include the Graduate Council membership due to changes when the College of Arts and Sciences was established. Also, a sentence was added to the Graduate Committee section – "Whenever possible, department chairs should not serve on Graduate Committees." After discussion, Steele made a motion to accept this change with Foradori second followed by a unanimous vote for this wording to be added to the Graduate Policy Handbook.

III. Committee Reports

Course Name	Nature of Request	Comment(s)
BIOL 879: Animal Community Ecology	New Course Proposal- High interest in the course previously taught	Approve
BIOL 830P: Special Topics in Biology	Course Change Request- Lecture/No lab, total credits changed to meet "P" allocations	Approve
FORL 840: Research Methods in Language Teaching & Learning	New Course Proposal- Support the thesis option	Approve

CYBR 800: Programming Logic, Design and Practice	New Course Proposal	Approve
PHYS 823P: Electronics	Course Change Request- Making course dormant	Approve
PHYS 810: Mathematical Techniques in the Physical Sciences	Course Change Request- Remove the P and make a stand-alone graduate class	Tabled

A. Policy & Planning Committee – the committee has reviewed graduate faculty nominations.

B. Academic Programs Committee –

For Graduate Council Information - the following five courses have been approved by Committee II with one being tabled.

C. Faculty & Student Affairs Committee – will have Reichenbach scholarships to review this spring.

IV. Other Business – Ellis announced that there will be new tracts for the MBA program coming soon for review and the Public History proposal is currently at the external review stage. Contact Ellis to discuss new programs, interdisciplinary programs, or collaborations. Adkins relayed information on working with GA's and GRA's to build a student community which includes community outreach, establishing an advisory committee, bringing back the Graduate Student Association, and a new social media presence. Adkins also announced that the *Graduate Review* will move into a digital format to make it more interactive. There being no additional business, the meeting adjourned.

Respectfully submitted, Janna Shanno

GRADUATE COUNCIL MINUTES

Thursday, March 10, 2022- 4:00 p.m. - Zoom Meeting

PRESENT: Megan Adkins, Kazuma Akehi, Matt Bjornsen, Jeong Hoon Choi, Grace Mims, Austin Nuxoll, Whitney Schneider-Cline, Chris Steinke, Frank Tenkorang, Laurinda Weisse, Jenny Beans, and Jada Ruff

ABSENT: Michelle Beissel Heath, Anne Foradori, Peter Longo, Janet Steele, Mallory Wetherell, and Asianna Harris

I. Approval of the February 17, 2022 Minutes – approved via email

II. Graduate Dean's Report

A. Research Day

Ellis explained that Research Day will be March 31 for both undergraduate and graduate students. Graduate students can participate in a poster presentation, oral presentation in a 3-minute format, and/or a writing competition. Adkins asked the council to identify 1-2 colleagues to serve as judges to review projects Monday-Wednesday before Research Day. All students must submit online and will be judged online but can present in person as well if they choose. Adkins will email information to the council with more details.

B. Graduate Council Elections

Graduate Council Elections are currently underway. Those with terms expiring are Frank Tenkorang, Whitney Schneider-Cline, Austin Nuxoll, and Mallory Wetherell.

C. Graduate Review

Adkins stated that April 8 is the deadline for submission for the *Graduate Review*.

D. Gonfaloniers

Ellis requested nominations for carrying the Graduate College gonfalon at spring commencement.

E. CRM

The CRM is in the final stages with an April 1 deadline. Adkins urged the council to supply the information needed (such as advisor bios) if they were contacted with the request. The new CRM will be more efficient and user-friendly.

F. Newsletter

The newsletter was sent to the council and any feedback is welcome. The newsletter will be moving to a digital format by fall.

G. 3MT

The 3MT (3-minute thesis) winner on our campus is Tanya Woodward who will be competing in Milwaukee in April. This is the first time UNK has participated in this event.

H. Faculty/Staff Club

Ellis invited the council and their colleagues to the Faculty/Staff Club on April 8, 4-6 p.m. at the Alumni House. Graduate Studies & Academic Outreach will be hosting the event.

I. GA Renewals

GA renewal requests have been completed and the departments have been notified with the decisions. There are no new GA lines at this time, but Ellis is continuing to look for additional funding.

III. Committee Reports

A. Policy & Planning Committee – no report but Ellis informed the committee that they will be updating thesis guidelines as well as working on a document listing GPC duties and responsibilities.

B. Academic Programs Committee –

Old Business

Course Name	Nature of Request	Recommendation
PHYS 810: Mathematical Techniques in the Physical Sciences	Course Request Discontinue-Tabled. The course request was to discontinue; however, the request is to remove the P from the course. Due to change in faculty and after speaking with J. Steele the course should be removed as a proposal from CourseLeaf at this time.	Rollback from CourseLeaf
CYBR 825: Applied Database Management Systems	Course Change. CYBR 825P was a course approved in November of 2021. The CYBR program currently offers too many P courses, and an alternative option needs to be provided to students. CYBR 825 is currently listed in the course catalog. We are asking for the following changes: Course title, & course description for the catalog and the removal of prereq's CYBR 834 or CYBR 834P. I have asked for the syllabi to be updated with the correct start date, and faculty information. The UNK policies are all present in the syllabi with updated contact information. In addition, an improved justification.	Approve-after revisions

Course Name	Nature of Request	Comment(s)
BSED 870P: Career Education Methods	Course Change Request - Credit Change from 2 to a 3-hour course. The change in credit requirement is needed for the new Business & Technology Education MBA Track to meet 33 hours. The course will go in depth on topics, as well as provide more opportunities for experiential learning and hands-on field experience observations. No prereq or catalog changes required other than credit hour. Syllabi description, change in hours from 2-3, and UNK general policies were updated. Missing the COVID policy in the syllabi.	Approve with modifications

ENG 827: Colloquium: Creative Writing	Course Change Request - Course description will be changed, and the course can be taken up to two times with different faculty with a different focus each time taught. The desire is to increase flexibility of the course for faculty and students. Catalog description did not change. Course Objectives updated. Syllabi description provides in depth understanding of the various topics the student could complete. UNK general policies were all up to date.	Approve with modifications
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For Graduate Council Information - the following courses have been approved by Comm. II.

For Graduate Council Action – Motion to approve by Schneider-Cline/Choi seconded. Motion carried.

Program Name	Nature of Request	Suggestion(s) / Comment(s)
BUS - MBA: Business Administration, Master of Business Administration	Program Change Request - No program title changes. Two new tracks: Per the request of the MBA director and CBT graduate chair two new tracks 1) Business and IT Education and 2) Cyber Security to be added to the current program. By adding the tracks, they believe it will meet the needs of many students who are already going to be taking some of these classes, but also help them earn an MBA in the process to be more marketable. The track can also be paired with the core business components. Add an internship as an elective: recognized the demand from students wanting an internship. (Courses added: MGT 875, ACCT 875, MKT 875, MGT 875). Add a course option ACCT 875 to the Accounting Track, and MGT 875, PSY 815P to the Human Resource Track. All courses and course descriptions are found in the catalog weblinks on CourseLeaf. All look to be in accordance to approval.	Approve
INTECH-MSE: Learning, Design & Technology, Master of Science in Education	Program Change Request -1) Program title change: The new program title reflects the changing nature of the field to become more inclusive of all learning environments. 2) Change in credit hour from 36-30, less time and financial investment. Decreased hour make it more marketable. 3) Statistics to provide the rationale given in CourseLeaf. Catalog date ok if approved by April. Meets the 30-credit minimum for a graduate program.	Approve

C. Faculty & Student Affairs Committee – the committee will be reviewing Reichenbach Scholarship submissions that are due April 1.

IV. Other Business –Ellis thanked the council for attending during a snow day. There being no additional business, the meeting adjourned.

Respectfully submitted,
Janna Shanno

General Studies Council Minutes
March 3, 2022 @ 3:30 p.m.
Warner Conference Room, Warner Hall

**** Approved Via Email ****

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

Guests: Tim Jares, Derek Boeckner, Kim Carlson, Joe Dolence, Suzanne Maughan, Amanda Sladek, Ralph Hanson, Sharon Campbell, Ryan Teten, Annette Moser

Absent: John Hastings

I. Call to order:

- By consensus, the Council agreed to discuss first item B on the agenda, as well as to consider proposed responses to the data regarding LOPER 1 as implied by item C. Seshadri/Berrier moved to approve the agenda. **Motion carried unanimously.**
- Minutes from February 3 meeting (approved via email)

II. Old Business (Open Items):

- None

III. New Business:

A. (Item B on the agenda): CSP-FAMS-ENG 126 revisions

- Sladek summarized the changes: a new team member from CSP and focus for that section of the seminar and a revised schedule based on experience with what would better benefit students.
- Tillman/Umland moved to approve the CSP/FAMS/ENG 126 revisions. **Yes-12/No-0 Motion carried**

B. (Item A on the agenda): Report on meeting with GSC Director, SVCASA Bicak, and College Deans

- Brown stated that LOPER 1 was the main topic of discussion and summarized the feedback. The Deans had divided views. Dean Reid thought that the First-Year Seminar is going fine apart from concerns about the grading policy; Dean Jares also expressed concerns about the grading policy and inconveniences in scheduling; and Dean Teten expressed the same concerns that were detailed in the CAS documents emailed to the Council this week.

C. First-Year Seminars / -188 classes: Reports from Registrar's office.

The Council had a lengthy discussion about the LOPER 1 design and pros and cons of making changes. The discussion focused on three dimensions: retaining the 1+1+1 individual sections versus changing to a single 3-credit hour generic LOPR 126 course; continuing to require seminars with team-teaching faculty from three different disciplines and at least two departments, or simplifying to two or more departments/disciplines; and whether to mandate a particular approach to team teaching (teach-observe) with all participating faculty present in class all the time instead of rotating. The summary of the discussion below is presented thematically rather than chronologically.

Summary of discussion on 1+1+1 versus generic 3-credit LOPR 126:

- Blauwkamp stated that the data the Registrar provided verifies the concern that many more students failed the First-Year Seminar compared to the Portal classes, which indicates that the 1+1+1 structure is a problem. Questions were raised about why the students failed (did they just not show up?) and the Fall focus group reports from the FYS students that less than minimal effort was necessary to fail. It was pointed out that the 1+1+1 structure gives students less time to adjust to college life. Non-attendance in a 5-week class is harder to recover from than in a 16-week class. Neal also pointed out that the Registrar's Office's correction rosters do not work with 1+1+1; most of the sections have not yet met when the instructor has to confirm the roster's accuracy. Ellis indicated that Dr. Bicak does not want to make this decision (to retain 1+1+1 or change to 3 credit LOPR 126) for the Council.
- Dillon noted that it is unfair to students that they have to pay to retake an entire seminar even if they passed one or two sections the first time around, and there was discussion of whether certain financial aid programs would cover those expenses. Brown reminded the Council that we approved the 1+1+1 with the requirement that students pass all three sections or retake the seminar after careful consideration of the pros and cons. Blauwkamp agreed that we should not keep the 1+1+1 structure with individual students enrolled in some sections but not in others. But changing the course to a 3-credit hour generic LOPR 126 solves student confusion and the grading problems while keeping what we like about the FYS (problem-focused, multidisciplinary, team taught). Students would pass or fail the entire seminar, and fewer would fail and need to retake. There would be one Canvas, one syllabus, and one grading scheme.
- Problems that would be created by changing the structure were also discussed. Faculty teaching evaluations might need to be done on paper forms or Qualtrics, so each college could continue to use their approved form for the relevant instructors. Students who failed the 1+1+1 would not be able to retake LOPR 126 for grade replacement. Berrier suggested that those students could be permitted into closed sections with the discipline prefixes where needed, while new enrollees would take the LOPR 126 version of the class.
- Dean Teten asked about the CAS proposal that a student be able to retake any LOPER 1 seminar for grade replacement. Neal reminded everyone that, across the

NU system, all “special topics” designated courses must be retaken with the same topic for grade replacement, so that is not an option. The topic is listed on the student’s transcript.

- Dillon/Blauwkamp moved to change LOPER 1 from 1+1+1 credit hour course to a 3-credit hour course. **Yes-10 (votes from all three colleges)/No-0/Abstain-2 Motion carried.**
- Neal stated the change to LOPER 1 probably cannot be implemented until Spring 2023. Boeckner offered the possibility of calling an emergency Faculty Senate meeting to try to fast-track the change for Fall 2022.

Summary of discussion on the number of participating departments/disciplines:

- Umland stated she would like to change LOPER 1 to a team-taught course with two faculty members from different departments. It would be easier to create seminars with teams of two faculty members rather than three.
- There was broad agreement that requiring three different disciplines made sense with the 1+1+1 structure but less so with the generic 3-credit LOPR 126. Logistics of scheduling and work load would be easier if we allowed teams of two. Most of the discussion focused on whether the two (or more) participating faculty must be from different departments, or could be in the same department if from different disciplines.
- Pros of requiring different departments: Clearer to students that the seminar analyzes the problem from the perspectives of multiple fields. More consistent with the currently approved design, which allows three disciplines but requires them to come from at least two participating departments. Fairer to departments that do not have multiple disciplinary prefixes.
- Pros of allowing different disciplines in the same department: Departments are administrative units (that change over time), and some colleges have more multidiscipline departments than others.
- Cons of allowing different disciplines in the same department: Some departments may try to “game the system” by creating new prefixes. But the opportunities to do that should be limited by the administrative hurdles – need to go through the Academic Affairs approval process.
- Ellis suggested there could be generic language about the seminar being “multidisciplinary” without specifying team taught. Unruh noted that the -388 GS capstone courses had that language but in practice were not multidisciplinary or team taught, with some notable exceptions (Berrier: Brewing Science).
- Blauwkamp/Umland moved that LOPER 1 seminars be team taught by at least two different departments. **Yes-7 (no votes from CBT)/No-4/Abstain-1 Motion failed from lack of support within all three colleges.**
- Blauwkamp/Wells moved that LOPER 1 seminars be team taught by at least two different academic disciplines designated by prefix. **Yes-12/No-0 Motion carried.**

Summary of discussion on what “team teaching” means:

- Brown observed that there are multiple models of team teaching. Teach-observe is one, but rotation is also team teaching, and it might be more feasible for faculty to rotate in teaching the LOPER 1 seminar.
- Ellis stated that Dr. Bicak’s idea of team teaching is two or more faculty in the classroom engaging with the students at the same time.
- Wells noted that the GS Program has been reduced from 45-hours to 30-hours, which should have bought departments some instructional capacity for team teaching. Unruh and Bohaty both noted the obstacles to teach-observe for busy faculty and small programs. Fewer faculty may be able to teach LOPER 1 if they all must attend all class meetings. The Council also does not want to become the “team teaching police.” Seshadri stated that the participating faculty or departments should decide. Blauwkamp prefers the model where all faculty are together with the students but does not think the Council should prescribe on this issue.

Summary of other topics discussed:

- Brown and Neal noted that there are still 800 students on older catalogs that need -388 Capstone courses to complete their GS program requirements.
- Dillon mentioned the CAS proposal that LOPER 1 seminars be approved by both the Council and the relevant college Educational Policy Committee(s). Apparently (according to Kim Carlson) the CNSS Ed Policy reviewed that college’s -188 and -388 new topics, even though that was not Council policy. Two reasons not to require the extra layer of review are efficiency in approving new seminars and not discouraging seminar collaborations across colleges, where no single educational policy committee would have jurisdiction. McKelvey noted that the Council includes faculty from all three colleges, so we are capable of evaluating whether the proposed new seminars are academically rigorous while being accessible to first-year students.

Informational items:

- D. Call for courses? The GS Council Canvas materials for the meeting provided a table of comparison of UNL ACES 1 & 2 to UNK LOPERs 2 and 3, which was information requested in the February 3 meeting when we discussed whether a call for courses was needed. Umland asked why this was listed under New Business since it was discussed at the February meeting, and where it originated. She also noted that UNK’s General Studies Program is structured differently than UNL’s ACE Program. Brown stated this was a response to a request for additional course proposals. Umland pointed out that since 2013 the writing requirement at UNK has been reduced from 12 to 3 hours and that English faculty should therefore teach the required 3 hours. There was strong general support expressed for this. We noted again the opportunities that ENG and COMM departments offered at our last meeting for special sections of ENG 102 or SPCH 100 to be

developed for departments that feel their students need more specialized options for LOPERs 2 or 3.

- E. CJUS 375 deactivation (thus removed from LOPER 7)
 - F. Brown reminded the Council that the General Studies APR site visit is next week: March 9 and 10 and the specific meetings for Council members (all in NSU 310):
 - March 9 3:15-5:00 Review Team meets with General Studies Council
 - March 10 1:30-2:45 Oral report by Review Team to General Studies Council and Dr. Greg Brown, General Studies Director
- IV. Other:
- V. **Adjournment: Blauwkamp/acclamation moved to adjourn the meeting. Meeting adjourned at 5:02 pm.**

Next meeting: April 7, 2022 @ 3:30 pm-Warner Conference Room, Warner Hall or Zoom.