

University of Nebraska at Kearney

## OpenSPACES@UNK: Scholarship, Preservation, and Creative Endeavors

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Faculty Senate Packets

Faculty Senate

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2-2-2023

### February 2023 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00PM – February 2, 2023

NSU Antelope Room

Faculty Senate Website:

[http://www.unk.edu/committees/faculty\\_senate/index.php](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: **01December2022**
- V. Special Presentations
- VI. Reports of Faculty Senate Standing Committees
  - A. Oversight Committee:
  - B. Executive Committee: **17January2023**
  - C. President's Report:
  - D. Academic Affairs: **26January2023**
  - E. Academic Freedom and Tenure Committee:
  - F. Academic Information and Technology Committee:
  - G. Artists and Lecturers Committee:
  - H. Athletic Committee:
  - I. UNK Online Committee: **10January2023**
  - J. Faculty Welfare Committee:
  - K. Grievance Committee:
  - L. Library Committee: **18November2022, 2December2022**
  - M. Professional Conduct:
  - N. Student Affairs:
- VII. Reports of Senate Representatives to Non-Senate Committees
  - A. Assessment and Experiential Learning Committee:
  - B. International Studies Advisory Council/World Affairs Conference Committee:
  - C. Parking:
  - D. Safety Committee:
- VIII. Reports from Academic Councils and Strategic Planning Committees
  - A. Graduate Council:
  - B. General Studies Council: **01December2022**
  - C. Diversity, Equity, and Inclusion Leadership Council
  - D. Strategic Planning Committees
- IX. Unfinished/Old Business
  - A. Resolution on Strategic Plan
- X. New Business
- XI. General Faculty Comments
  - A. AI and Academic Integrity - ChatGPT
- XII. Adjournment:



7:00PM – December 1, 2022  
Antelope Room, Nebraskan Student Union  
Faculty Senate Website:

[http://www.unk.edu/committees/faculty\\_senate/index.php](http://www.unk.edu/committees/faculty_senate/index.php)

- XIII. Call to order
- XIV. Roll Call
- XV. Approval of Agenda – Mollenkopf first, Chaffin second
- XVI. Action on Faculty Senate Minutes: **03November2022**  
Current director of International Education is not continuing in that role (Dr. Tim Burkink), not current director of International Studies.  
Approved as amended
- XVII. Special Presentations
  - A. Beth Hinga – Accreditation and HLC

Date of HLC process: Oct 23 - 24 2023.

This is a 10 year review from HLC. There is an abbreviated review at Year 4, and then at year 10 a more comprehensive review.

What to expect over the next several months.

Components-

1. Self-study. Working on right now. 5 people writing to the 5 criteria for accreditation. Criteria 1 Mission, John Falconer chair; Criteria 2 Ethics & Consumer Protection, Mark Ellis chair; Criteria 3 Teaching & Learning, Paul Twigg chair; Criteria 4 Scott Unruh chair, Criteria 5 Finances & Resources, Jane Sheldon chair.
2. Federal compliance Review – we provide data, they provide a report to the visit team to say we are in compliance. We have to do a compliance check every year.
3. Student opinion survey. Opinions from all students, feedback from as many students as possible. HLC sends out survey.
4. Site visit – 5 individuals chosen from institutions similar to ours. Size, part of system, largely rural. Based on 5 criteria identified earlier as well as our mission.

Expectations for site visit? Visitors will arrive Sunday afternoon and have an organizational meeting to talk through the process. They'll have been meeting for 6 weeks prior to visit so will be familiar with UNK and ask informed questions and know who they want to meet with.

Meetings will include: executive leadership, deans, open forum for faculty, one for students, one forum for staff. Also talk to Student affairs, student support services, business and finance, enrollment management, assessment committee, library faculty & staff. Beth Hinga – point person, host. They will have a work room back at their hotel and are only on campus for a day and a half. Campus tour. Will want to look at labs and technology – Bruner & Discovery, maybe library depending on status.

Self-study – will point out the weaknesses and our plans to address them. Never University without any deficiencies noted so not a problem if they identify other issues.

Faculty meeting – expect they will ask about self-study as well as other issues such as General Studies or faculty development funds.

Important to have people in seats in these meetings. Went as a peer reviewer – only one student showed up. That's bad. We need to make sure that the student voice is heard. Also need to have faculty at their forum.

Goal of site visit is to help us improve. If there are things that need to be addressed, bring them up to be included in the report.

Will faculty be notified if they want to meet with them? Yes, we will put together a schedule.

Expectation for forums? 20-30 faculty, students would be great. The more students we can get there, the better.

Room? Don't know. Need good sized rooms. Warner closed so moving people to Union.

Will we see self-study first? Yes, but may not get whole thing. Have to include evidence for all criteria; 250 pages so far of supporting evidence.

What is the best and worst outcome?

Worst rarely happens. Best – meet with no concerns, move on with no monitoring.

We have made improvements in last 6 years so hope for no monitoring. We had 2 deficiencies in last report and those were monitored and we have provided those reports.

Worst – put on sanction, not meeting criteria, accreditation is threatened. We are nowhere near to that.

B. Lisa Neal – Registrar's office

Trista Loeffler – assistant registrar for transfer.

Here to address concerns. We evaluate for GS equivalencies. Chairs for non-GS equivalences. No major changes so here to answer questions.

Anything that is not GS qualifying, departments evaluate for.

How often do students come back and ask for a class to count for something else?

In that case, typically would be looking at departments to determine equivalences. Case by case basis.

Degree audit, students have transferred, only GS applied to degree audit so advisors need to review courses evaluated. If there are a large number of transfer courses in a major, sent to the chair to evaluate and then applied.

How is GS credit evaluated? Course description from catalog. Transfer credit tool. Compare to own course description, 75-80% content match, keywords, learning outcomes.

How long does process take? Once a student transfers in, how long does it take for credits to be processed?

Looking at matriculation date, from there to when credit awarded typically about one week.

Kim Seiler- asst. registrar, here about 11 years.

Some changes to registration process. Diagram of current process for second week – form given to registrar, form mailed to instructor, if no response then sent on to chair.

New process– student cannot register without permission after week 1. Week 2 – register with permit from chair. Allows students to ask faculty for permission to register. Chair issues permit, student registers on myBlue.

Week 3 – instructor and department chair both need to give permission. Form on myBlue – will now go to instructor instead of registrar. Faculty looks at form and either approves or denies. If approves, moves on to chair. If chair approves, go to registrar. If faculty denies, give reason and it ends there. Nobody else sees it. If goes all the way through, then instructor, chair and student gets notified by registrar.

Form about 85% complete. On myBlue currently as Schedule Change Form. If course is overlapping with another course, Registrar won't approve or if there is a problem with prerequisites.

What if student wants to register for more than 18 hours? Almost impossible for us to validate from the beginning. Students go through all the steps and then get denied? Best option for right now.

Loper 126 classes – permissions come from primary chair? Hard for system to know who is primary instructor so that will come from registrar.

What if I don't know if student has met prerequisites? Can email students to ask for verification that they have met prerequisites or chair has access to student records.

New process will put more responsibility on students and student communication to professors. Presenting to department chairs next week, hope to roll out for spring term. Will get feedback and take suggestions from there. Should be easier process for instructors and department chair.

Extended drop date but haven't extended add dates? Problem for student athletes? W from end of 9<sup>th</sup> week to 12<sup>th</sup> week; change resulting from a request from Faculty Senate. If not a lots of 4 weeks classes, not much we can do if students drop at 12<sup>th</sup> week. Other campuses the same. Some 8 week classes if they can make the decision to drop in time.

384 classes dropped between 9<sup>th</sup> and 12<sup>th</sup> week this year. Shift from dropping earlier to later or more drops? CAS – 59 courses dropped on last day, 70 total, 15 drops from Loper 126. Biology had some double digits.

How does that compare to other semesters? Don't know.

Have exceptional withdrawal process, usually about 9 each semester, this time has one now that there is later W period. Students drop below full-time, they have to take some responsibility.

Increase in incompletes? Don't know yet.

Will there be a decrease in D/F grades? We'll see.

Way to avoid students getting blocked out of full classes they need for graduation?  
Students can register early. If they are coming back after a year or so away, contact chair for a permit for that student to save spot.

Permits override capacity so will have to decrease capacity if issuing lots of permits.

Working on smarter Program Change form; can get chairs a copy of what that form looks like.

Combining classes in Canvas vs. People Soft. Can't just go combine classes in canvas. Students have expectation that students in another section can not see their identifying information. Don Ray & Jane Peterson have put together Qualtrics form. Don't let sections communication, can share announcements, lectures, etc. But students cannot see each other. Faculty needs to complete request to have sections combined.

#### XVIII. Reports of Faculty Senate Standing Committees

##### A. Oversight Committee:

Meeting to look at updates to faculty constitution next week.

##### B. Executive Committee: **10November2022**

Board of Regents question. All NU system police fall under State police. Board of Regents wants to change that so they report to BoR. Will ask Cabinet for more clarification. If under BoR, how to ensure mandatory reporting requirements are met? Does that in any way change their legal authority if not under state police? Still able to do arrests? How does that change their power? Is that a BoR policy or state legislature policy?

How will this change relationship with state of Nebraska police? Importance of reporting? Is this something that happens in other states? What about community colleges? What does BoR know about overseeing a police force?

##### C. President's Report:

Board of Regents meeting tomorrow.

3% room and board increase for double occupancy rooms to be voted on.

##### D. Academic Affairs: **17November2022**

Attendance policy going through, appeals policy to go through in the Spring. Please review and give feedback by the 9<sup>th</sup>.

##### E. Academic Freedom and Tenure Committee:

##### F. Academic Information and Technology Committee:

##### G. Artists and Lecturers Committee:

##### H. Athletic Committee:

##### I. UNK Online Committee: **21October2022, 23November2022**

Still a stipend for faculty to create courses, increasing stipend to \$2100.

##### J. Faculty Welfare Committee: **25October2022**

##### K. Grievance Committee:

##### L. Library Committee:

##### M. Professional Conduct:

##### N. Student Affairs:

#### XIX. Reports of Senate Representatives to Non-Senate Committees

##### A. Assessment and Experiential Learning Committee:

##### B. International Studies Advisory Council/World Affairs Conference Committee:

##### C. Parking:

D. Safety Committee:  
XX. Reports from Academic Councils

A. Graduate Council:

B. General Studies Council: **03November2022**

Some confusion about what happened in last month's meeting. Still contention around ITEC 290. SVCAA – will be put in GS, nothing in documents about what it means to be provisional class. Move discussion on how to evaluate external experience with non-traditional students and then revisit in the spring?

C. Diversity, Equity, and Inclusion Leadership Council  
XXI. Unfinished/Old Business

A. Strategic Plan 2021 Update from John Falconer

How was update created?

Plan that we have was originally 2016 strategic plan that committee developed through campus and community comment. Approved, revisited in 2018 in similar but abbreviated process. 2021 continual review process, refining it as we go along.

Clarification – One university, 4 campuses? Still following that theme?

NU online vs. UNK online. Competing against other online programs. Dissolution of NU online came out of left field. Don't have benefit of search that would look for history online grad programs in Nebraska and then feed down to UNK.

Centralizing some functions, human resources for example. Element of online education is an exception to that.

How is strategic plan used in decision making on our campus?

Lots of layers. Campus strategic plan. Within that, implementation plan. Running checklist of where we need to be going. Plans not limiting. Plans being updated – can see how we are progressing from 6 and 4 years ago. Deans familiar with implementation plans, set agenda for what they do. Used as guiding principles when making decisions about things. Cabinet retreat in summer – review Strategic plan and see what hasn't been addressed.

Measures on advising effectiveness? How did that get on there?

Voted down in CAS student evaluation of advising. On the list to help us make advising more consistent. Not done because think there has been resistance to having it done. 90% of things in the plan are suggestive.

Discussion on what is means to vote resolution of support. What is advising is not endorsed as part of the strategic plan?

What gets enforced and how from strategic plan?

What if there is a Dean who doesn't buy into the plan? That lack can be identified in Dean's evaluation. Campus leadership should consider plans when working in their units.

Saying you endorse the plan does not mean you support everything in the plan, guiding principles. The resolution could indicate certain points we don't approve of.

Timeline?

Looked at again every 2-3 years. Now we're not revising it. Why are we just now looking at it? What are we doing with it? 18 months ago Cabinet accepted the plan; 6 months ago Beth asked if FS had looked at strategic plan. The answer was no so it has been brought to us now. FS have not approved past versions. Faculty participated in forums and prepared written comments to draft the strategic plan. FS had prepared written comments for past plan. There is not a policy on how the strategic plan is created. In the past, FS recommended representatives for the committee writing the plan. Faculty was on the committee to draft document but no communication between those faculty and the senate. May need policy on process of strategic plan creation.

Next plan could include names of who created it and the process they followed. Ask in the resolution for FS forum to be included in creation, have committee present to FS meeting so that we can give feedback.

Recruitment/retention – in strategic plan, meaningful connections with alumni. Where is

Derek – I propose we have a short discussion on things we'd like to see in resolution, Exec committee will write up a resolution and send it out for comments to be voted on at next meeting.

Draft a statement of support, highlighting including faculty senate in planning process going forward. Also how often and how faculty will be involved, review process for every 2-3 years. Publish the process and the authors in the plan.

The UNK website does list the strategic plan 2016 authors, 2021. Most of 2016 members are not longer at UNK.

What specifically do we not support?

1B page 4 – experiential learning, what's included? How required University wide? Implemented a couple years ago, registrar requirement in degree audit.

Resolution – advising issue on 2p, underscore as suggestive and not prescriptive.

One university, 4 campuses – clarity on meaning. Make sure that UNK is in support of 1 university 4 campuses, evidence that system is in support? Evidence what does that mean, is it used consistently as guiding principle, what is the impact on UNK and how is that measured? Assessment of that benefit to UNK.

How much control do we have? If told going to one IT system, we need to follow that. So our plan can't say we don't want to plan, we have to. But can say we want to evaluate effectiveness in benefiting UNK.

Support electronic portfolios but not specific system. Faculty doesn't like Digital Measures. Strategic plan just says there needs to be consistent electronic system.

Now called watermark, Used at other campuses. Why is Digital Measures (Watermark) used? Can we find a better program that still allows administrators to access information?

## B. Bullying Prevention Ad Hoc Committee Update/Discussion



Committee has been meeting. Created trainings, list provided of required and recommended trainings. Get feedback in the Spring and move to make resources available. Some are still being worked on but many are currently live.  
Goal – free, available, on-demand.

Trainings may be helpful for Deans?

- XXII. New Business
- XXIII. General Faculty Comments
- XXIV. Adjournment: 9:16  
Boeckner first, Louishomme second



## FS Executive Committee Meeting January 17, 2022 – 1:30pm

### **Faculty Senate Executive Committee**

Derek Boeckner, President

Chris Exstrom, President Elect

Christina Sogar, Secretary (notetaker)

Martonia Gaskill, Past President

Alejandro Cahis, Representative

Dawn Mollenkopf, Parliamentarian

### **Old Business**

- Committee Updates:
  - Climate Survey Committee – December meeting postponed
  - Oversight Committee – No update
  - Calendar Committee – December meeting cancelled; no official decision on continuation of J-term at this time.
- 2014 Update to Post Tenure Review Policy
  - Updates approved by FS in February, 2014 and also approved by the Union were never updated to the webpage. These updates clarified procedural timelines and will be added to the webpage.
- Strategic Plan Process and Transparency
  - In order to increase transparency, minutes from the Strategic Planning Subcommittee minutes will be included in the FS packets. Faculty does have representation on all subcommittees.
  - A tangential issue is the frequency with which committees meet and do not provide minutes. Executive committee discussed ways to more reliably receive minutes for inclusion in FS packets.
  - Derek will prepare a resolution to be voted on.
- Bill about Police Force for BOR
  - LB 382

### **New Business**

- Honorary Degrees
  - Discussion on process by which candidates are recommended and reviewed.
- Academic Integrity and ChatGPT
  - Constitutes academic dishonesty; discussed ways to detect and syllabus statement.
- Topics for Discussion at the FS Exec + Cabinet Meeting
  - RIF/Overstaffing
    - Reflection: What went well? what went poorly? What can faculty do to improve the process if it needs to happen again?
  - Budget

- Update on budget challenges
  - Marketing
- Do we have a better idea of this spring's legislative agenda?
- Other topics
  - UNR/URS accessibility issues



UNK Administration & FS Executive Committee  
Meeting Minutes  
January 19, 2023 – 10:00 – 11:10 AM via Zoom

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**Members, UNK Administration**

Chancellor, Doug Kristensen  
SVC Kristen Majocha  
VCBF Jon Watts  
VCEMM Kelly Bartling  
AVCSA George Holman  
SACEA John Falconer

**Members, FS Exec Committee**

Derek Boeckner, President  
Chris Exstrom, President - Elect (recorder)  
Christina Sogar, Secretary  
Alejandro Cahis, Representative  
Dawn Mollenkopf, Parliamentarian  
Martonia Gaskill, Past President

**Discussion Items**

• **RIF/Overstaffing**

- *Administration asked to reflect on process:*
  - RIF decisions were data-driven
  - Aware that morale was adversely affected by the length of the process –this was not intentional
  - Notable inherent faculty teaching load disparities were brought to light
  - No plans to repeat this process but if it's done, the timeline will be shorter
  - UNK is the first (and so far only) NU campus to undertake this
- *Asked about faculty line reallocation* – this is being discussed with the Deans
- *Asked about whether General Studies changes affected RIF decisions* – no
- *Asked about impact of adjuncts on departments' abilities to have new faculty lines approved* – Eliminating adjuncts would be part of a budget-cutting exercise instead of longer-term reallocation considerations at play here
- While striving for academic excellence is paramount, faculty should keep in mind that future staffing considerations will also take into account advising, recruiting, retention, and programmatic needs for our students and for the state of Nebraska.

• **Budget Updates**

- Budget deficit of \$2.5-2.7 million to be addressed next biennium
- NU system will request 3% increase in state funding
- 3% increase in tuition being considered – unsure of Board of Regents' support
  - \$49 million revenue gap system-wide
- Inflation pressures will magnify challenges we face

- Most of \$15 million allocated by legislature for Rural Health Education Building for UMNC programs
  - \$500,000 to UNK for programs/recruiting plus funds to move certain offices and departments to this building
- **Marketing, Recruitment, and Retention**
  - Admissions office fully staffed
  - Record numbers of applied and admitted students for this time of year
  - Prospective student events (e.g., HS Junior, Admitted Students) planned
  - Appreciate assistance by faculty during campus visits
  - Solid recruiting and marketing plans, optimistic about fall enrollment
  - *Administration asked about impact on retention by admitting students with very low ACT scores:*
    - There are challenges but must balance these with accessibility
    - Most of these students have good HS grades
    - Student Success Team is here to support students and faculty
    - Lower ACT scores are being seen nationally
    - Would rather make efforts to support struggling students than cut the number of students we have
- **Spring Legislative Agenda**
  - LB382 (BoR Police)
    - NU campus police departments would be removed from Nebraska State Police jurisdiction and placed under Board of Regents
    - Campus police departments are (and would be under the new law) just as accountable as other law enforcement agencies/departments.
      - The county attorney currently (and would under the new law) reviews all arrests and citations made by UNK Police to decide whether to prosecute
    - Advantages of LB382
      - State police would no longer have dispatch authority over campus police
      - Each campus would maintain and run its own police department (as opposed to UNL running all campus police departments centrally)
    - UNK Police is very intentional about working to maintain good relationships with the UNK campus and Kearney communities.
  - Other items to be aware of
    - A few bills, one specifically mentioned was LB371 (prohibition of people aged under 19 or under 21 to be present at a drag show)
- **J-Term update, is next year the last?**
  - NU Calendar Committee is measuring evaluation metrics
  - Important consideration is enabling students to proceed through programs faster
  - Uncertain whether J-term will last beyond next year

## Reports

Chancellor Kristensen

- New temporary office is 312 Nebraskan Student Union (NSU)

- New bill introduction period ends after first 10 days in session. Expect primary focus on taxes, K-12 funding formula over higher ed culture war topics
- Optimistic about spring semester

#### SCVASA Majocha

- Soft rollout of Center for Teaching Excellence this semester
  - Possibility of RIFed faculty relocation to CTE
- Continuing to make sure necessary resources are getting to faculty, programs
- International Education is maintaining compliance, team will have new leaders soon
  - 43 new international students this semester
- Office of Sponsored Program search – on-campus interviews in 2-3 weeks
- Asked about evaluation of faculty advising:
  - Need to establish definition of good advising and evaluation standards
  - Development/governance will be incorporated into CTE
- New temporary office is 311 NSU

#### VCBF Watts

- Contractors hired to help with snow removal after Jan. 18 snowstorm
- Fund B fee (includes various student affairs/support fees) proposal submitted – requesting a 4.5-5.0% increase
- Requesting a 2.6% budget increase from the Board of Regents for the Regional Engagement Center building project – inflation higher than the 4% projected
- New Auditor of Public Accounts – Mike Foley
  - Recently went over UNK Management Letter – will be changes in how we report leases

#### AVCSA Holman

- Martin Hall now has residents
- See announcements about January 25 MLK Day of Service
- Student Success Coalition's retention plan will be ready in about 1 month

#### • VCEMM Bartling

- With AVCSA Holman's hiring under his new title, the vacated Dean of Students position will not be replaced
- Learning Commons moving to URN
- Campus maps are being updated with all office relocations – many students may be unfamiliar with URN, URS locations
- 2023 New Student Enrollment schedule is set, students may start signing up in March
- Omaha World Herald scholarship interviews on Jan. 19 – strong cohort
- KLOP and KHOP applicants appear strong
- Nebraska Cultural Unity Conference – March 31 (20<sup>th</sup> anniversary)

## President's Report for February 2, 2023

Policy regarding Post Tenure Review had been approved by the senate in 2014 but the policy never made it into current documents. Due to lack of adequate records, current documents on Post Tenure Review policy will continue to be followed. The policy has been sent to AFT for review, possible updates and eventually approval by the senate. We hope to have this done by the end of the semester.

The Attendance policy drafting committee has the comments back that FSAA has collected and will be working on reviewing the suggestions and redrafting language for FSAA to send back to campus for another round of review.

Faculty Senate has been asked to make recommendations regarding updates to the Overload Policy. The Faculty Welfare Committee will receive a charge regarding making recommendations soon.

Union President Will Aviles and I have arranged a meeting with the administration to talk more specifically about how the RIF/Overstaffing decisions were made. We will meet Feb 7.

Discussion with other campus's faculty senate presidents has indicated that some have Honorary Degree committees. We're looking at what that would look like for UNK and if it is something we should have as well.

The Climate Survey Response Committee continues to look at data and form recommendations.

The Oversight committee continues to work looking at updates to the FS constitution.

**Faculty Senate Academic Affairs Committee**  
**Minutes from Meeting**  
**Thursday, January 26, 2023**  
**Meeting held via Zoom**

**Present:** Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Bailey Koch (COE), Kate Heelan (COE), Rachel Hammer (LIB), Chance Bell (FS), Joel Cardenas (AA), Lisa Neal (REG),

**Absent:** Julie Shaffer (CAS), Mark Ellis (AA), Olivia Koenig (Student Senate); Zoie Jacobsen (Student Senate)

**Guests:** SVCASA Majocha; Anthony Donofrio (MUS)

\*\*\*\*\*

Bridges called the meeting to order at 3:33 p.m.

Bridges welcomed Committee members and requested a motion to approve the agenda. Heelan (Koch) moved to approve the agenda. Motion carried.

Discussion moved to agenda items #115 - #181. Bridges noted that the subcommittee did not meet last week due to the closing of campus because of inclement weather. Bridges reminded the Committee that the Registrar's Office has already distributed agenda item #116 to campus (through the college committees) for comment / feedback. Neal informed the Committee that all college ed policy committees and undergraduate college deans approved the addition of the nontraditional credit options. Hanson (Hammer) moved to approve agenda items #115 - #181. Motion carried.

Discussion turned to the Finals Week Policy proposal from the November meeting (FSAA language). Bridges reminded the Committee that the proposal was sent out to campus and the College Ed Policy / Academic Affairs Committees for review and input. Bridges noted that the feedback received thus far indicated support for the proposal; however, feedback did note the omission of how to handle online courses which have no predetermined final exam period. Heelan (Hanson) moved to approve the Finals Week Policy (FSAA language). Motion carried.

Bridges presented the proposal to change the hours of undergraduate courses that can be used in graduate programs. The proposal alters the last sentence from "*Graduate courses cannot be taken to complete the Bachelor's Degree requirements.*" to "*Graduate courses cannot be taken to complete the Bachelor's Degree requirements unless they have declared an accelerated graduate program.*" The change will facilitate the development of accelerated graduate programs at UNK and is unanimously supported by the UNK Deans and SVCASA Majocha. The graduate office is responsible for outlining the accelerated program requirements and policies; departments will be allowed to make their own decisions of whether or not to pursue accelerated programs. Hanson (Bell) moved to send the proposal to campus for feedback. Motion carried.

Discussion turned to the Student Attendance Policy proposal from the November meeting (Faculty Senate's draft). Bridges reminded the Committee that the proposal was sent out to campus and the College Ed Policy / Academic Affairs Committees for review and input. Bridges noted that the feedback received thus far indicated lack of support for the proposal in its current form.

Bridges presented the Attendance Policy Appeal Process proposal. Bridges informed the Committee that the language was submitted by Faculty Senate with the request to send it through the Committee's formal approval process. Bridges noted that it seemed that the wording of an appeals process should be included or part of the attendance policy.

Given the lack of support for the current wording of the Student Attendance Policy, the Committee determined that the language should be revised and also incorporate the appeals process. Hanson (Koch) moved to return the attendance policy / appeals process proposals and the feedback received from campus to Faculty Senate for further revision. Motion carried.

Bridges reminded the Committee that quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the February packet– so please watch email and act on the minutes as soon as possible. Bridges also noted that she will send out a syllabus checklist for the committee to consider for its next meeting.



Hanson (Hammer) moved adjournment. Motion carried and meeting adjourned at 3:57 p.m.

Respectfully submitted,

Ralph Hanson, Secretary

Approved via email, January 30, 2023

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2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 1/18/2023

Academic Affairs Full Committee 1/26/2023

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

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Courses approved by Beth Hinga to satisfy EXL requirement:

CHEM 489

JMC 475

SPCH 452

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#115, Add, Course, Subject, ITAL, Creating a new course prefix (ITAL) to cover the new introductory courses in the Italian language. The rationale for the new course prefix is due to the constraints of the existing course (FORL 110 – variable credit; max of 3 hours) is not consistent and/or appropriate for the introductory courses in Italian (2 course sequence in same language; 6 hours); Change to subject code, Old Value: None, New Value: ITAL.

#116, The University Registrar proposes adding three non-traditional credit examinations for students. The International Baccalaureate (IB), Cambridge International Exams (A-Level), and Defense Subject Standardized Test (DSST). Acceptance of the exams will help accelerate degree completion and save students additional dollars spent on tuition. In addition, UNL accepts all three exams and UNO accepts the IB and DSST. The acceptance of the Cambridge International exam is before their Academic Affairs division. Approving International Baccalaureate, Cambridge International A-Level, and DSST exams will benefit students who transfer between the NU campuses.

The UNK Non-Traditional Credit policy is limited to a maximum of 45 credit hours applicable to a student's degree program. The non-traditional credit and maximum hours allowed we accept today are listed below.

- Advanced Placement (AP) – 30 credit hours
- College Level Examination Program – 30 credit hours
- Correspondence Courses – 12 credit hours
- Departmental Test-Out – 15 credit hours
- Military Credit – 15 credit hours
- Retroactive Credit – 15 hours

**International Baccalaureate (IB) credit – 30 credit hours**

The International Baccalaureate (IB) program is a comprehensive and rigorous curriculum leading to exams for students aged between sixteen and nineteen. Students who participate in this program enroll in specially designed courses through their high school and take international exams in May.

- The University of Nebraska Kearney (UNK) cooperates with the International Baccalaureate Program (IB) in its curriculum and examinations program.
- The results of the IB scores are furnished to UNK at the request of the student.
- The number of credits a student will receive at UNK will be determined by the performance in the IB course and the score received on the exam.
- To earn transfer credit, a score of five (5) or higher in most exams is required.
- Credit will only be granted for both the Standard Level (SL) and the Higher Level (HL) scores if an IB Diploma has been earned. HL scores for all other candidates will be awarded accordingly.

More detailed information can be found on the [International Baccalaureate website](#)

### **Cambridge International Exams (A Level)**

More than 700 colleges and universities in North America have developed admissions, credit, or placement policies that reward students for their engagement in this rigorous college preparatory exam. High school students can take AS & A level courses and exams, or attain the Cambridge AICE Diploma, to earn college credit or advanced placement. Several high schools in Omaha offer Cambridge International Exams.

- AS Level: 1-year HS course, equivalent to one college semester.
- A Level: 2-year HS course, equivalent to two college semesters.
- AICE Diploma: An internationally recognized diploma comprising AS & A level courses in four areas: math and science, languages, arts and humanities, and interdisciplinary subjects.

### **Defense Subject Standardized Test (DSST - formerly DANES)**

DSST exams are a credit-by-examination test originated by the US Department of Defense's Activity for Non-Traditional Education Support. DSST exams test the knowledge gained through previous experiences and are comparable to CLEP exams. As with CLEP exams, DSST exams are like final undergraduate college course exams. Taking and passing the DSST exam enables Service members the opportunity to gain college credit that may be applied to meet degree requirements.  
(<https://www.dantes.doded.mil/EducationPrograms/get-credit/creditexam.html>)

Multiple exams are available, covering material commonly required for most degree programs. College credit recommendations for these exams are made through the American Council on Education (ACE) and are subject to acceptance by institutions.

While the exams are funded for active-duty military and their spouses, DSST exams are not just for those in the military: Adult Learners, homeschooled students, and military veterans are also eligible to earn college credits through DSST. The Military and Veterans Services office reports this could benefit 200+ UNK students, based on recent enrollment.

#117, Create, Program, Science 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CASC, Students should have the opportunity to get a general science endorsement that will allow them to teach biology, chemistry, physics, and physical science courses.

#118, Create, Course, AGBS, Special Topics in Agribusiness, MASCM, CBT, Course provides opportunity to evaluate / study agricultural issues in more depth. Course covers content not currently examined in current curriculum and will serve as an elective in the Agribusiness Program.

#119, Alter, Program, Computer Science Applied, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#120, Create, Course, ART 298, Sophomore Seminar in Art, ART, CASC, Need a class to introduce professional development components sooner in their academic experience in Art and Design.

#121, Create, Course, ART 398, Junior Seminar in Art, ART, CASC, We need a class to introduce professional development components sooner in their academic experience in Art and Design and more consistently throughout the program.

#122, Alter, Course, Title, Credits Multiple Times, Repeatable Status, Credit Hours, Prerequisites, Catalog Description, ART 474, Special Topics/ Senior Thesis in Art, ART, CASC, In our new program student preparation will begin earlier in their academic career and therefore multiple enrollments in this course are unnecessary; Change course title, Old Value: Special Topics in Art, New Value: Special Topics/Senior Thesis in Art; Change credit multiple times?, Old Value: Yes, New Value: No; Change in "Repeatable for multiple times in a term?" Old Value: Yes, New Value: No; Change credit hours, Old Value: 3-6, New Value: 3; Change prerequisites, Old Value: None, New Value: Approval of department chair; Change catalog description, Old Value: Designed to meet special needs for students in Art Education, Art History, and Studio Art. Must have special permission of department chair to enroll, New Value: In this final seminar, students will plan and execute their senior thesis. Additional topics will include reading/writing contracts, working with clients, ways to sustain yourself as an art historian, and additional

professional practice topics. This course culminates in the formal presentation of students' final work to the faculty. Must have special permission of department chair to enroll.

#123, Alter, Course, Title, Catalog Description, ART 496, Senior Seminar in Visual Communications and Design, ART, CASC, No changes proposes for credit hour or grading type. It will be put in concert with our other majors; Change course title, Old Value: Visual Communications and Design Senior Project Review, New Value: Senior Seminar in Visual Communications and Design; Change catalog description, Old Value: The student will develop a multimedia gallery presentation that is a capstone of their experience in the VCD program. The presentation will include an artist's statement, a sketchbook documenting their thought processes, as well as the installation, which will include branding, signage, literature, etc for a fictional client that they have conceived. The project will be evaluated by VCD faculty as well as outside professionals and will be graded on a pass/fail basis, New Value: In this final seminar, students will plan, execute, and install their senior exhibition. Additional topics will include reading/writing contracts, working with clients, ways to sustain yourself as a designer, and additional professional practice topic. This course culminates in the formal presentation of students' final work to the faculty.

#124, Alter, Course, Title, Credit Hours, Catalog Description, ART 497, Senior Seminar in Art, ART, CASC, The other two credits will be moved to earlier in the program and be in concert with all of our majors; Change course title, Old Value: Senior Project: BA, New Value: Senior Seminar in Art; Change credit hours, Old Value: 3, New Value 1; Change catalog description, Old Value: This course is a program requirement for all BA Studio degree majors. The final studio senior project may result in an exhibition depending department permission. There is a strong emphasis on originality, creativity, execution of the senior project and artwork is a must upon completing this course; New Value: In this final seminar, students will plan, execute, and professionally present their senior project. Additional topics will include reading/writing contracts, working with galleries, ways to sustain yourself as an artist, and additional professional practice topics. This course culminates in the formal presentation of students' final work to the faculty.

#125, Alter, Course, Title, Catalog Description, ART 498, Senior Seminar in Art Education, ART, CASC, This updates the course description so it reflects our future direction of seminar classes for all of our students in Art and Design This class requires department permission; Change course title, Old Value: Senior Project: Art Education, New Value: Senior Seminar in Art Education; Change catalog description, Old Value: This advanced level course includes an exhibition which allows art education students to demonstrate proficiency in a number of studio media for future teaching of PK-12. Students will also write a paper on their philosophy of art education and how their work informs their teaching. The course will be a synthesis of pre-service art education coursework; exploration into professional practices and standards; completion of teaching and learning portfolio; demonstration of student teaching readiness, New Value: In this capstone course, students will demonstrate their proficiency as an artist and art educator. Students will plan, execute, and install their senior exhibition in a variety of studio media, reflecting their best work and appropriateness to future education employers. The course will be a synthesis of pre-service art education coursework; exploration of professional practices and standards; completion of a teaching and learning portfolio which includes the development of a philosophy of art education; demonstration of student teaching readiness.

#126, Alter, Course, Title, Credit Hours, Total Credits Allowed, Catalog Description, ART 499, Senior Seminar in Studio Art: BFA, ART, CASC, Variable credits not required. This will now be part of a multi class process over many semesters; Change course title, Old Value: Senior Project: BFA, New Value: Senior Seminar in Studio Art: BFA; Change credit hours, Old Value: 1-3, New Value: 1; Change total credits allowed, Old Value: 3, New Value: 1; Change catalog description, Old Value: This course is a program requirement for all BFA Studio and Visual Communications and Design degree majors. The final studio senior project will result in an exhibition and an oral review by the department art faculty. The final VCD senior project will also conclude with an exhibition and an oral review by the design faculty and at least one design professional. There is a strong emphasis on originality, creativity, execution of the senior project and portfolio artwork is a must upon completing this course, New Value: In this final seminar, students will plan, execute, and install their senior exhibition. Additional topics will include reading/writing contracts, working with galleries, ways to sustain yourself as an artist, and additional professional practice topics. This course culminates in the formal presentation of students' final work to the faculty.

#127, Alter, Program, Art K-12 Teaching Field Endorsement, B.A.Ed., ART, CASC, Updating program to align all of our programs so they have a series of seminars, from sophomore to senior, so students get consistent information about professional development.

#128, Alter, Program, Communication Disorders Comprehensive, B.S.Ed., CDIS, COE, Add CHEM 148: Introduction to Chemistry for the Health Sciences as an option for the Chemistry requirement within the major as this class offers content necessary in an applicable manner. Will meet ASHA requirements.

#129, Alter, Course, Title, CHEM 250, Fundamentals of Organic Chemistry, CHEM, CASC, Updating the course title to ensure students do not think this course is designed to be an easy (elementary) course, Change course title, Old Value: Elementary Organic Chemistry, New Value: Fundamentals of Organic Chemistry.

#130, Alter, Course, Title, CHEM 250L, Fundamentals of Organic Chemistry Lab, CHEM, CASC, Updating the course title to ensure students do not think this course is designed to be an easy (elementary) course, Change course title, Old Value: Elementary Organic Chemistry Lab, New Value: Fundamentals of Organic Chemistry Lab.

#131, Alter, Course, Title, Credit Hours, Catalog Description, Corequisites, CHEM 351, Biochemistry I, Students preparing for the MCAT and other pre-health careers need additional lecture content in order to be successful. We are also de-coupling the lab from the lecture so students can take just the biochemistry lecture unless they need lab credit; Change course title, Old Value: Biochemistry, New Value: Biochemistry I; Change credit hours, Old Value: 3, New Value: 4; Change catalog description, Old Value: A study of the structure and function of the fundamental biomolecules including proteins, nucleic acids, carbohydrates, lipids and vitamins. The course concludes with the chemistry and regulation of the metabolic pathways glycolysis, the citric acid cycle and oxidative phosphorylation. Three lectures per week; must be taken concurrently with CHEM 351L, New Value: A study of the structure and function of the fundamental biomolecules including proteins, nucleic acids, carbohydrates, lipids and vitamins. The course concludes with the chemistry and regulation of the metabolic pathways glycolysis, the citric acid cycle and oxidative phosphorylation. Four lectures per week; Change corequisites, Old Value: CHEM 351L, New Value: None.

#132, Alter, Course, Credit Hours, Catalog Description, Prerequisites, CHEM 352, Biochemistry II, CHEM, CASC, With changing the hours for CHEM 351 from 3 to 4, we also want to change the hours for CHEM 352 to reflect the moving of the content from CHEM 352 to CHEM 351; Change credit hours, Old Value: 3, New Value: 2; Change catalog description, Old Value: This course is a continuation of CHEM 351 and begins with discussion of additional topics in metabolism such as carbohydrate biosynthesis in plants and bacteria as well as hormonal regulation of metabolism. Our discussion then turns to the biochemistry of biological information pathways. Three lectures per week; New Value: This course is a continuation of CHEM 351 and begins with discussion of additional topics in metabolism such as carbohydrate biosynthesis in plants and bacteria as well as hormonal regulation of metabolism. Our discussion then turns to the biochemistry of biological information pathways. Two lectures per week; Change prerequisites, Old Value: Grade of C or above in CHEM 351 and CHEM 351L; New Value: Grade of C or above in CHEM 351.

#133, Alter, Course, Title, Credit Hours, Catalog Description, CHEM 352L, Advanced Biochemistry Lab, CHEM, CASC, Students pursuing a major in chemistry will need exposure to both basic and advanced biochemistry lab techniques. This 4-hour lab will allow for the introduction of these basic techniques followed by coverage of more in-depth lab techniques; Change course title, Old Value: Biochemistry II Lab, New Value: Advanced Biochemistry Lab; Change credit hours, Old Value: 1, New Value: 2; Change catalog description, Old Value: This lab course is designed to provide a student with a more advanced biochemistry lab experience that is project based and builds on skills learned in CHEM 351L. It is focused on metabolic enzymes and the biochemistry of biological information to include molecular cloning, protein expression and purification, and enzyme characterization, New Value: This lab course is designed to provide a student with a more advanced biochemistry lab experience that both introduces basic biochemistry lab techniques and delves into more advanced lab techniques. It includes purification and analysis techniques for proteins and DNA. It also develops scientific writing skills in the area of experimental biochemistry. Credit cannot be earned in both CHEM 351L and 352L.

#134, Alter, Course, Total Completions, Total Credits Allowed, EXL Status, Credit Hours, CHEM 489, Internship in Chemistry, CHEM, CASC, We want CHEM 489 to have an EL designation for those students that need EL credit that do not need CHEM 499 (Research in Chemistry). By adding the CHEM 489 option, we give the students more flexibility. We also want to limit the total number of credits to ensure internship hours count as a single 3-hour upper division chemistry course; Change total completions, Old Value: 15, New Value: 3; Change total credits allowed, Old Value: 15, New Value: 3; Change EXL Status, Old Value: Experiential Learning? No, New Value: Experiential Learning? Yes; Change credit hours, Old

Value: 1-15, New Value: 1-3.

#135, Alter, Program, Chemistry 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CASC, Updating the Wellness requirement to reflect the changes in the GS program and moved English 102 to the general studies category. Added 0-3 credits for the CSP 417 to encourage students in this major to take the counseling skills course to help them to be better prepared for teaching.

#136, Alter, Minor, Computer Science, CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#137, Alter, Program, Computer Science Comprehensive, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#138, Alter, Course, Prerequisites, CYBR 150, Computer Science II: Object Oriented Programming, CYSY, CBT, Removing the "C or better" requirement from Cyber Systems programs that currently require them. Instituting the C- requirement as a prerequisite to improve retention by improving the chance that students are adequately prepared for CYBR 150; Change prerequisites, Old Value: CYBR 101 or CYBR 102 or CYBR 103; New Value: Grade of C- or better in CYBR 101 or CYBR 102 or CYBR 103.

#139, Alter, Course, Prerequisites, CYBR 330, Algorithms and Data Structures, CYSY, CBT, Removing the "C or better" requirement from Cyber Systems programs that currently require them. Instituting the C- requirement as a prerequisite to improve retention by improving the chance that students are adequately prepared for CYBR 330; Change prerequisites, Old Value: MATH 115 and CYBR 150 and CYBR 180, New Value: MATH 115 and CYBR 180 and grade of C- or better in CYBR 150.

#140, Alter, Program, Cyber Security Operations Comprehensive, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#141, Alter, Program, Secondary English 7-12 Teaching Subject Endorsement, B.A.Ed., ENG, CASC, We are changing the required classes based on feedback of what students need most to prepare them for the classroom. We are also requiring the electives to be upper-division so students will take more advanced courses.

#142, Alter, Minor, English, ENG, CASC, We made some courses dormant and added one new course; we are changing the minor to reflect these changes.

#143, Create, Course, ENGR 155, Engineering Problem Solving: MATLAB, PHYS, CASC, UNL has requested that UNK teach additional engineering courses to allow students to more easily transfer and conclude the 2+2 Engineering Foundations program.

#144, Create, Course, ENGR 200, Engineering Thermodynamics, PHYS, CASC, This course is equivalent to UNL's MECH 200. UNL has requested that UNK include additional courses in our Engineering program to allow for a smoother transition for our 2+2 Engineering foundations students to complete their engineering sequence in time.

#145, Alter, Course, Credit Multiple Times, Total Completions, Total Credits Allowed, Prerequisites, ETHS 370, Research in Ethnic Studies, ETHS, CASC, This course is offered as an Independent Studies course, with the option of enrolling in 1, 2, or 3 credit hours. Students should be able to take this course multiple times, for a total of three credit hours allowed. UPDATED with course prerequisites; Change credit multiple times, Old Value: No, New Value: Yes; Change total completions; Old Value: 0; New Value: 3; Change total credits allowed, Old Value: 0, New Value: 3; Change prerequisites, Old Value: ETHS 101, New Value: ETHS 101 and consent of instructor.

#146, Alter, Minor, Gerontology, CSPFS, COE, The Gerontology minor will now be housed in Family Science.

#147, Alter Minor, Industrial Distribution, ITEC, CBT, The addition of (2) electives will help students who want to work at distributors in the construction industry.

#148, Alter, Program, Supplemental Endorsement in Information Technology, CYSY, CBT, Updated IT Supplemental Endorsement program to reduce hours and use current TE courses, while still meeting the State NDE Rule 24 for IT Supplement Endorsement programs. Went from 21-22 to 18 credit hours required. Removed "A grade of "C" or above is required for all courses in this program. Prerequisites are fulfilled when the prerequisite courses have been passed with a "C" or above." to be in alignment with all of the other endorsements which do not have any such restrictions.

#149, Alter, Program, Information Technology, B.S., CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

#150, Alter, Minor, Information Technology, CYSY, CBT, Standardize requirements across department programs. The C or better rule was confusing to students and difficult to enforce consistently. All Cyber Systems programs are having the requirement removed and will use the UNK campus-wide 2.0 or better requirement instead. A C- or better requirement was added to two courses to make sure students understand the basic concepts before advancing.

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

#152, Create, Course, ITAL 100, Beginning Italian I, MODL, CASC, Beginning Italian course needs its own identifier (FORL 110 not suitable).

#153, Create, Course, ITAL 101, Beginning Italian II, MODL, CASC, Beginning Italian course needs its own identifier (FORL 110 not suitable).

#154, Alter, Course, Credit Hours, ITEC 475B, Industrial Distribution Internship, ITEC, CBT, ITEC 475B is being reduced from (6) credits to (3) credits in order to add BSAD 295 to the Industrial Distribution curriculum; Change credit hours, Old Value: 6, New Value: 3.

#155, Alter, Course, Total Completions, Total Credits Allowed, Repeatable Status, EXL Status, JMC 475, Internship in Mass Media, JMC, CASC, Students need additional options for the EL classes. Students will apply the skills they have learned in their major courses in completing work for their internship employer. Students will interact with their supervisor and other employees at their work site. They may also interact with clients/customers/journalistic sources connected to their position. However, students need to complete courses to have the knowledge and skills to take on an internship. One hundred-twenty hours to 240 work hours is the correct amount of time to work in an internship. One hundred-twenty hours equates to 3 credit hours whereas 240 work hours equates to 6 credit hours. 18 credit hours are too many to allow for an internship. Students will be working for an outside employer doing professional work. Each intern will keep a weekly log of the internship experience and hours worked. From that log, the intern will prepare a typed report summarizing what they accomplished and learned, with examples of work, to be submitted to the internship coordinator PRIOR to receiving a grade; Change total completions, Old Value: 18; New Value: 6; Change total credits allowed, Old Value: 18, New Value: 6; Change "Repeatable for multiple times in a term?", Old Value: Yes, New Value: No; Change EXL Status: Old Value: No, New Value: Yes.

#156, Alter, Program, English Language Arts 7-12 Teaching Field Endorsement, B.A.Ed., ENG, CASC, We are changing the required classes based on feedback of what students need most to prepare them for the classroom. We are also requiring the electives to be upper-division so students will take more advanced courses. We are adding courses to categories with additional courses that fit.

#157, Create, Course, MATH 313, Graph Theory, MATH, CASC, This course fills a gap in the math department's curriculum.

#158, Alter, Course, Prerequisites, Catalog Description, MATH 420, Numerical Analysis, MATH, CASC,

Update course prerequisite to be in line with what is taught and match prerequisites from other system campuses; Change prerequisites, Old Value: MATH 260 or permission of instructor, New Value: MATH 202 or permission of instructor; Change catalog description, Old Value: The solution of nonlinear equations, interpolation and approximation, numerical integration, matrices and system of linear equations, and numerical solution of differential equations; New Value: Principles of error analysis and accurate computation; rates of convergence, the solution of linear and nonlinear equations, interpolation and least squares, numerical integration, and numerical solution of differential equations.

#159, Alter, Minor, Mathematics, MATH, CASC, This is to be more inline with other campus's in the system. Also, this includes MATH 313 which we just created, and replaces MATH 440 with MATH 280 which was a course number change a couple years ago.

#160, Alter, Minor, Mathematics (Elementary Education), MATH, CASC, We are adding MATH 313 Graph Theory as a course and want to allow it to be included as an option for the ELD minor.

#161, Create, Course, MGT 350, Introduction to U.S. Health Care Management: Principles and Current Themes, MGT, CBT, The student population which takes the current healthcare management course (MGT 450: Population Health Management) is no longer primarily business students. The course now consists of nearly 30-50% Health Sciences students and the remainder being CBT students. To better meet the needs of UNK students, a new course is needed and one which introduces students to healthcare concepts. This is currently lacking. There is no preparatory course to the existing MGT 450: Population Health Management course. More specifically, a course which examines the history of healthcare and healthcare management, the functions of different healthcare agencies, and the role of healthcare finance is not offered. MGT 350 would fulfill this need by allowing students to gain an introductory understanding of the U.S. healthcare system.

#162, Create, Course, MUS 207, Musicianship and Theory I, MUS, CASC, If approved, this course will replace MUS 200 (3 credits) AND MUS 198 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description. Finally, the course design will manage remediation for students poorly prepared in music literacy alongside students who are more ready for collegiate music theory study.

#163, Create, Course, MUS 208, Musicianship and Theory II, MUS, CASC, If approved, this course will replace MUS 201 (3 credits) AND MUS 199 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#164, Create, Course, MUS 307, Musicianship and Theory III, MUS, CASC, If approved, this course will replace MUS 339 (3 credits) AND MUS 337 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#165, Create, Course, MUS 308, Musicianship and Theory IV, MUS, CASC, If approved, this course will replace MUS 340 (3 credits) AND MUS 338 (1 credit). Combining those courses into a single course will allow instructors to flow seamlessly between theoretical instruction and practical application. The course is also designed to approach Music Theory in a more culturally inclusive and diverse manner through the use of the musical examples listed in the course description.

#166, Alter, Program, Pre-Nursing, HSCI, CASC, The Chemistry Department has created a new course, CHEM 148 - Introductory Chemistry for Health Sciences, that is appropriate for students in this program. Therefore, it is being added as chemistry option to this program.

#167, Discontinue, Course, PHIL 188, GS Portal, PHIL, CASC, Portal Courses are no longer a part of the General Studies Program.

#168, Inactivate, Course, PHIL 201, Formal Logic, PHIL, CASC, The Philosophy BA program was discontinued last year. Hence, there is not presently a need for this course. The course will be removed as an option in the curriculum for the Philosophy minor.

#169, Alter, Course, Title, Course Number, GS Status, Catalog Description, PHIL 350, Ancient Greek Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, which is primarily of interest to students minoring in Philosophy. It was previously numbered PHIL 250 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 350 and removed from General Studies; Change course title, Old Value: Ancient Philosophy, New Value: Ancient Greek Philosophy; change course number: Old Value: 250, New Value: 350; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of the texts of the philosophers of ancient Greece and Rome with an emphasis on Socrates, Plato and Aristotle, New Value: Reading and critical analysis of the texts of the philosophers and poets of ancient Greece and Rome with an emphasis on Socrates, Plato, Aristotle, Aeschylus, Sophocles and Euripides.

#170, Alter, Course, Course Number, GS Status, Catalog Description, PHIL 351, Medieval Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 251 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 351 and removed from General Studies; Change course number, Old Value: 251, New Value: 351; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of the major philosophical issues of the middle ages, such as the relation of faith and reason and philosophy to theology, the interpretation of texts, and the conflict between the vita activa and the vita contemplative, New Value: Reading and critical analysis of the major philosophical issues of the middle ages, such as the relation of faith and reason and philosophy to theology, the interpretation of texts, and the conflict between the vita activa and the vita contemplative.

#171, Alter, Course, Course Number, GS Status, Catalog Description, PHIL 353, Modern Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 253 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 353 and removed from General Studies; Change course number, Old Value: 253, New Value: 353; Change General Studies Status, Old Value: General Studies: Yes, New Value: General Studies: No; Change catalog description, Old Value: Reading and critical analysis of texts of seventeenth and eighteenth century philosophers such as Descartes, Locke, Hume and Berkeley, New Value: Reading and critical analysis of texts of seventeenth and eighteenth century philosophers such as Descartes, Locke, Berkeley, Hume, and Kant.

#172, Alter, Course, Course Number, GS Status, PHIL 354, Contemporary Philosophy, PHIL, CASC, This course is part of a sequence in the history of Philosophy, of more interest to students minoring in Philosophy. It was previously numbered PHIL 254 and was grandfathered into the new General Studies Program as a LOPER 6 (Humanities) course. Therefore we are proposing that it be re-numbered as PHIL 354 and removed from General Studies; Change course number, Old Value: 254, New Value: 354; Change GS Status, Old Value: General Studies: Yes, New Value: General Studies: No.

#173, Alter, Minor, Photography, ART, CASC, Trying to streamline it and make it easier for students to get the classes needed to complete it in a timely manner.

#174, Alter, Course, Prerequisites, PSY 495, Psychological Inquiry, PSY, CASC, To accurately reflect the prerequisite classes required for admission; Change prerequisites, Old Value: 18 hours of completed Psychology coursework and permission of the department chair, New Value: PSY 250 and PSY 270 and PSY 271 and 12 hours of completed upper-level psychology coursework. Department consent required.

#175, Alter, Program, Pre-Radiologic Technology, HSCI, CASC, The Chemistry Department has created a new course, CHEM 148 - Introductory Chemistry for Health Sciences, that is appropriate for students in this program. Therefore, it is being added as chemistry option to this program.

#176, Create, Course, SCM 498, Special Topics in Supply Chain Management, MASCM, CBT, Course provides opportunity to evaluate / study supply chain issues in more depth. Course covers content not currently examined in current curriculum and will serve as an elective in the Supply Chain Management Program.

#177, Alter, Course, EXL Status, Catalog Description, SPCH 452, Advanced Organizational



Communication, SPCH, CASC, Additional option for the EL class for our students; Change EXL Status, Old Value: Experiential Learning: No, New Value: Experiential Learning: Yes; Change catalog description, Old Value: Students in this course will investigate a variety of significant organizational communication issues that contribute to the development and maintenance of the organizational workplace. Students will apply theories through case studies and projects, New Value: This course will help us examine how communication works within the organizations that we belong to. We will explore what constitutes healthy organizations, how you can effectively lead and contribute to your organization, how to conduct analyses of organizations, how to effectively and efficiently communicate in organizations, and how to ethically work within your organizational culture. Experiential Learning.

#178, Alter, Program, Studio Art Comprehensive, B.F.A., ART, CASC, Updating the program to add a series of seminar classes taking over their last three years to give students more time and depth of exploration in what the professional opportunities are in art, and how to begin building a portfolio towards them. Also streamlining Art History options and cleaning up other small things.

#179, Alter, Program, Studio Art, B.A., ART, CASC, Updating the program to add a series of seminar classes taking over their last three years to give students more time and depth of exploration in what the professional opportunities are in art, and how to begin building a portfolio towards them. Also streamlining Art History options and cleaning up other small things.

#180, Alter, Course, Credit Multiple Times, Total Completions, Total Credits Allowed, Prerequisites, WSTD 420, Research in Women's & Gender Studies, WSTD, CASC, This course is now offered as an Independent Studies course, with the option of enrolling in 1, 2, or 3 credit hours. Students should be able to take this course multiple times, for a total of three credit hours allowed. UPDATED course prerequisites and University Policy statements; Change credit multiple times, Old Value: No, New Value: Yes; Change total completions, Old Value: 0, New Value: 3; Change total credits allowed, Old Value: 0, New Value: 3; Change prerequisites, Old Value: WSTD 220, New Value: WSTD 220 and consent of instructor.

#181, Alter, Course Title, Type, Credit Multiple Times, Credit Hours, Catalog Description, WSTD 499, Special Topics in Women's & Gender Studies, WSTD, CASC, Course (WSTD 420) will replace WSTD 499 as an "Independent Study" course. WSTD 499 will now solely be used as a "Special Topics" lecture course. The main request is to change "Type" from "Independent Study" to "Lecture" and "credit hours" to "3" to reflect this change; Change course type, Old Value: Independent Study, New Value: Lecture; Change credit multiple times, Old Value: Yes, New Value: No; change credit hours, Old Value: 1-3, New Value: 3; Change catalog description, Old Value: Topics are studied which are not assigned or covered in other Women's Studies courses. The format of this course will vary depending on the topic, instructor and the needs of the students, New Value: Topics are studied which are not assigned or covered in other Women's & Gender Studies courses. The format of this course will vary depending on the topic, instructor and the needs of the students.

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Transcript of approved Finals Week Policy:

Finals Week Policy ([link](#))

Finals at UNK will be scheduled Monday through Thursday during the last week of the semester.

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only as published on the Office of the University Registrar website ([Final Exam Schedule](#)).
2. During the week prior to Finals Week, the only examinations that may be given are: laboratory practical examinations, make-up or repeat examinations, and self-paced examinations.
3. If a student is scheduled to take three or more final exams in one day during the finals week, the student may: take all final exams as scheduled; take the exam during the allotted day and time that is open for make-up examination or resolution of conflict, which is Thursday at 3:30 pm; or take the exam during Finals Week at an agreed upon time worked out between the student and the instructor. Student's seeking accommodation are responsible for notifying their instructor at least one week before the final exam period and providing documentation proving eligibility for accommodation.
4. Projects, papers, performances, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the eighth week of the semester. This

refers to the project and its scope, not the topic.

5. Complaints about failure to follow the above outlined procedures should be made immediately to the faculty member. If the faculty member is not responsive to the student's concerns the appropriate department chair should be notified. If necessary, appeals can be filed with the dean of the college offering the course.
6. Any course not having an examination during Finals Week will meet under the direction of its instructor during the scheduled Finals Week time period for a continuation of regular class work.
7. The dean may grant exceptions to this policy on the basis of good and sufficient reasons submitted to the dean in writing.
8. All syllabi should include a Finals Week Policy statement indicating that "The final exam will be administered in the time period scheduled during finals week in accordance with University policy ([Final Exam Schedule](#)).

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Transcript of Undergraduate Catalog - Graduate Division Courses Policy proposal (Kate Heelan; Mark Ellis) approved sending out for campus review and input:

Current UNK policy in undergraduate catalog:

#### Graduate Division Courses

Graduate courses are numbered from 800 to 999. A senior student pursuing graduate coursework while completing an undergraduate degree is considered an undergraduate student. Seniors at an accredited institution who have obtained in advance the approval of the student's advisor, the instructor or department chair, and the Dean for Graduate Studies may receive up to 12 hours of credit for graduate courses taken at any campus of the University of Nebraska System in addition to the courses necessary to complete their undergraduate work, provided that such credits are earned within the 12 months prior to receipt of the baccalaureate. **Graduate courses cannot be taken to complete the Bachelor's Degree requirements.**

Proposed change to UNK policy in undergraduate catalog (last sentence only):

#### Graduate Division Courses

Graduate courses are numbered from 800 to 999. A senior student pursuing graduate coursework while completing an undergraduate degree is considered an undergraduate student. Seniors at an accredited institution who have obtained in advance the approval of the student's advisor, the instructor or department chair, and the Dean for Graduate Studies may receive up to 12 hours of credit for graduate courses taken at any campus of the University of Nebraska System in addition to the courses necessary to complete their undergraduate work, provided that such credits are earned within the 12 months prior to receipt of the baccalaureate. **Graduate courses cannot be taken to complete the Bachelor's Degree requirements unless they have declared an accelerated graduate program.**

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Transcript of Faculty Comments on Student Attendance Policy proposal (Faculty Senate):

#### CBT Comments:

**Response 1:** I appreciate this new statement. It clarifies some previous ambiguity. I feel that this statement is fair; it gives instructors autonomy while also respecting students who must be gone, or choose to be gone, for a variety of compelling reasons. I like that it emphasizes the possible need for documentation for excused absences (I had three students who were scheduled to present in class this morning who each came down with a "high fever" over night.) I like that the statement makes it clear to students that they will not simply get a free pass and not have to do any additional work for missing class, excused or otherwise. Students need to know that they might need to do additional work, even if they just miss a lecture. This is not a penalty, but an opportunity for the student. It is also extra effort given by the instructor.

**Response 2:** No questions or concerns. I appreciate your continued work on Academic Affairs.

**Response 3:** I have no concerns with the Attendance Policy as drafted.

**Response 4:** This is a problematic policy and should not be implemented in its current proposed form. The very broad and undefined category of “commonly accepted personal emergencies” will become a vastly abused excuse. What is a commonly accepted personal emergency? Sleeping in late? Taking care of their own personal business enterprise? Drunk and hungover? Car won’t start? I’ve had a student skip 5 weeks of instructional time in one of my courses this semester and he always uses the excuse that his business required his time....so will all these absences be excused? What is expected of me....do I have to reteach all 5 weeks of instruction to accommodate this regular “commonly accepted personal emergency”? According to the policy I would have to “Create an equivalent experience” for all of this person’s absences. What is to stop a student from skipping an entire semester due to what they perceive as a valid “emergency”?

The policy is further confusing with the statement “Those with documented and excused absences”. How will the student document a commonly accepted personal emergency? In all my courses I allow for “commonly accepted personal emergencies” by providing a specific number of days they can be absent without adverse impact. Beyond that their grade and ability to pass the course becomes more challenging to the extent that with 4 absences they fail the course. According to the proposed policy I wouldn’t be able to implement any form of grading that cost the students points for lack of attendance.

At what point do we adhere to the integrity of the instructional process and hold students accountable for missing class sessions? One week, two weeks, six weeks of absences? The institution wanted desperately to be a face to face campus after the Covid Pandemic...but this will push faculty back to online experiences. The policy will significantly impact the workload of faculty theoretically causing us to reteach...or create alternative experiences for each missed class session. This policy needs a significant re-analysis as to the practical negative implications to academic integrity it portends.

**Response 5:** Much worse; reduces faculty academic freedom to administer their course; and takes away all instructor discretion (use of word “excused” in second sentence of second paragraph). Consider language similar to UNL’s policy – for example from the student advocacy and support page:

***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://studentadvocacy.unl.edu/student-absence-policy-notifications> and Class Attendance Policy, UNL Faculty Senate (Follows link the Student Advocacy page).

<https://www.unl.edu/facultysenate/classattendancepolicy%20April%203%2C%202018.pdf>

**CAS Comments:**

1. The policy seems to be conflicting as it states that “Instructors hold the right and responsibility to establish attendance policies for their courses,” but then later states that “Those (students) with documented and excused absences shall have the opportunity to earn equivalent credit associated with the date(s) of each identified absence(s).” This latter statement overrides the ability of instructors to set their own attendance policy set forth in the first part of the attendance policy. This is due to the presence of “shall” in the second statement outlined above, which based on its definition, suggests a mandatory action.
2. The right of faculty to establish their own attendance policy is further taken away by using “in what and how” to offer a substitute assignment rather than “whether”.
3. I think there is also an issue of formative versus summative assessments. If an instructor sets up daily quizzes as a form of formative assessment, it may be the policy of the instructor to exempt the student from an assignment rather than to create an alternate quiz by the next class period. On the other hand, I don’t think any faculty member would deny a student with an excused absence to make up a summative form of assessment, such as an exam or practical. Again however, that should be up to the instructor of the course.

4. I think rather than starting with UNK's old version of the attendance policy, the attendance committee should start with UNL's policy. This policy emphasizes the role of the instructor in setting the policy as well as informing students about it and answering any questions they may have about the instructor's specific policy. Furthermore, UNL's policy also emphasizes the responsibility of the student in meeting with the instructor to learn and adhere to the policy.
5. Students also have the responsibility to request permission for an absence for university-related activities. This provides the instructor with the ability to deny the student's request (with a reasonable justification, of course).
6. Related to point 5 above, our students are young adults and we are preparing them for the real world. In the real world, individuals have to make tough decisions. With regards to attendance, this means students may have to forgo or skip a university-sponsored activity in order to complete a group presentation for a class, for example.

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Transcript of Attendance Policy Appeal Process proposal (Faculty Senate):

### **Attendance Policy Appeal Process**

The typical procedure for appealing an attendance policy issue involves the following:

If a student feels that an attendance policy has placed their grade(s) in jeopardy, they must initiate contact with the instructor of record or in the absence of the instructor, with the appropriate department chair, within 30 days of the perceived incident. The typical procedure for an appeal involves contacting the following individuals in this order:

1. The Instructor
2. The Department Chairperson
3. The College Policy Committee or Dean
4. The Senior Vice Chancellor for Academic and Student Affairs

Failure to notify the instructor/department chair within the allotted time will render the issue moot.

Unanimously approved by Attendance Committee vote.  
November 21, 2022

Chair: Roger Davis, CAS  
Bennett Davis, Student Affairs  
Bruce Elder, CBT  
Bryan Artman, COE  
Wendy Schardt, Health and Counseling  
Dana Vaux, CBT  
Nick Hobbs, CAS  
Scott Unruh, Faculty Rep. to Athletics  
Ladan Ghazi Saidi, COE  
Anthony Donofrio, CAS  
Jenny Kelly, Student  
Aidan Weidner, Student  
Allie Daro, Student

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# UNK Online Faculty Senate Standing Committee Meeting Agenda

January 10, 2022 @ 4:00PM

Zoom Meeting

Zoom Link: <https://unk.zoom.us/j/5184817804>

Members present

- Ladan Ghazi Saidi, COE representative;
- Martonia Gaskill, Member of the Executive Committee, UNK Online Admin representative;
- Shannon Mulhearn, Graduate Representative;
- Bobbi Jean Ludwig, Library representative
- Patrick Hargon, Student Aff. Rep Admin representative;
  
- Sandra Loughrin, CAS representative;
- Vijay Agrawal, FS representative
- Robert Macy, College of Business;

## 1. Welcome

- Question: Why not have a One drive for the whole university where we can have just one place everyone can go to? Maybe Don Ray can do this?

## 2. Report from Martonia

## 3. Decide what needs to be done next

### Continued Business:

### Additional Discussion Items: updates?

- Online proctoring – no change from last meeting (Examity and Respondus are the current tools)
- For online courses, could there be a set time for the exam to be open. Concern with students accessing exams and then sharing them with others. Lots of variety in faculty expectations of students; some open the exams multiple weeks, then students complain about faculty who only offer 72 hours, etc.
  - Perhaps have online standard statements about expectations?
  - Highlight academic integrity
  - Vijay – proctoring and exam times - integrate assignments or exams that ask students to demonstrate knowledge in authentic ways rather than just standard tests.

- Recommend that faculty point out these dates/times/expectations at the beginning of the semester
- Sandra: On campus event in March, keynote is going to be livestreamed. Could UNK Online have an area on the website where online students can access livestreamed events.

**Next meeting –**

Second Tuesday of January 1/10 at 4pm

**FACULTY SENATE LIBRARY COMMITTEE  
MEETING MINUTES  
18 NOVEMBER 2022**

PRESENT: Michelle Beissel Heath, Evan Boyd, Andrea Childress, Judy Henning, Heather Meyer, Noah Shackelford

ABSENT: Will Stoutamire

GUEST: Alejandro Cahis, Faculty Senate Representative

The meeting convened at 11:00am.

Dr. Cahis introduced himself and thanked Dr. Henning for serving as Chair of the Faculty Senate Library Committee over the past few years.

***Committee Composition and Charge*** – Dr. Cahis reviewed details of the committee's composition including representation, attendance expectations, voting rights, and the approval and distribution of minutes. Cahis then read the Charge to the Committee.

***Election of a Chair*** – Cahis asked for nominations to serve as Chair of the Committee. Henning (Boyd) nominated Heather Meyer. The question was called and the motion passed unanimously.

***Election of a Secretary*** – Cahis observed that the office of Secretary is carried out by the Administrative Associate to the Dean of the Library, Colleen Lewis, so election of a Secretary is not necessary.

***Library update*** – Dean Boyd then provided a brief update on library matters. Phase 1 of the Library Renovation Project begins in January 2023. The second floor will be completely evacuated, as will the west half of the first floor. Learning Commons, Honors Program, Undergraduate Research, and Mitchell Center Staff will all move to different locations in other buildings. The book collection will be relocated to the lower level. Only Library Staff will have access to the book collection during renovation; books will be retrievable by staff for users. Regular library hours will be maintained during Spring Semester 2023. It is yet to be determined whether there will be reduced library hours during academic year 2023/24. Boyd contacted other building supervisors requesting study space for students who are displaced by the renovation. Laptops available for student checkout will be for three hour time blocks; a mobile cart of laptops will be available for instruction in nearby buildings.

Library Staff are currently weeding the collection. To date 16,000 books have been withdrawn. Volumes that are sellable are being shipped to Better World Books; six pallets are ready to be shipped out today. Volumes that are not sellable are being recycled. In addition, some 65,000 Government Documents have been withdrawn. Withdrawal of Government Documents is coordinated with UNL Library, which is the State Government Documents Depository.

The NU Libraries are requesting an increase to the Student Library Enhancement Fee. The last increase was in 2016. We should hear soon whether the request is recommended by Provost Gold and it will then proceed through campus review processes. UNO's budget is in the red and they're cutting resources. UNK is two years away from breaking even. UNL is three years away from breaking even. The NU System is currently negotiating a new agreement with Elsevier. In answer to a question regarding library renovation, Boyd stated the architects are preparing a final schematic of the plans, and he hopes to have them soon. They're also preparing a video of the renovation project. A suggestion was made for the Library Committee to meet in person to review the finalized schematics.

Boyd requested that Faculty Senate review and revise the Library Committee Charge when the Senate revises its bylaws. The language of the current Charge is obsolete.

Dr. Meyer will send out a Doodle poll to determine the next meeting time, which will be in December.

There being no further business to discuss, the meeting adjourned at 11:21am.

Respectfully submitted,

Colleen M. Lewis

Scribe





**FACULTY SENATE LIBRARY COMMITTEE  
MEETING MINUTES  
2 DECEMBER 2022**

PRESENT: Heater Meyer, Chair; Evan Boyd, Andrea Childress, Michelle Beissel Heath, Judy Henning, Noah Shackelford, Will Stoutamire

The meeting convened at 11:01am.

**Approval of November 18 minutes** – The minutes of the November 18 Library Committee Meeting were presented for approval. Henning moved (Childress) that the minutes be approved as presented. There were no additions or corrections to be made, and the minutes were approved by acclamation.

**Library APR** – The Library's Academic Program Review was conducted in Spring 2022. Dean Boyd was asked to talk about strategic initiatives that the library is planning to develop based on this assessment. Dean Boyd stated that currently the library staff are focused on planning for the remodel of the library and moving offices and other work spaces in preparation for the work that will begin over the winter break.

The APR revealed a sense of pride among faculty, staff, and students regarding the number of resources available at the library. There were favorable comments about the digital repository, but also the realization that it needs to grow. Other growing edges are data services, sponsored programs, marketing/communications, a strategic plan, and the library's mission and vision. Comments from the APR Review Committee included making the library the heart of the campus.

As the new Dean, Boyd stated future goals will include setting priorities, developing consistent practices, budget concerns, and embracing campus initiatives.

**5-Year Vision for the Library** – Boyd stated that the library will soon launch a search for a new Coordinator for Access Services. This will be a full time tenure-track faculty position, one that will assist with reference service to allow more reference coverage among library faculty and help ease responsibilities of overworked librarians.

The Library Staff are working on ways to communicate library events and resources to the campus community. Boyd will also work with the NU Foundation to explore fundraising opportunities to expand library programs, lectures, partnerships, and other offerings. The library's student workers suggested the library market itself and its announcements via TikTok. It is currently being piloted with a few videos, and final policy is being developed on how to utilize it. The suggestion came because many students no longer have Facebook and have found Twitter and Instagram less than effective.

As a follow-up to comments from the APR, Dr. Heather Meyer, Professor of Marketing, had offered to "develop collaborations between students in her course and the library to improve communication and create outreach plans". This project was delayed this fall because of the necessity to weed the library's collection and prepare for the renovation. However, it's possible the library will be a client for her Marketing class next spring.

As part of whatever happens with the strategic plan, it is expected that Library Staff will complete a diversity audit of the collection, conduct a deep analysis of e-resources spending, and compare usage statistics with subscription costs.

**Library renovation** – In answer to a question, Boyd stated that Staff will be moving out of current locations and into temporary quarters the last week before the Christmas Break. Phase 1 of the renovation will begin during the break, and the entire project is estimated to be completed or nearly completed in Summer 2024.

Upcoming meetings include Leadership UNK, Staff Senate, and an All-Chairs meeting.

In answer to a question regarding a new agreement with Elsevier, Boyd indicated the negotiating committee may offer a counter proposal. However, we don't expect access to the databases to be turned off in January.

Regarding Library Committee meetings in the spring, Meyer stated that the Friday morning time slot will not work for her during Spring Semester. She will send out a Doodle poll in early January to determine a late January meeting time.

There being no further business to discuss, the meeting adjourned at 11:23am.

Respectfully submitted,

Colleen M. Lewis

Scribe to the Faculty Senate Library Committee

ADDENDUM, 12 December 2022

Sent via email to Faculty Senate Library Committee

Hello all,

After learning some new information, I would like to put an addendum on the minutes:

“After further research, the library learned that the state banned the use of TikTok on all state-owned devices in 2020 and the account has since been removed.”

Thanks,

evan

**General Studies Council**  
**December 1, 2022 @ 3:30 pm**  
**Warner Conference Room or via Zoom**  
**\*\* Approved via Email \*\***

**Present:** Joel Berrier, Joan Blauwkamp, Jeremy Dillon, Sherri Harms, Toni Hill, Miechelle McKelvey, Tim Obermier, Rochelle Reeves, Sri Seshadri, Rebecca Umland, Nita Unruh, Melissa Wuellner, Greg Brown, Mark Ellis, Lisa Neal, Jessie Bialas, Joel Cardenas, Amy Rundstrom, Beth Hinga, Tristan Larson

**Guests:** Nanette Hogg, Jacob Howe (Student Senator)

**Absent:** Noelle Bohaty

I. Call to order:

- **Approve Agenda**-Unruh/Obermier moved to approve the agenda. The vote was unanimous. **Motion carried.**
- [Minutes from November 3, 2022 meeting \(approved via email\)](#)

II. Old Business (Open Items):

- Course proposals (review for final approval): PHIL 125, 150, 205, 209, 214, and 261

No comments on these courses were posted on the General Studies for Faculty Canvas forum during the campus comment period. Brown suggested tabling the final course approvals for Philosophy as the CAS Ed Policy Committee has requested revisions to the syllabi.

Seshadri/Obermier moved to table the course proposals for Philosophy until the February meeting. The vote was unanimous. **Motion carried.**

- Responses to APR (ongoing): Director Brown had prepared for the Council's discussion some draft responses to the APR team's recommendations for inclusion in the Council's action plan. The discussion took up each recommendation in turn.
  - *Coherence and Value – recommendation 1: To establish means of connecting faculty teaching General Studies courses.* The Council discussed the draft response of having exceptional teachers prepare videos on their teaching. More collaborative options, such as a conference or regular roundtable discussions were preferred. Roundtables or brownbag lunches would be easier for faculty to participate as they are less time intensive than a conference. A discussion forum on GS teaching also could be added to the General Studies for Faculty Canvas organization.
  - *Coherence and Value – recommendation 2: To consider opportunities for students to take LOPER courses integrated by a thematic emphasis on a contemporary issue or challenge.* Director Brown suggested the possibility of a minor in General Studies. Tristan Larson opined that the

LOPER Program's structure already does a better job of showing students why they are taking particular courses and how the program fits together than the old program did. One option would be to identify a variety of themes that existing GS courses address and put together some literature for academic advisors that helps to direct students to courses across multiple LOPER categories that would tie into a particular thematic interest, perhaps in conversation with Living and Learning Communities. Students would not have to take courses integrated by a theme – some programs are more prescriptive than others as to which course a student must take for a particular LOPER, but there would be opportunities for integrated GS coursework for interested students.

- *Assessment – recommendation 1: To consider using Canvas to automate collection of assessment data.* The Director looked into this option earlier this semester with UNK IT Services. The course structuring within Canvas at UNK and the Canvas package UNK uses differ from UNL and UNO and would not allow easy automation of assessment data collection. Although the assessment data collection process is in its second semester and faculty are still learning it, the data collection spreadsheets are not onerous.
- *Assessment – recommendation 2: To clarify processes and procedures for 'closing the loop' about campuswide assessment of GS outcomes.* The Spring 2022 assessment report was shared in October with opportunities for faculty comments on the General Studies for Faculty Canvas organization. An in-person and Zoom open discussion forum also was held on October 27. This practice will continue each semester. Ellis reminded the Council that SVC Majocha has determined that data collection should proceed under the current assessment plan through the Fall 2022 and Spring 2023 semesters, but changes that the Council may wish to make to the assessment plan could go into effect for Fall 2023. The CAS Council members have proposed a set of discussion questions and suggested changes to the assessment plan, which will be on the agenda for the February 2023 meeting. Director Brown stated that the assessment plan was assembled rapidly with the expectation that it will not be static but continue to evolve as we learn from the data.
- *First Year Experience Course – recommendations 1 and 2: To consider focusing LOPER 1 on making a successful transition to college including Wellness.* Director Brown reported that Jordan McCoy from the UNK Health Promotion Office will present at the February 2023 GSC meeting, regarding how first-year students' health needs might be addressed in LOPR 126 courses, and whether that can be done with co-curricular activities or needs to be the focus of the entire class. Various Council members indicated that they agree with the APR team that the LOPR 126 courses are trying to do too much with both 'welcome to college' skills and resources and a multidisciplinary academic focus. Dr. Bicak's directive was for the First-Year Seminar to be multidisciplinary and oriented toward big ideas or problems, but there may be other ways to make the seminar a 'transformational' course for first-year students. The Council is mindful that we just changed the structure last year, and

we can't redesign LOPER 1 every year. The Council will continue to evaluate LOPER 1 and consider what changes might be advisable.

- *Governance and Campus Communication – recommendation 1: To clarify the governance structure to stakeholders across campus.* The General Studies Council governance document is posted on the website and on the General Studies for Faculty Canvas organization. It is not for the Council to advocate for the existing structure. Whether the current structure of the Council is beneficial or changes should be made is a conversation to be had with SVC Majocha.
- GS credit for previous military and/or work experience: SVC Majocha had asked the Council at the November 3 meeting to discuss the possibility of granting this credit.

How such programs work at other schools, the similarity to the ACE review of credit for military training that UNK does already, and what kinds of experience might qualify were discussed. Dean Ellis stated many universities are now offering credit for prior learning to attract students to their universities. He suggested the logistics for how the credit would be awarded should be addressed within college educational policy committees and the Faculty Senate Academic Affairs Committee, not the Council.

Dillon/Obermier moved to send the following statement of support to Dr. Majocha: *The General Studies Council supports in principle the idea of granting University credit for prior learning, including GS credit, to qualifying students.* The vote was unanimous. **Motion carried.**

### III. New Business:

- Course proposals (new): No new proposals were submitted.
- To be completed this year: Student representative to work with the Director of General Studies to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Studies courses

Director Brown asked the Council for input on who should review the nominees (student-driven award, so student panel), how many awards and how distributed (one faculty member per year from CBT and COE and two from CAS), and where awarded (Larson suggested presenting the awards at the Student Senate Inauguration).

### IV. Other: No other business.

### V. Adjournment: moved to adjourn the meeting. Meeting adjourned @ 4:50 pm.

**Next meeting: February 2, 2023 @ 3:30 pm-Warner Conference Room or via Zoom**

# RESOLUTION

## Faculty Support of the University of Nebraska – Kearney’s 2021 Strategic Plan Update

WHEREAS, section 2.8.1 of the Bylaws of the Board of Regents of the University of Nebraska authorizes the Chancellors of their respective campuses to do all things necessary for the development of their campuses and be responsible for the coordination of the planning and implementation of all activities that support this development, and

WHEREAS, section 2.12. of these Bylaws provide for the maintenance of shared governance by authorizing an independent Faculty Senate at the University of Nebraska at Kearney to serve as the official voice of the faculty and act on academic matters that affect more than one college, and

WHEREAS, having well stated, measurable, progress oriented, ambitious but achievable, mission focused goals is critical to the growth and success of the University,

WHEREAS, having a purposeful, well intentioned, thorough, transparent, amendable plan created with employees in mind is critical to the achievement of the University’s mission and goals,

WHEREAS, faculty are a critical component of the University’s employees,

WHEREAS, faculty understand the plan to be suggestive and evolving and that not all specific items may be desired by, in the best interests of, or supported by the faculty,

THEREFORE BE IT RESOLVED, that the faculty participate meaningfully in the process of creating the strategic plan of the university to ensure the plan has broad faculty support and shows consideration to the interests of retaining, recruiting, and supporting faculty,

BE IT FURTHER RESOLVED, that the process of strategic planning and faculty’s involvement in the process is transparent by having reports from committees involved with the creation and implementation of the strategic plan sent to the faculty senate for review,

BE IT FINALLY RESOLVED, that the faculty senate support the creation, implementation, revision, and assessment of the university’s 2021 Strategic Plan Update.

This resolution is adopted on the date of February 2, 2023 by the University of Nebraska Faculty Senate.

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Derek Boeckner,  
Faculty Senate President

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Dawn Mollenkopf,  
Faculty Senate Parliamentarian

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Chris Exstrom,  
Faculty Senate President-Elect

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Martonia Gaskill,  
Faculty Senate Past President

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Christina Sogar,  
Faculty Senate Secretary

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Alejandro Cahis,  
Faculty Senate, Senate Representative

