I. Call to order
II. Roll Call
III. Approval of Agenda
IV. Action on Faculty Senate Minutes: 04February2021
V. Special Presentations
   A. Jon Watts – The State of the UNK Budget: What We Know and Challenges
   B. Jodi Holt – Meet the New Director of Undergraduate Recruitment & Admissions

VI. Reports of Faculty Senate Standing Committees
   A. Oversight Committee:
   B. Executive Committee: 17February2021
   C. President’s Report: 24February2021
   D. Academic Affairs: 18February2021
   E. Academic Freedom and Tenure Committee:
   F. Academic Information and Technology Committee:
   G. Artists and Lecturers Committee:
   H. Athletic Committee: 02February2021
   I. E-campus Committee:
   J. Faculty Welfare Committee:
   K. Grievance Committee:
   L. Library Committee: 20January2021
   M. Professional Conduct Committee:
   N. Student Affairs Committee:

VII. Reports of Senate Representatives to Non-Senate Committees
   A. Assessment Committee:
   B. Women, Gender and Ethnic Studies Advisory Committee:
   C. International Studies Advisory Council:
   D. Parking:
   E. Safety Committee:
   F. World Affairs Conference Committee:

VIII. Reports from Academic Councils
   A. Graduate Council: 11February2021
   B. General Studies Council: 04February2021
   C. Council on Undergraduate Education:
   D. Student Success Council:
E. Equity, Access, and Diversity Committee

IX. Unfinished/Old Business
X. New Business
XI. General Faculty Comments
XII. Adjournment:

7:00 PM – February 4, 2021
Zoom
Faculty Senate Website:
http://www.unk.edu/committees/faculty_senate/index.php

Meeting Minutes:
I. Call to order 7:01pm
II. Roll Call
   A. Present: Dawn Mollenkopf, Alejandro Cahis, Ngan Chau, Jeff Kritzer, Marissa Davala, Pat Hoehner, Michelle McKelvey, Kurt Borchard, Megan Strain, Derek Boeckner, Ben Malczyk, Sam Rapien, Jon Dettman, Jeremy Dillon, Timbre Wulf, Jeremy Armstrong, Nicholas Hobbs, Mike Moxley, Chris Steinke, Claude Louishomme, Anthony Donofrio, Ford Clark, Laurinda Weisse, Martonia Gaskill, Julie Shaffer, Ross Taylor, Karl Borden
   B. Absent: Brooke Envick, Bryce Abbey, Seth Long
III. Approval of Agenda
   A. Motion: Claude Louishomme; Second: Michelle McKelvey;
   B. Approved
IV. Action on Faculty Senate Minutes: **03December2020**
   A. Motion: Nicholas Hobbs; Second: Claude Louishomme
   B. Approved
V. Special Presentations
   A. Dean Hinga - State of the Division of Student Affairs – *PowerPoint*
      i. Outside the Classroom Curriculum
         1. “Be the Difference” - Aims to address personal and professional growth and community engagement
      ii. Student-Family Transitions Office
         1. Refocused and renamed the first year support office to focus on first gen, learning communities, parents and families, and academic support.
      iii. Belonging, Diversity, and Inclusion
         1. Mental Health, ACHA survey for wellness status, Gender and Sexuality Resource office, Loper Pantry, NE promise initiatives,
EAD & Doc: strategic planning

iv. On the horizon: UNK as a completion campus, FSL new housing, First Gen focus/First Scholars, UNK as a Learning Community Campus

v. Questions:
   1. Do we have any data on how many students we have lost due to fraternity/sorority housing?
      a. Anecdotes, but level of satisfaction is low. Once students are here, they get connected quickly and that helps them feel UNK is part of their family. What we struggle with is getting students here in the first place. The current buildings have been mostly empty. Hopefully the new building will help with recruitment.
   2. Comment: Taking care of students seems to be a complex task compared to just a few years ago.
      a. No new positions to make these changes, mostly have been restructuring changes.
   3. In terms of First generation students, is part of that family connection targeted at parents as well as the students?
      a. That is part of the reason the refocus on that area is happening. This has been done a lot with our Hispanic population, we aim to do this with other students as well.
   4. If we wanted to volunteer to assist for this programs, how do we do that?
      a. One thing that is open to everyone, is help with the first generation initiative. There are several committees that can be joined. Send Dean Hinga an email for more information.
   5. Transfer students and learning communities explained a little more:
      a. There’s a learning community for transfer students currently, called Transformations. Aim to do this again next year as well. Not much data on it yet, only been going on one year.
   6. Non-traditional student support?
      a. Not doing much, it’s an area we can grow. There is some support for veterans.

B. Dean Wilke – More about the UNCL consortium – PowerPoint
   i. Deans from UNL, UNO, UNK, UNMC meet regularly to unify the libraries’ missions and support each other
   ii. Unify management systems
   iii. Expand access to affordable resources
      1. If you need a resource let the librarians know. Resources are pooled across all campuses and this benefits UNK greatly.
      2. UNK $710,000 contribution gives access to over $7million worth of library content and resources.
      3. This funds are paid from student fees. In efforts to reduce student
costs the deans are looking for alternative funding. The student credit library fee started on the UNK campus in an effort to help pay for library resources it started at $0.25/credit hour increasing by $0.25/semester up to $1/credit hour. The students at the time voted to approve this. Other campuses then petitioned the BoR to pass a uniform fee across campuses.

iv. Questions
1. Do you see more and more of the services becoming system-wide?
   a. With the services platform, many policies have been made system wide, but still have independence to serve individual campuses as best as possible. There are some working groups trying best to unify things they can.

VI. Reports of Faculty Senate Standing Committees
   A. Oversight Committee:
   B. Executive Committee: 19January2021
   C. President’s Report: 25January2021
   D. Academic Affairs: 21January2021
   E. Academic Freedom and Tenure Committee:
   F. Academic Information and Technology Committee:
   G. Artists and Lecturers Committee:
   H. Athletic Committee:
   I. E-campus Committee: 12October2020, 9November2020, 14December2020
   J. Faculty Welfare Committee: 17December2020
      i. Training for anti-bullying?
         1. Meeting February 5, part of agenda is to try to organize the training, still in logistics phase
   K. Grievance Committee:
   L. Library Committee: 18November2020, 16December2020
   M. Professional Conduct Committee:
   N. Student Affairs Committee:

VII. Reports of Senate Representatives to Non-Senate Committees
   A. Assessment Committee:
   B. Women, Gender and Ethnic Studies Advisory Committee:
   C. International Studies Advisory Council:
   D. Parking:
   E. Safety Committee:
   F. World Affairs Conference Committee:

VIII. Reports from Academic Councils
   A. Graduate Council: 10December2020
   B. General Studies Council: 3December2020, 14January2021
   C. Council on Undergraduate Education:
   D. Student Success Council:
   E. Equity, Access, and Diversity Committee

IX. Unfinished/Old Business
   A. Resolution Regarding Proposed Changes to BoR Bylaws
i. Motion: Ross Taylor, Second Jon Dettman
   ii. Passed but not unanimously.

B. Box Migration (End Date May 17)
   i. Begins April 1, all Box accounts will be migrating at the same time ~20-30Tb of data will take approximately 6 days,
   ii. During these days can still use box, after those 6 days can’t and the differences in files will be transferred.
   iii. Finally no more box.
   iv. Training videos will be provided for Microsoft’s OneDrive system. There is much more functionality, but the system is slightly more complicated.
   v. Individually you can start transferring at any time. Most features, sharing, etc will transfer seamlessly.
   vi. Academic Technology Resources team is available to help. Please contact them if you need help.
   vii. Not having a uniform tenant cross campuses is somewhat problematic, but multiple email addresses can get a workaround. The help desk should be of help working through these issues.

C. Update on Faculty Advisory Committee & Faculty Reduction
   i. Report was sent out to senators. It has already been sent to the administration.
   ii. Aimed to give ideas about trimming down administration before faculty reduction in force.
   iii. Initially campus forums were scheduled for February, but we are not having them in February now. In the past the legislature has taken the cut plans and then asked us to cut more. So there we aren’t having any public meetings regarding the cuts until the legislature has met to begin budget discussions. There will be forums though later.
   iv. They were very forthcoming with any information that the committee requested.
   v. Comments:
      1. We are looking down the barrel at academic programs being eliminated, but we’re also looking at a campus with dorms not filled and looking at building new housing facilities. These initiatives seem to be at odds.
      2. The money for new buildings is a “different pot” which is a very dissatisfying answer and ultimately doesn’t make much sense.
      3. Recruitment has been a significant problem for years and has led to the need for this. The survey illustrates the faculties’ feelings about the efficacy of the recruitment division.
      4. The FAC report was very well written and the sentiments are well stated.
      5. How will the reduction in force proceed?
         a. There hasn’t been any information given to us yet. But they have stated they will be strategic in the cuts. That can be interpreted in varying ways however.
         b. There are guidelines in BoR bylaws and the union CBA on
how which faculty get cut based on rank and seniority. It is to be determined if they will be applicable in this situation.

6. One of the important parts of the report was asking the administration to go through regular reviews similar to the reviews departments must undertake.

7. The optics of cutting faculty while breaking ground on new housing facilities are concerning.

8. Offering buyouts should take place before forced cuts. This is addressed in the report. It seems that these have been offered in the past with limited effect.

9. Cynicism is expressed about whether the administration will actually do anything with the report rather than just having it be something that was required. Much larger administrative cuts will be needed to change the impression that this is just theater.

X. New Business
   A. Professor of practice
      i. UNK Faculty should have a strong voice in how professors of practice are evaluated and that its development is monitored for adherence to current policies and guidelines.

XI. General Faculty Comments

XII. Adjournment:
   A. Moved Megan Strain, Second Michelle McKelvey;
   B. Motion carries; 8:55
Faculty Senate Executive Committee Meeting
Agenda – February 17th, 2021 – 09:00 am
Join Zoom: https://unk.zoom.us/j/98095553599
Meeting ID: 980 9555 3599

Faculty Senate Executive Committee
Martonia Gaskill, President
Jon Dettman, President Elect
Derek Boeckner, Secretary (notetaker)
Ford Clark, Representative
Dawn Mollenkopf, Parliamentarian
Ross Taylor, Past President

Convene: 9:05
Roll Call: Martonia Gaskill, Derek Boeckner, Ford Clark, Ross Taylor, Dawn Mollenkopf

Discussion Items

- Discussion about the closing of campus on Monday and Tuesday took place
  - Support of the administration in making these decisions was unanimous

- Remaining FS Executive meetings for the spring 2021
  - March 17th
  - April 14th
  - April 22nd?

- Next meetings with the administration are:
  - February 24
  - March 22
  - April 19

- Agenda items for the upcoming meeting with the Cabinet on Wednesday, Feb. 24th at 11:00 am
- Update on Faculty/Workforce reduction
- 2021-2022 Academic Calendar
- UNK Budget
- Other items?

- Please bring items you wish to discuss at this meeting, and possible item for the agenda with the cabinet next week.
  - Discussion about possibility of remote classes on inclement weather days but leave it to the instructor if they wish to have online classes with no repercussions on the instructor’s decisions. What would prevent this or be the challenges involved? Is it possible to do in a way that is fair and follows union guidelines and is fair to students who may or may not have suitable technology/access?
  - Record keeping and evaluation of J-term effectiveness to determine if it is positive or negative or neutral. Track graduation/retention rates of students that take j-term courses vs those that do not take, etc.
  - Brief COVID-19 update
  - Admin updates

- Jon Watts will speak at the March FS meeting.

Adjourn: 9:55
Members, UNK Administration
Chancellor, Doug Kristensen
SVCAA Charles Bicak
VCBF Jon Watts
VCEMM Kelly Bartling
Dean Gilbert Hinga
SACEA John Falconer

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

I. Informational Items

A. Faculty Senate Presentation on March 4
   Jon Watts expects to talk about tuition revenue and budget forecasting for the upcoming year.

B. Diversity Officers Collaborators (DOC): Progress Update & President Carters' Charge
   Meetings are scheduled for spring and summer. Martonia Gaskill and Gilbert Hinga are involved with the committee. Four topics (charters): D&I Curriculum (Implicit Bias); Campus Climate Survey; D&I Policy Framework Implementation; Envision Nebraska: Redressing Structural Inequality in Higher Education.

C. Last Faculty Senate meetings with the administration:
   • March 22 (face to face with a Zoom option).
   • April 19

II. Discussion Items

A. Canceling Classes/Remote Teaching
   Do classes need to be cancelled for illness, weather, etc. when we are now so prepared to teach remotely?

   Bicak: We have the capability to teach remotely, but it’s not necessarily appropriate for administration to make that decision independently of faculty. There should be a broader discussion about cancellation policy.
Kristensen: such a decision would set a long-term precedent. Faculty may not be ready on short notice to teach online.

Dettman: students’ ability to move online on short notice may depend on accommodations they need.

B. COVID-19 Related topics/issues

Gaskill: will there still be accommodations for faculty to teach remotely in fall?
Kristensen: my guess is that the system will be back to “business as usual” in the fall. The goal, at least centrally, is that by fall decisions won’t be driven by virus concerns.
Bicak: we’ve been flexible for the last two semesters; we all watch key metrics like R0; but there is still uncertainty and I can’t say precisely what things will look like in fall, but we anticipate a return to normal.

C. Academic Calendar 2021-2022

Bicak: the most recent proposal has UNK and UNO with a three-week J-term in 2022. Commencement would be May 12 for UNK. Pres. President Carter wants all campuses on the same calendar by 2022-23. Martonia has a meeting with Provost and NU FS Presidents to talk about the calendar.

D. Workforce Reduction: Developments

Kristensen: I think the advisory committee report was clear and straightforward. We’re on track. Pres. Carter went in front of the appropriations committee last week. Proposed 2% increase to NU budget to cover salaries and inflationary costs. No new tuition revenue for two years (well received). Announced deferred maintenance initiative: proposed that NU and legislation each contribute $11M annually. They want to extend the agreement and increase the state’s contribution. NU would then be charged a 2% depreciation fee on buildings constructed after 2025. This would improve NU’s capacity to maintain its campuses. The 2% increase is on a budget that already has a 3% reduction built into it. Between the governor and Pres. Carter we are on as good of footing as we can be.
Watts: need for FAC arose from decline in student credit hour production that affected some academic units more than others. Our conversations revolve around overstaffing related to these declines. We haven’t tried to identify a number for positions to cut. In-demand programs are understaffed based on real and present demand.

III. Reports

Chancellor Kristensen
Impressed by the faculty of Bruner Hall in their response to the water problems. This has been a group of problem solvers. Insurance adjustors are visiting. Equipment will be replaced.

SVCAA Bicak
Much research was salvaged, but there are multiple layers of complexity to the Bruner restoration. Working on expanding partnerships with UNMC. Strategic planning is proceeding; my group “Academic Quality” is meeting and will review the EL initiatives.
Mark Ellis will be taking over eCampus and is doing an inventory of resources and personnel. Three-week J-term will be piloted again in 2022. By all accounts it was a success. There was an 88% completion rate.

VC Watts
Facilities responded quickly to the flooding in Bruner. The leak lasted only about 20 minutes, but since the sprinkler system is under such high pressure the flooding was catastrophic.

Dean Hinga
Strategic planning group that focuses on enrollment and retention meets soon.
UNK Recognized for commitment to first generation student success

VC Bartling
The next few months are critical for decision making for new students. Numbers are up and are looking good. Out of state admits are up 25%. We are seeing the result of marketing research and Noel Levitz search. We have been attending to out-of-state research. We have been doing digital ads and influencer outreach through the "Dream Team." Tim Burkink reports that international admission is looking good. New admissions director is on board now and her first week was last week. NSE leaders were chosen last week. One is bilingual. New Greek housing will be an opportunity to increase awareness of fraternity and sorority life. We received a second round of higher education emergency relief funds. $1.9M that we are awarding to current students in the form of need-based grants. We will also do outreach to students with outstanding balances who may be a retention risk. Virtual career fair on March 4.

John Falconer
I have no report but I’m happy to answer questions.

Meeting adjourned.

Notes prepared by Jonathan Dettman.
AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Conducted remotely in accordance with Governor’s Executive Order No. 21-02
Friday, February 12, 2021
9:00 a.m.

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON DECEMBER 4, 2020

IV. PRESENTATIONS
Dr. Gina Ligon, Director of National Counterterrorism Innovation, Technology, and Education Center (NCITE)

V. KUDOS
Megan Fryda, University of Nebraska at Kearney
Campus Operations Safety and Preparedness Team, University of Nebraska-Lincoln
Cindy Norton, University of Nebraska Medical Center
Harnoor Singh, University of Nebraska at Omaha

VI. SUCCESSION OF CHAIR: ELECTION OF VICE CHAIR

VII. HEARINGS AND RESOLUTIONS

VIII. PRESIDENT’S REMARKS

IX. PUBLIC COMMENT
The Standing Rules of the Board provide that any person who gives 24 hours’ notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition, any person may appear and address the Board of Regents on any item on the agenda for this meeting. Each person will be given up to five minutes to make his or her remarks. Public comment will be limited to a period of 30 minutes.

X. UNIVERSITY CONSENT AGENDA
A. ACADEMIC AFFAIRS

B. BUSINESS AND FINANCE
University of Nebraska
1. Accept the audited financial statements of the University of Nebraska and related entities, Addendum X-B-1
2. Approve the reappointment of Chris J. Kabourek to serve on the AkSarBen Future Trust Board of Directors as the University of Nebraska appointee for a term of two years commencing January 1, 2021 through December 31, 2022, Addendum X-B-2
University of Nebraska-Lincoln
3. Approve execution of a standard form Guaranteed Maximum Price contract amendment for Barkley Memorial Center Expansion and Renovation at UNL, Addendum X-B-3

University of Nebraska Medical Center
4. Approve the naming of the Munroe-Meyer Institute’s Level 2 East Wing the Holland Foundation Early Intervention Wing, Addendum X-B-4

XI. UNIVERSITY ADMINISTRATIVE AGENDA
A. ACADEMIC AFFAIRS

University of Nebraska
1. Approve the award of Honorary Degrees and Awards [Please note: this item may be voted on after the Closed Session], Addendum XI-A-1

University of Nebraska-Lincoln
2. Approval to establish the Center for Agricultural Profitability in the Department of Agricultural Economics in the Institute of Agriculture and Natural Resources (IANR) at the University of Nebraska-Lincoln (UNL), Addendum XI-A-2

University of Nebraska Medical Center
3. Approval to create a Master of Healthcare Delivery Science in the College of Allied Health Professions at the University of Nebraska Medical Center (UNMC), Addendum XI-A-3

B. BUSINESS AND FINANCE

University of Nebraska
1. Approve amendments to the Audit, Risk, and Compliance Committee Charter, Addendum XI-B-1

2. Approve amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Kearney Education Association (UNKEA) for the 2021-2023 biennium, Addendum XI-B-2

3. Approve amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Omaha American Association of University Professors (UNO/AAUP) for the 2021-2023 biennium, Addendum XI-B-3

University of Nebraska at Kearney
4. Approve the Program Statement for the New Fraternity and Sorority Life Housing at the University of Nebraska at Kearney, Addendum XI-B-4

University of Nebraska Medical Center
5. Approve the acquisition of real property located at 4402-4412 Leavenworth Street, Omaha, Nebraska on behalf of the University of Nebraska Medical Center, Addendum XI-B-5

University of Nebraska at Omaha
6. Approve the sale of the vacant lot located at 6465 Center Street, Omaha, Nebraska via Request for Proposal, Addendum XI-B-6

7. Accept a gift from the Nebraska Philanthropic Trust of the Omaha Baseball/Softball Complex. Approve the naming of the two fields within the Omaha Baseball/Softball Complex as the Tal Anderson Baseball Field and Connie Claussen Softball Field, Addendum XI-B-7

-------End of President’s Report------
Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, February 18, 2021
Meeting held via Zoom

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

Absent: Ted Rupnow (CAS), Kate Heelan (COE)

Guest: Ben Brachle (ITEC), Jim Vaux (ITEC)

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

Bridges called the meeting to order at 3:32 pm.

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

Hanson (Brownfield) moved approval of agenda items #88 through #130. Motion carried.

Donofrio (Koch) moved to adjourn at 3:34 pm.

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

Respectfully submitted,

Bailey Koch (scribe)
#88, Alter, Program, Biology 7-12 Teaching Subject Endorsement, B.S.Ed., BIOL, CAS, PE 150 is not required for admission to the TE program, it is not a requirement of the professional sequence, it is not used to meet standards in Rule 24 and is not a CAEP accreditation requirement. We believe that our students need a course that addresses the number of student issues, including mental health issues that our future teachers will need. The CSP - 417 Counseling Skills course will more better meet the needs of our students and their future needs. We are adding this course under our supporting requirements.

#89, Alter, Program, Business Administration Comprehensive – Marketing Emphasis, B.S., MASCM, CBT, Updating program with new GS requirements, adding MKT435 as an option for MKT EMPH students in the Analytics category, deleting MKT435 as a required course in the MKT EMPH requirements, thereby reducing the required courses to 9 hrs., and increasing the MKT EMPH Elective hours to 12. This maintains the 21 total hour MKT EMPH requirement. At a later date, we intend to increase the EMPH required courses back to 12 hours by adding a new course and reduce the EMPH elective hour requirement back to 9.

#90, Alter, Program, Business Administration Comprehensive – Supply Chain Management Emphasis, B.S., MKMIS, CBT, Updating program with new GS requirements and adding MKT435 as an option in the Analytics set of courses.

#91, Alter, Program, Communication Disorders Comprehensive, B.S.Ed., CDIS, COE, Changes are due to the implementation of the new GS program at UNK.

#92, Alter, Course, Prerequisites, General Studies Status, ENG 253, Intro to Literature: Non-Western Civilization, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students; Change prerequisites, Old Value: ENG 102, New Value, ENG 101 or ENG 102; Change in General Studies Status, Old Value: Humanities, New Value: Respect for Human Diversity.

#93, Alter, Course, Prerequisites, ENG 254, Introduction to Literature: Special Topics, ENG, CAS, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be
available to all students; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102.

#94, Alter, Course, Prerequisites, General Studies Status, ENG 260, Images of Women in Literature, ENG, CAS, We have submitted the course for approval in the GS program (LOPERS 6&10) because it does not fulfill any other requirements and we believe it covers the appropriate GS learning objectives. We are therefore changing the prerequisites along with the rest of our GS courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102; Change in General Studies Status, Old Value: Not a General Studies course, New Value: General Studies course: Respect for Human Diversity and Humanities.

#95, Alter, Minor, Environmental Science, BIOL, CAS, The minor is being changed to update for current careers and to add current classes being offered. The Department of Chemistry has been replaced with the Department of Political Science.

#96, Alter, Minor, International Studies, INTS, CAS, Clarify that language requirement applies only to those students receiving a BA. Make the program more accessible and increase upper division requirement while reducing overall numbers.

#97, Alter, Program, Interior and Product Design Comprehensive, B.S., ITEC, CBT, Accreditation alignment, a reduction of credits, and change to reflect new General Studies program.

#98, Alter, Course, Prerequisites, Catalog Description, ITEC 271, Industrial Products & Applications I, ITEC, CBT, The math requirement for ITEC 271 can be met with a GS math course in conjunction with the math review that is taught in ITEC 114, which is a pre-requisite for ITEC 271. Rationale for course description change: The current description is based on an old curriculum and changes have been made, specifically, electrical products and components are now part of a different class. By making the change on the description, we will be able to cover current and relevant industrial products and their applications and include/adapt them as they shift with the industry. The change will also better align the class to the outcome statements of the Industrial Distribution Program. Rationale for course prerequisite change: The course currently has MATH 102 as a prerequisite. Based on the content to be covered in this class, the mathematical skills required will be basic level math operations and will not require the completion of Math 102 prior to taking the course; Change prerequisite, Old Value: ITEC 114 and completion of General Studies Foundational Core Math class, New Value: ITEC 114; Change catalog description, Old Value: This course is designed to provide specific product knowledge and applications skills required of today's electrical and electronic component sales professionals, New Value: This course is designed to provide specific product knowledge and applications skills required of today's industrial sales professionals in the construction industry. New technologies are included in the course as they become available.
#99, Alter, Course, Prerequisites, Catalog Description, ITEC 320, Applied Electronics, ITEC, CBT, Rationale for course prerequisite change: The ITEC 110, Introduction to Technology, prerequisite is being dropped as a course prerequisite. ITEC 110 is being eliminated from the Industrial Distribution program curriculum as discussed previously. The attributes of ITEC 110 most critically tied to the Industrial Distribution program are going to be captured in ITEC 114, Introduction to Industrial Distribution. Rationale for course description change: The course description for ITEC 320, Applied Electronics, is being updated to better reflect the outcome statements of the Industrial Distribution program. This course is now exclusively required by the Industrial Distribution program, and, as such, allows a greater degree of tailoring. This change will bring with it increased focus and value to the student. Additionally, shifting away from emphasis on analog and digital circuitry more accurately ties to the content of the course to the title of the course, Applied Electronics; Change prerequisites, Old Value: ITEC 110 and ITEC 220, New Value: ITEC 220; Change catalog description, Old Value: The course will deal with analog and digital circuitry and their various applications in electronics. Computer and industry control circuits will be incorporated, New Value: This course is designed to provide specific product knowledge and applications skills required of today's industrial sales professional in the electrical and electronic controls industry. New technologies are included in the course as they become available.

#100, Alter, Course, Prerequisites, Catalog Description, ITEC 353, Industrial Distribution Branch Operations, ITEC, CBT, Rationale for course prerequisite change: A significant amount of the class is currently spent reviewing and getting students up to speed on the different financial measures and financial documents used in distribution and business in general. These basic accounting aptitudes are not necessarily included in the course’s competencies, but are needed in order to understand branch operations, various distribution analytical models and the operation of an ERP system. The purpose of adding ACCT 240 or ACCT 250 as a prerequisite is to allow for more time spent covering the intended course competencies. Rationale for course description change: The current description was modified slightly to bring the class more in line with the “branch operation” course descriptions of the Industrial Distribution programs at our peer institutions (mainly Texas A&M University and East Carolina University). This change will also bring the class more in line with the outcome statements of the Industrial Distribution program; Change prerequisites, Old Value: None, New Value: ACCT 240 or ACCT 250; Change catalog description, Old Value: A study of the basic functions of an industrial distributor, how to manage each area of branch operations for a single or multi-level branch organization, account planning, and the management of territories, sales cycles, and sales teams, New Value: A study of the basic functions of an industrial distributor and how to manage each area of branch operations for a single or multi-level branch organization through the utilization of various financial reporting metrics, operational practices, and distribution management technology applications.

#101, Alter, Course, Prerequisites, Catalog Description, ITEC 451, Manufacturing/Distribution Relationships, ITEC, CBT, Rationale for course description change: This class has been modified to align with the outcome statements of the program. The old description referred more to manufacturing and product design
processes, those topics are covered in ITEC 458. This new description focuses on the relationship between manufacturers and distributors, how they align their goals and make both profitable organizations. Rationale for course prerequisite change: Currently ITEC 251 Machine Tool Products and Applications is one of the prerequisites for ITEC 451. The removal of ITEC 251 as a prerequisite is warranted based on the fact that the class is no longer active and has not been offered for a number of years. The content that was once taught in ITEC 251 has since become irrelevant and is no longer needed to achieve the course competencies of ITEC 451. This change is long overdue; Change prerequisites, Old Value: ITEC 251 and ITEC 475, New Value: ITEC 475; Change catalog description, Old Value: The study of the design and development of products and services emphasizing the quantitative aspects and the interlocking factors affecting human performance and the utilization of facilities, machines, and materials. A working corporate structure will be established to research, develop, produce, and market produce, New Value: The study of the dynamic relationship between manufacturer and distributor and the alignment of goals between organizations for profitable optimization. This course is designed to help students become familiar with the design and development of products and services emphasizing the quantitative aspects and the interlocking factors affecting human performance and the utilization of facilities, machines, and materials in the Manufacturer/Distributor relationship.

#102, Alter, Course, Title, Catalog Description, ITEC 458, Materials: Properties and Processing, ITEC, CBT, Rationale for course name and description change: Description is being changed from “Materials: Structure, Properties and Processing” to “Materials: Properties and Processing.” This change will allow students to get a better understanding on the processing of materials and allow them to focus on what really matters to our graduates which is understanding properties and different processes materials go through during the manufacturing process. Basic structural concepts will be covered when talking about properties but is not going to be an area of focus in the class. This change will also bring the class more in line with the outcome statements of the Industrial Distribution program; Change course title, Old Value: Materials: Structure, Properties, and Processing, New Value: Materials: Properties and Processing; Change catalog description, Old Value: This course is designed to help students become familiar with industrial materials, including metals, ceramics, polymers, and composites. Successful students will understand the atomic structure and micro structure of materials, how fabrication and processing conditions influence this structure, and the mechanical properties of the resulting materials, New Value: This course is designed to help students become familiar with mechanical properties, industrial processes and treatments of engineered materials, including metals, ceramics, polymers, and composites during the manufacturing process.

#103, Alter, Course, General Studies Status, MATH 115: Calculus I with Analytic Geometry, MATH, CAS, Approval of the General Studies Council for MATH 115 to satisfy LOPER 4; Change in General Studies Status, New Value: LOPER 4: Mathematics, Statistics and Quantitative Reasoning
#104, Create, Course, MATH 251, Inquiry and Proof in 9-12 Mathematics, MATH, CAS, MATH 251 Inquiry and Proof in 9-12 Mathematics introduces students to the role of proof and mathematical inquiry in 9-12 curriculum they will teach. National standards suggest we need 9 hours of mathematical content designed primarily for prospective teachers (MET II p. 18 and 62-66) and the current program has 0 hours. Student data is showing 79% of students who leave our 6-12 Program do so during sophomore or junior year, concurrent with MATH 250. (n=22 students in the past 5 years). This course will run concurrent with 250 to address this retention issue. Program feedback also supports the inclusion of mathematics coursework that connects undergraduate mathematics with the mathematics taught in 9-12 grades. This course should be offered every fall semester beginning fall 2022.

#105, Create, Course, MATH 270, Methods in Middle and High School Mathematics Teaching I, MATH, CAS, We are instituting 4 hours of methods instead of 3, split between MATH 470 and MATH 270. This means reducing MATH 470 to be a 2-hour course titled Methods in Middle and High School Mathematics Teaching II and adding this MATH 270 titled Methods in Middle and High School Mathematics Teaching I. One 3-hour methods course (previously MATH 470) was not sufficient to meet requirements in state standards (Rule 24 – S3, S4, S6) or in national standards. Students need to be introduced to pedagogy specific to mathematics earlier in their program. This increases the probability of meeting requirements (Rule 24 – S3, S4) in the Professional Sequence. Currently, the professional sequence courses are not math-specific and students do not have the prerequisite knowledge to apply what they are learning in those courses effectively in mathematics classrooms. Student data is showing 79% of students who leave our 6-12 Program do so during sophomore or junior year, and support from MATH 270/271 may help reduce attrition. Program feedback suggests this change because the main response from graduates is that they need more teaching methods courses. This course should be offered every spring semester beginning spring 2023.

#106, Create, Course, MATH 271, Field Experience in Middle and High School Mathematics I, MATH, CAS, MATH 271 Field Experience in Middle and High School Mathematics I gives students initial classroom experiences that complement learning in the new MATH 270 methods course. Students need classroom experiences with feedback and support from highly qualified mathematics education supervisors. Currently, cooperating teachers may not practice teaching aligned to math education research and university supervisors may not be trained in mathematics. Our current program only requires preservice teachers to teach ONE lesson prior to student teaching. This helps us better meet state requirements (Rule 24 – S5, S6, S7) and national standards. Program feedback suggests students need to be observed in the field by a math educator and a desire for field experience to be connected to mathematics methods. This course should be offered every spring semester beginning spring 2023.

#107, Create, Course, MATH 465, Advanced Study in 9-12 Mathematics, MATH, CAS, MATH 465 Advanced Study in 9-12 Mathematics emphasizes depth of mathematical
understanding, communication, and connections of 9-12 mathematics with undergraduate mathematics. National standards suggest we need 9 hours of mathematical content designed primarily for prospective teachers (MET II p. 18 and 62-66) and the current program has 0 hours. This will also help us better meet Rule 24-S1/S2. Program feedback also supports the inclusion of mathematics coursework that connects undergraduate mathematics with the mathematics taught in 9-12 grades. This course should be offered every fall semester beginning fall 2024.

#108, Alter, Course, Title, Credit Hours, Prerequisites, Co-requisites, Catalog Description, MATH 470, Methods in Middle and High School Mathematics Teaching II, MATH, CAS, We are instituting 4 hours of methods instead of 3, split between MATH 470 and MATH 270. This means reducing MATH 470 to be a 2-hour course titled Methods in Middle and High School Mathematics Teaching II. We are also adding this MATH 270 titled Methods in Middle and High School Mathematics Teaching I. See MATH 270 for a thorough justification, Change course title, Old Value: Methods in Middle and High School Mathematics Teaching, New Value: Methods in Middle and High School Mathematics Teaching II; Change credit hours, Old Value: 3, New Value: 2; Change prerequisites, Old Value: MATH 430 and admission to Teacher Education, New Value: MATH 270 and MATH 271 AND TE 319 and TE 320 OR TE 472 and TE 473; Change co-requisites, Old Value: None, New Value: MATH 471; Change catalog description, Old Value: In this course, preservice teachers develop research-based knowledge and instructional practices that facilitate mathematics learning for grades 6-12 students. The topics investigated in the course include mathematics instructional methodology, research literature, diversity and equity, mathematics standards and curricula, assessment, and the development of effective mathematics lesson plans and curricular units. In addition, preservice teachers examine the importance of continuously improving teaching of mathematics through teacher reflection, instructional leadership, and professional development, New Value: In this second methods course, preservice teachers develop specialized research-based knowledge and instructional practices that facilitate mathematics learning for grades 6-12 students. The topics investigated in the course include mathematics research literature, differentiation, diversity and equity, assessment practices, and the development of effective mathematics lesson plans and curricular units. In addition, preservice teachers examine the importance of continuously improving teaching of mathematics through teacher reflection, instructional leadership, and professional development. MATH 471, a corequisite course, provides the opportunity to put learning into practice.

#109, Create, Course, MATH 471, Field Experience in Middle and High School Mathematics II, MATH, CAS, MATH 471 Field Experience in Middle and High School Mathematics II gives students additional classroom experiences that complement learning in the MATH 470 methods course. Students need classroom experiences with feedback and support from highly qualified mathematics education supervisors. Currently, cooperating teachers may not practice teaching aligned to math education research and university supervisors may not be trained in mathematics. Our current program only requires preservice teachers to teach ONE lesson prior to student teaching. This helps us better meet state requirements (Rule 24 – S5, S6, S7) and
national standards. Program feedback suggests students need to be observed in the field by a math educator and a desire for field experience to be connected to mathematics methods. This course should be offered every fall semester beginning fall 2024.

#110, Alter, Program, Mathematics, B.A., MATH, CAS, Changed to reflect new General Studies program.

#111, Alter, Program, Mathematics, B.S., MATH, CAS, Changed to reflect new General Studies program.

#112, Alter, Minor, Mathematics (Elementary Education), MATH, CAS, We have received more students interested or with credit in MATH 115 than previously anticipated. Move MATH 103 from a required course to an elective. Change the number of electives from 6 to 8 hours. Change minimum hours from the minor from 21 to 20. CSIT 100 is no longer offered. Removed CSIT 100 from program. Having a Special Topics course (MATH 490) for numerous students at once does not fit the needs of this minor. Replace MATH 490 with MATH 495. STAT 345 has not been offered in 5 plus years. Removed STAT 345 from program. We have to turn away students with majors other than Elementary Education. A math minor for Elementary Education could be useful to numerous majors, including (but not limited to) SPED K-6, SPED K-12, Early Childhood, Early Childhood and Family Advocacy, Early Childhood Inclusive. Remove the stipulation that only Elementary Education majors can add the minor.

#113, Create, Course, MKT 377, Digital and Social Media Marketing, MASCM, CBT, This basic course content is currently being taught as a General Studies Capstone Course--MKT388 Emerging Marketing Media. As the new GS program is implemented, the capstone courses will be phased out. Thus, we want to create a new digital and social media marketing course to offer to students in the future. We have found that employers of new marketing emphasis grads often expect them to have some fundamental knowledge of how to use these tools to promote their organizations. Students from other majors across the campus may find this course valuable as well.

#114, Alter, Minor, Nutrition, KSS, COE, The FAMS department has moved to COE. The nutrition minor has moved to KSS. Therefore, we are modifying the program to be part of KSS and ensuring there are at least 12 unique hours in the minor. This is also to compliment the per-dietetic program.

#115, Create, Course, PE 126, First Year Seminar, PEREC, COE, Creation of a new course to meet the LOPER 1 GS requirements.

#116, Alter, Course, Title, Catalog Description, PHYS 360, Computational Methods in Physics and Astronomy, PHYS, CAS, change learning outcomes and focus; Change course title, Old Value: Astronomy Methods I, New Value: Computational Methods in Physics and Astronomy; Change catalog description, Old Value: This course addresses the computational methods used in astronomy. Modern astronomy has moved beyond
observations made locally at telescopes. Handling large datasets, using scripts to mine data, and computational modeling methods are all important tools for modern astronomers. Topics addressed in this course will include writing scripts in Linux and Python, modeling data, presentation of data, mining data from large surveys, and computational analysis methods. The lab will focus on the use of computational tools, New Value: This course addresses the computational methods used in physics and astronomy with an integrated lab and lecture. Physics contains many problems that can only be solved numerically and large quantities of data must often be reduced and examined to draw meaningful results. Modern astronomy has moved beyond observations made locally at telescopes. Handling large datasets, using scripts to mine data, and computational modeling methods are all important tools for modern physicists and astronomers. Topics addressed in this course will include computer usage techniques, writing scripts, modeling data, presentation of data, mining data from large surveys, and computational analysis methods. The lab will focus on the use of computational tools. Lecture 2 credit hours, Laboratory 1 credit hour.

#117, Inactivate, Course, PHYS 446, Modern Physics for High School Teachers, PHYS, CAS, please make dormant; not part of a program and not offered in years.

#118, Alter, Minor, Physics, PHYS, CAS, update program.

#119, Alter, Program, Physical Science, B.A., PHYS, CAS, update program to align with new GS.

#120, Alter, Program, Physical Science, B.S., PHYS CAS, align with new GS program.

#121, Create, Course, REC 126, First Year Seminar, PEREC, COE, Creation of a course to meet GS LOPER 1.

#122, Alter, Program, Sociology, B.A., CAS, Change to reflect new General Studies program.

#123, Alter, Program, Sociology, B.S., CAS, Change to reflect new General Studies program.

#124, Alter, Minor, Special Education, TE, COE, Updating of courses to meet current trends/needs of Special Education.

#125, Alter, Course, General Studies Status, Catalog Description, TE 100, Teaching in a Democratic Society, TE, COE, With the change in General Studies requirements, the course description was expanded to reflect the change in the course and LOPER 10 outcomes, Change General Studies Status, Old Value: Democracy in Perspective, New Value: Respect for Human Diversity; Change catalog description, Old Value: The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites. Concurrent enrollment in a matched
section of PSCI 110 is encouraged, New Value: This course investigates the
intersectionality of education, diversity, and democracy. This course is designed to
increase awareness and appreciation of how schools and communities work to sustain
democracy in a diverse society. Students will explore several aspects of human
diversity and democratic issues experienced in schools and society. TE 100 seeks to
increase students’ awareness of personal, educational, and societal inequalities, and
the actions leading to a more equitable and inclusive classroom and community. This
course includes a field experience component in PK-12 school sites where students will
make observations to evaluate best practices for diversity to become more culturally
and democratically engaged as future professionals and possible educators.

#126, Alter, Course, Prerequisites, Co-requisites, TE 314, Phonics and Word Study, TE,
COE, The common assessment for ELED has been moved to another course. Adjusting
the co-requisite provides transfer students and students coming in with considerable
credits to advance more efficiently; Change prerequisites, Old Value: Admission to
Teacher Education and TE 318 or TE 319, New Value: Admission to Teacher Education
and TE 204; Change co-requisites, Old Value: TE 315 and TE 316 and TE 317, New
Value: Completion or enrollment in TE 318 or TE 319 or TE 472. Co-enrollment in TE
315 and TE 316 and TE 317.

#127, Alter, Course, Credit Hours, TE 318, Management and Assessment in
Preschool/Elementary Classrooms, TE, COE, Accreditation data from the last several
cycles has indicated a need for a deeper understanding of assessment for classrooms.
By increasing the credit hours for this course, assessment will be more thoroughly
studied; Change credit hours, Old Value: 2, New Value: 3.

#128, Alter, Course, Prerequisites, TE 336, Methods for Preschool and Kindergarten
Classrooms, TE, COE, The change will improve student access to the courses resulting
in a more timely completion rate; Change prerequisites, Old Value: TE 341 and TESE
333 or TE 327 or TE 328 or TE 329, New Value: TE 341.

#129, Alter, Course, Prerequisites, TE 342, Literacy Methods for the Preschool
Teacher, TE, COE, This change would allow more access to courses so students can
complete the program more efficiently; Change prerequisites, Old Value: TE 336 or
permission, New Value: TE 341 or permission.

#130, Alter, Program, Theatre, B.A., MUS, CAS, Changes to reflect new General
Studies program.
Notes for Faculty Athletic Committee – 02/02/2021
Present: Ford Clark, Megan Strain, Ngan Chau, Kurt Brochard, Marissa Fye, Bryce Abbey, Scott Unruh, Rachel Page.

Committee Business
-Dr. Scott Unruh the Chair
-Rachael Page the secretary

MIAA News
- COVID Task Force
- Fall and Winter sports they received their seasons back and their championships don’t count
- Spring sports full go ahead. Should be a championship season

UNK Athletic News
- 25% attendance currently
- UNK Athletics is no longer sending out emails about sports leave, kids are responsible for that communication

Academic Missed Class Policy Update
- Use the verbiage below:
  “Those with documented and excused absences must be permitted the opportunity to earn equivalent credit associated with the dates of documented absence.”
- Use what we created last time to send to Charlie and we need to come up with a way to distribute and enforce with faculty
  - Policy Amendment
  - Adjust the way faculty are informed
All were in favor to send it to Charlie!

Next Month’s discussion will be what Scott and Charlie talk about. Meeting will be set up soon.
PRESENT: Judy Henning, Chair; Andrea Childress, Bryan Drew, Heather Meyer, Christopher Steinke, Janet Wilke

The meeting convened via Zoom at 10:00am.

Henning asked if there were additions or changes to the distributed agenda. Wilke stated she has a brief library update. Henning stated that, going forward, Library Updates will be part of every meeting agenda.

**Meeting Minutes approvals** - The minutes of the November 18, 2020 meeting were presented for approval. There were no additions or corrections. Steinke moved (Meyer) the minutes be approved as submitted. The motion carried.

The minutes of the December 16, 2020 meeting were presented for approval. There were no additions or corrections. Drew moved (Meyer) the minutes be approved as submitted. The motion carried.

**Spring Semester meeting date/time** - During Fall Semester 2020 the Committee met on the Third Wednesday morning of each month. Class schedules and other commitments will not permit most Committee Members to meet at this time during the Spring Semester 2021. Discussion revealed that a Tuesday or Thursday afternoon meeting time would work best for everyone. Colleen will send out a Doodle poll to determine the date/time. Henning will review poll results and notify Committee Members when the February meeting is scheduled.

**Library Updates**

Wilke reported that the new library platform, ExLibris' Alma/Primo, came online on 22 December 2020. Library Staff have been working with the new platform for three weeks but the real test will begin on January 25, when faculty and students return to campus for spring semester classes. The change means that all University of Nebraska Libraries are now using the same library platform. UNK Library Staff are excited about the platform and are happy to work with faculty and students as they begin using it. Wilke encouraged faculty to report to Library Staff any issues or questions they may have about the system. Bobbi-Jean Ludwig, the project head, is happy to address these matters.

There being no further business to discuss, Drew (Meyer) moved that the meeting adjourn. The motion carried and the meeting adjourned at 10:10am.

Respectfully submitted,

Colleen M. Lewis Scribe
GRADUATE COUNCIL MINUTES
Thursday, February 11, 2021
Zoom Conference – 3:30 p.m.

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

I. Approval of the December 10, 2020 Minutes – approved via email

II. Graduate Dean’s Report

A. Seniors Requesting to take Graduate Classes Form
The council voted unanimously (Warren/Wetherell) to update the wording on the form to match the verbiage in the Graduate College Policy Handbook.

B. 8-Week Courses
Discussion was held on the pros and cons to 8-week courses. The MBA program is now offering some courses in the 8-week format. The Graduate Office is encouraging programs to explore the possibility of offering variable week courses to accommodate student needs.

C. eCampus Transition
Dean Ellis explained that eCampus is now under the administration of the Office of Graduate Studies. He and Bice have been meeting with eCampus staff, Deans, chairs, and interested parties to obtain feedback and suggestions to establish a new vision for online education at UNK. Graduate Studies will meld with eCampus to assist faculty and improve the student experience. Ellis asked the council and campus community to contact him for further discussion.

III. Committee Reports

A. Policy & Planning Committee – Ellis informed the committee that he is giving them the task to establish a policy for lecturers to meet HLC guidelines and qualifications.

B. Academic Programs Committee –

Old Business:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Nature of Request</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori Early Childhood Graduate Teaching Certificate</td>
<td>New Program Proposal</td>
<td>Rolled back to Department</td>
</tr>
<tr>
<td>Montessori Early Elementary 1 Graduate Teaching Certificate</td>
<td>New Program Proposal</td>
<td>Rolled back to Department</td>
</tr>
</tbody>
</table>

New Business:

For Graduate Council Action - These program changes come as a seconded motion to the Graduate Council. Motion Carried.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Nature of Request</th>
<th>Suggestion(s) /Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Student Affairs, Master of Science in Education</td>
<td>Program Change Request - Program is adding CSP845 to program.</td>
<td>Approve</td>
</tr>
<tr>
<td>Business Administration, Master of Business Administration</td>
<td>Program Change Request - Change Admissions options</td>
<td>Approve</td>
</tr>
<tr>
<td>PEEXSC-MAE: Physical Education Exercise Science, MAE</td>
<td>Program Change Request - Update program with new courses (PE 835, 850, 868) and remove GRE requirements.</td>
<td>Approve</td>
</tr>
<tr>
<td>SCIMTH-MSE: STEM Education, Master of Science in Education</td>
<td>Program Change Request - Remove comprehensive exam</td>
<td>Approve</td>
</tr>
<tr>
<td>SPATH - MSE: Speech/Language Pathology, Master of Science in Education</td>
<td>Program Change Request - Program requirement changed from campus only to campus and online options.</td>
<td>Approve</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Nature of Request</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 802: NexGen Academy II: Changing School Culture</td>
<td>New Course Proposal</td>
<td>Approve</td>
</tr>
<tr>
<td>MUS 847: History and Literature of Opera</td>
<td>New Course Proposal</td>
<td>Approve</td>
</tr>
<tr>
<td>PE 868: Advanced Testing in Exercise &amp; Sport Science</td>
<td>New Course Proposal</td>
<td>Approve</td>
</tr>
</tbody>
</table>

C. Faculty & Student Affairs Committee – the committee reported that will be reviewing the Reichenbach Scholarship nominations later this spring.

**IV. Other Business** – The new Health Science program will start this summer led by Janet Steele. Ellis reported that graduate enrollment is up 4.9% for the spring semester.

Respectfully submitted,

Janna Shanno
General Studies Council Minutes  
February 4, 2021 @ 3:30 p.m.  
Warner Hall, Warner Conference Room-via Zoom  
** Approved via Email **

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

Guests: Amy Rundstrom, Tim Jares

I. **Call to order:** Brown called the meeting to order.
   - **Approve Agenda:** Blauwkamp/Dillon moved to approve the agenda. **Motion Carried**
   - **Minutes from January 14, 2021 meeting (approved via email)**

II. **Old Business (Open Items):**
   - Review of previously reviewed syllabi that were returned for revision.
   - MUS 101 (For LOPER 5 and 10) - Motion was for revise and resubmit to address the assessment of LOPER 5 A, C and LOPER 10 A, B and to correct the catalog description and add the program objectives for General Studies.
     - Blauwkamp/Unruh moved to approve MUS 101 for LOPER 5 and send to campus for LOPER 10. **Yes: 11/No: 0 Motion Carried**
   - PHIL 105 (For LOPER 9) - Motion was to revise and resubmit to explain in the syllabus how the course meets the LOPER 9 learning outcomes, rather than just link to the old Democracy in Perspective objectives with "also meets" and add UNK diversity & inclusion policy statement (COVID policy also if taught in Spring 2021; class not offered in spring 2021)
     - Blauwkamp/Umland moved to approve PHIL 105 for LOPER 9.
     - Seshadri stated he noticed some minor issues in the syllabus. He stated he is not against approval but wanted faculty to know.
     - **Yes: 12/No: 0 Motion Carried**
   - FIN 160 (For LOPER 11) - Motion was to revise & resubmit to explain how the LOPER 11 learning outcomes are being met, especially item A, the other seven dimensions of wellness other than financial wellness; remove the old General Studies course objectives; and correct assignment weighting to equal 100% and match to catalog description.
     - Blauwkamp asked Unruh if she was satisfied with the syllabus explaining the outcomes of wellness. Unruh stated the syllabus now addresses all wellness outcomes.
     - Blauwkamp/Dillon moved to approve FIN 160 for LOPER 11. **Yes: 13/No: 0 Motion Carried**
• Approved in the previous GSC meeting for dissemination to campus for comments prior to vote for final approval.
• PSCI 168 (approved for LOPER 7 and new for LOPER 10) - No comments from campus.
  • Blauwkamp/Reeves moved to give final approval to PSCI 168 for LOPER 10.  Yes: 13/No: 0 Motion Carried
• Course proposals (review for final approval):
  • LOPER 5
    • DANC 122 (Provisionally Approved for LOPER 5, new proposal for LOPER 10)
      • Blauwkamp/Harms moved to give final approval to DANC 122 for LOPER 5 and send to campus for LOPER 10.
        Yes: 13/No: 0 Motion Carried
  • LOPER 6
    • ENG 252 (Provisionally Approved for LOPER 6, new proposal for LOPER 9)
      • Blauwkamp/Wells moved to give final approval to ENG 252 for LOPER 6 and send to campus for LOPER 9.
        Yes: 12/No: 0 Motion Carried
  • LOPER 8
    • PHYS 100L (the syllabus was included in the materials to be reviewed in the November 5 meeting along with PHYS 100. But PHYS 100L was left off the agenda, and the meeting minutes do not reflect approval of PHYS 100L)
      • Blauwkamp/Tillman moved to give final approval to PHYS 100L for LOPER 8.  Yes: 12/No: 0 Motion Carried
  • LOPER 11
    • PE 108
      • Unruh/Dillon moved to give final approval to PE 108 for LOPER 11.  Yes: 12/No: 0 Motion Carried

III. New Business:
• Review of new GS Course proposals
• LOPER 9
  • ENG 153
    • Blauwkamp stated the syllabus needs some corrections and suggested it be revised and resubmitted. Seshadri agreed with Blauwkamp.
    • Blauwkamp/Seshadri moved to have ENG 153 revise and resubmit to add the academic integrity policy to syllabus, add the dispositional requirements purpose statement and remove foundational and broad knowledge ones from syllabus; and add detailed explanation of how
the LOPER 9 objectives are met in syllabus (same explanation as part 2).  **Yes: 13/No: 0 Motion Carried**

- **LOPER 10**
  - **SOC 369**
    - Blauwkamp/Reeves move to send SOC 369 to campus for LOPER 9.  **Yes: 13/No: 0 Motion Carried**
  - **ENG 235H** (previously approved for LOPER 6, new proposal for LOPER 10)
    - Blauwkamp stated the ENG 235H syllabus has the same issues as the ENG 153 syllabus.
    - McKelvey/Seshadri moved to have ENG 235H revise and resubmit to add the academic integrity policy to syllabus, add the dispositional requirements purpose statement and remove foundational and broad knowledge ones from syllabus; and add detailed explanation of how the LOPER 10 objectives are met in syllabus (same explanation as part 2).  **Yes: 13/No: 0 Motion Carried**

- **LOPER 5 & 10**
  - **ART 378**
    - Blauwkamp stated she does not have a problem approving ART 378 for LOPER 5 but LOPER 10 seems just tacked on. She stated she is not comfortable approving for LOPER 10. She stated the syllabus is not specific enough about which types of diversity will be studied or how learning respect for human diversity is integral to the course. Choi stated the grading scale seems off and the academic integrity statement is not in syllabus. McKelvey stated the syllabus indicates that they will cover the material. Blauwkamp suggested having two motions: one for LOPER 5 and one for LOPER 10.
    - Unruh/Mckelvey moved to approve ART 378 for LOPER 5 and LOPER 10 with the inclusion of Academic Integrity statement.  **Yes: 1/No 11 Motion Failed**

  - Reeves suggested the syllabus be revised and resubmitted to have it better describe how the LOPER 10 outcomes will be met.
  - Unruh/Berrier moved to have ART 378 revise and resubmit to provide more information on how the course will address LOPER 10 and add the Academic Integrity Statement.  **Yes: 12/No: 0 Motion Carried**

- **LOPER 6 & 10**
  - **ENG 255**
    - Blauwkamp stated the ENG 255 syllabus has the same issues as the ENG 153 syllabus. Seshadri and Unruh both stated the syllabus only has the General Studies purpose statements and has no objectives.
    - Blauwkamp/Seshadri moved to have ENG 255 revise and resubmit to add to the syllabus the broad knowledge and dispositional purpose
statements and explain in detail how the LOPER 6 and LOPER 10 outcomes are being met. Yes: 12/No: 0 Motion Carried

- ENG 101 Prerequisite Change (Information item)
  - Brown stated the ENG 101 prerequisite change is for informational purposes and does not require a vote.
- List of courses approved so far (Information item)
  - Wells stated HIST 215 has been approved for LOPER 10. Brown stated he will add HIST 215 to the list of approved courses.
- Further discussion on LOPER 1
  - Blauwkamp asked Neal for an update on the number of -126 (LOPER 1) courses so far submitted in CIM. Neal listed the courses that are currently in CIM (roughly 10 departments). Blauwkamp asked for confirmation, which Neal provided, that the deadline for getting courses into the CIM pipeline for the 2021-22 catalog is February 21. Wells stated that CAS faculty think the deadline is next week, when the CAS Educational Policy Committee next meets.
  - Harms stated the College of Business & Technology thinks the LOPER 1 seminar should be by ‘prefix’ and not ‘department’ to be considered multidisciplinary. Dean Jares and the CBT chairs had sent a letter to the Council requesting this change, since departments are administrative units that can combine a variety of disciplines. She asked if the LOPER 1 proposal could be changed. Brown stated it could be changed if the Council votes on it.
  - Ellis stated Dean Teten proposed having one single, generic prefix for all LOPER 1 seminars so it could go across all Colleges. Dillon asked how it would work. Neal stated FTE goes by faculty member. She also stated if the Council chose to have a single prefix, she would encourage a three-credit hour course instead of three one-credit hour courses.
  - Blauwkamp stated a multidisciplinary course is what the Council is trying to create. She stated she is not against the seminar combining courses by prefixes, but the rationale that the Council used to make it by departments was “face validity” for students. It might not be clear to students that, for example, a seminar combining Finance, Economics, and Accounting is multidisciplinary – all courses from the same department.
  - Ellis recommended sidelining the generic course suggestion but instead urged the Council to consider the CBT recommendation to combine courses by ‘prefix’ instead of by ‘department’. Unruh asked if a compromise would work in which the LOPER 1 seminar could combine three prefixes from at least two different departments. Brown agreed with Ellis that pursuing the generic course suggestion would be going back to the drawing board on LOPER 1.
  - Neal asked for documentation as to whether the Council is for or against the generic course suggestion from the deans. Harms stated she is against it.
• Blauwkamp/Unruh proposed the following statement: It is the sense of the Council that a generic -126 three credit hour LOPER 1 is not a workable means of implementing the multidisciplinary, team-taught seminar that the Council has proposed. A generic seminar also is inconsistent with the charge to have LOPER 1 courses underway for Fall 2021.
   Yes: 12/No: 1 Motion Carried

• Seshadri/Tillman moved to change ‘department’ to ‘prefix’ in the LOPER 1 proposal.
  • Harms stated that departments are an administrative structure and prefixes better reflect different disciplines. Prefixes also tend to be standardized across universities.
  • Wells noted that the Council’s current course-approval materials only evaluate courses based on whether they meet the applicable LOPER objectives; the evaluation criteria do not specify that LOPER 1 must be multidisciplinary. Brown replied that the Council will need to revise the submission guidelines for LOPER 1 seminars to reflect what the Council approved for LOPER 1 at last month’s meeting.
  • McKelvey stated that she thinks changing to prefixes would put smaller departments at a disadvantage. Multi-prefix departments could put together a seminar within their own department, while other departments would still have the logistical challenge of coordinating across different departments.
   Yes: 6/No: 7 Motion Failed

• Dillon asked the Council if it would make a difference if the motion limited seminars to prefixes combining at least two departments.

• Harms/Choi moved to change ‘department’ to ‘prefix’ in the LOPER 1 category with a limit on two of the three courses with prefixes from the same department. Yes: 10/No: 3 Motion Carried

• Brown stated he will let campus know of the change made to the LOPER 1 proposal.

• Wells stated faculty have not heard anything on the flexibility of the deadlines to get seminars on the schedule for Fall 2021. He stated CAS ED Policy has their next meeting on Tuesday, February 9th so -126 courses would have had to be submitted by yesterday. Blauwkamp stated CAS ED Policy could hold a special meeting. Ellis stated he will let the Deans know that their ED Policy committees need to be flexible to accomplish the goal of implementing the new -126 courses by Fall term.

• Brown asked what changes needed to be made for the LOPER 1 seminar submission instructions. Dillon stated the seminar proposal and syllabus should demonstrate how the course is multidisciplinary. Seshadri stated the checklist should include a place to list what the seminar’s focal problem or issue is. Brown stated he will draft changes to the course submission
guidelines for LOPER 1 and send the document to the Council for review. He asked for rapid feedback, since seminar proposals will need to be on the agenda for the March and early April meetings to be approved in time for Fall 2021.

- Brown asked if the Council should hold some campus forums on implementing the LOPER 1 seminar. Blauwkamp stated the Council is running out of time to offer forums and it would be best to answer questions as they come. Unruh noted that forums will suggest that LOPER 1 is still open for discussion.

- Items suspended pending completion of course review & approval
  - Assessment and GS Program:
  - Review / revision of governance document (GSC Governance)

IV. Adjournment: Berrier/Harms moved to adjourn the meeting.

Meeting adjourned at 5:03 pm.

Next Meeting: March 4, 2021 @ 3:30 pm via Zoom
Resolution
In support of UNL’s Proposed Board of Regent’s Bylaw changes
January 14, 2021

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

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

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

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

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

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

Martonia Gaskill, UNK Faculty Senate President

Date: 01/14/2021
Allen R. Taylor

Ross Taylor, UNK Faculty Senate Past-President

Date

Jonathan Dettman, UNK Faculty Senate President-Elect

Date

Derek Boeckner, UNK Faculty Senate Secretary

Date

Ford Clark, UNK Faculty Senate, Senate Representative

Date

Dawn Mollenkopf, UNK Faculty Senate Parliamentarian

Date