

EXECUTIVE COMMITTEE MINUTES

Present: Bender, Dawes, Hanrahan, Konecky, Lee, Leiter, Purcell, Purdum, Rudy, Vakilzadian, Woodman

Absent: Fech, Steffen

Date: April 18 2017

Location: 203 Alexander Building

Note: These are not verbatim minutes. They are a summary of the discussions at the Executive Committee meeting as corrected by those participating.

1.0 Call (*Woodman*)

Woodman called the meeting to order at 2:31 p.m.

2.0 Nancy Mitchell, Director of Undergraduate Education and Professor Patricia Sollars

2.1 ACE Courses - ACE 9

Woodman stated that there is concern that the ACE 9 Outcome is so general that it is meaningless and should be revised. Mitchell reported that the ACE 9 outcome was approved by the faculty in the colleges in January 2008. During the five-year review of the ACE program faculty teams discussed the outcomes and there was acknowledgement that there were some issues with ACE 9, but it was recommended not to change the wording. However, in December of 2015 the University Undergraduate Curriculum Committee (UUC) and the University-wide Assessment Committee (UWAC) both felt that the wording of the ACE 9 outcome should be modified to reflect an emphasis on human diversity. She stated that in March 2016, the Dean's Council asked Assistant VC Amy Goodburn to convene a special committee to refine the language of the outcome and to review the ACE 9 certified courses to see how many courses would be omitted if the wording of the outcome were to change. She noted that the special committee's recommendation was to retain the original ACE 9 language in order to keep the global awareness and human diversity components of the outcome.

Mitchell pointed out that there are still considerable concerns about ACE 9 from faculty members, students, and student advisors. She noted that it would be difficult to add on another outcome because of the Regents' mandate that all majors should require only 120 credit hours. She pointed out that for some majors the course load is already at its maximum and they could not take an additional course to satisfy another ACE outcome. She stated that a possible solution might be through structural criteria, whereby a course that is certified for two outcomes would count towards both outcomes. However, it was felt that doing this would not change what the students were learning in regards to human diversity and making the change would generate a lot of internal work because all degree audits would need to be reprogrammed.

Mitchell stated that the various committees that looked at ACE 9 each believed that both global awareness and human diversity were separately important and that students needed to gain knowledge in both areas. She stated that the Dean's Council committee recommended that the Deans go back to their unit to ask where diversity is infused in their entire curriculum and, as of this date, no change to ACE 9 is being proposed.

Hanrahan pointed out that the problem lies not in the definition of ACE 9, rather it lies in the interpretation of what courses are certified to meet the outcome. He noted that the problem is that the interpretation of some of these courses has been too broad. Mitchell stated that the UUCC looks at courses for certification to see if the students would learn about diversity and global awareness. She pointed out that narrowing the interpretation of the courses could be challenging because you need to have enough variety so that all of the students could find a course that will fulfill the requirements for ACE 9.

Mitchell stated that faculty members can see in CREQ how instructors described opportunities for students to achieve progress toward the outcome in their application for ACE certification. She noted that the UUCC takes the responsibility of approving ACE courses very seriously. She stated that the UUCC will ask departments to provide examples and to explain and justify the reasoning for having a course certified. The UUCC also carefully reviews the course syllabus. Hanrahan pointed out that diversity and global awareness need to be clearly defined and the criteria for them need to be laid out.

Woodman asked which of the ACE outcomes has the most courses. Mitchell reported that ACE 10 has the most courses, but Sollars believed that ACE 5 may have the most among the non-capstone outcomes. Lee stated that it is bothersome to see so many courses qualifying for the ACE outcomes and believes the outcomes need to be more clearly defined. He suggested that if an outcome deals with history, than professors in the history department should teach these courses. Mitchell noted that the ACE program opened up possibilities for courses to be included in the general education outside of the College of Arts and Sciences.

Lee suggested that global awareness be removed from ACE 9 to focus more on ethnic studies and diversity. Mitchell questioned what ACE outcome would global awareness then fit into? She pointed out that the faculty had agreed that global awareness is important for students to be exposed to.

Purcell asked if the UUCC ACE subcommittee reviewed all of the courses for ACE 9. Mitchell stated that the subcommittee did review all of the courses and she will send a list of these courses for the Executive Committee's review.

Leiter asked what the overall goal of ACE 9 is. Does every student take one ACE 9 certified course or should all courses have an ACE 9 component? Mitchell reported that students have to have the equivalence of one three-hour course in each of the ten ACE outcomes for a total of 30 credit hours. She pointed out that when the ACE program was

created, each of the colleges and the University Undergraduate Curriculum Committee approved unanimously the requirement of 30 credit hours.

Leiter noted that he studied in Israel for a year while in college and the knowledge and experience he gained from living there was far greater than what he could get in a classroom. Mitchell reported that there has been a lot of discussion about what counts as global experience. She pointed out that not all students can go abroad, but they still need global awareness. She stated that the UUCC wants to align a student's global experience with an approved UNL student experience course. Leiter stated that judging or evaluating a student's experience would be subjective. Woodman asked about international students studying at UNL and whether they automatically would get credit for ACE 9 due to the fact that they are from another country. Dawes pointed out that a foreign student can still be uninformed about diversity and global awareness. She stated that the students would need to demonstrate that they understand diversity and global awareness.

Purdum stated that it would be helpful for faculty members to get more training on how their courses could identify with global awareness. She noted that she teaches poultry classes in Animal Science and the avian bird flu is a global concern that impacts food production world-wide, affects travel, and economics. She pointed out that her students become more engaged if she can give an example that impacts the students. Mitchell stated that faculty members need to consider how their course relates to the ACE outcome. She stated that the UUCC makes its decisions to certify courses based on what is being presented in the class according to the syllabus and stated intentions in the certification request.

Konecky stated that there is still an overly broad definition of ACE 9. She asked if the purpose is to make the student a global citizen and will taking the certified ACE courses help to change their social responsibility.

Rudy asked if there has been any movement in the last year on the proposal or recommendation to split ACE 9 into two separate outcomes. Mitchell stated that the issue is complex and there does not seem to be agreement at this time. Sollars pointed out that the issue is still trying to be resolved, but it is difficult to add another ACE outcome and the colleges would all need to approve it.

Lee stated that some of the faculty in the College of Arts & Sciences were upset when ACE was first proposed because it crowded out history. Mitchell pointed out that the ACE outcomes are not defined by disciplines, but by the outcomes. She noted that many universities are moving toward an outcome-based education program like ours and other universities have inquired about our program.

Woodman asked if there has ever been any consideration of letting students have the option of taking 11 courses. Mitchell wondered whether the faculty would want this change. Woodman stated that options could be broadened for students if they could combine some outcomes with the courses they take. Sollars pointed out that ACE 1-3

would need to remain intact. She suggested that the middle ACE outcomes could possibly be used to accommodate the extra course. She noted that in the next five-year review cycle the signature assignments will be reassessed to ensure that they still meet the criteria for the outcome.

Leiter asked if the students have been surveyed about the ACE program. Mitchell reported that the students like the transparency of the program and that courses count in other colleges. She stated that one issue that arises with students is why they have to take courses if they feel they are not relevant to them. In response, her office, with the help of academic advisors, has created a list of ACE courses by interest areas. She noted that the ACE program still needs some adjustments and revising ACE 9 is still an ongoing issue.

3.0 Announcements

3.1 Meeting with Associate to the President and Assistant Vice President Stancia Jenkins

Woodman reported that he and Purcell met with Assistant Vice President Stancia Jenkins, of Diversity, Access, and Inclusiveness who was hired in August. He noted that the position is new and she is still in the early stages of learning all of her responsibilities, but she is meeting the leaders of the Faculty Senates on each of the campuses. He noted that she reports to Provost Fritz.

4.0 Approval of April 11, 2017 Minutes

Rudy moved for approval of the revised minutes. Motion second by Vakilzadian and approved by the Executive Committee with one abstention.

5.0 Unfinished Business

5.1 Update on Faculty Questionnaire

Purcell reported that as of now over 270 people have responded to the questionnaire. She stated that a reminder email message will be sent out tomorrow.

5.2 LB 327 Draft Resolution

The Executive Committee reviewed and revised the draft resolution on LB 327, funding for the University of Nebraska. Purcell moved to accept the revised resolution so that it can be presented to the Faculty Senate. Motion seconded by Bender and approved by the Executive Committee.

6.0 New Business

6.1 Halualani & Associates Survey

Woodman noted that the survey being conducted by Halualani & Associates did not address climate. Lee pointed out that the survey was not meant to address climate, but the survey was more complex than he anticipated. He reported that the Ad Hoc Committee on Diversity and Inclusiveness is not conducting a survey, but the Committee will be doing focus groups with underrepresented students, faculty and staff. Purcell pointed out that the Halualani survey as written was created for the faculty on campus and that few Extension faculty would probably complete the survey, which would skew

the results, but Halualani indicated they would be sending out an email to Extension faculty with further instructions.

The meeting was adjourned at 4:20 p.m. The next meeting of the Executive Committee will be on Tuesday, May 2, 2017 at 2:30 pm. The meeting will be held in 201 Canfield Administration. The minutes are respectfully submitted by Karen Griffin, Coordinator and Sheila Purdum, Secretary.