

University of Nebraska at Kearney

OpenSPACES@UNK: Scholarship, Preservation, and Creative Endeavors

Faculty Senate Packets

Faculty Senate

10-6-2016

October 2016 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

Follow this and additional works at: <https://openspaces.unk.edu/facsenpacs>

UNK FACULTY SENATE MEETING AGENDA

7 PM - October 6, 2016

Health Science Education Complex, Room 100

Faculty Senate Website: http://www.unk.edu/committees/faculty_senate/index.php

I. Call to order

II. Roll Call

III. Approval of Agenda

IV. Action on Faculty Senate Minutes: **28APR16, 1SEP16**

V. Special Presentations

A. Ed Scantling, Associate Vice Chancellor of Academic Service & Enrollment Management –
“Improving Undergraduate Student Recruitment, Retention and Success at UNK”

B. Scott Unruh, Faculty Athletic Representative and Professor of Kinesiology and Sport Sciences

VI. Reports of Faculty Senate Standing Committees

A. Oversight Committee:

B. Executive Committee:

C. President’s Report: **26SEP16**

D. Academic Affairs: **15SEP16**

E. Academic Freedom and Tenure Committee:

F. Academic Information and Technology Committee:

G. Artists and Lecturers Committee:

H. Athletic Committee:

I. E-campus Committee:

J. Faculty Welfare Committee:

K. Grievance Committee:

L. Library Committee:

M. Professional Conduct Committee:

N. Student Affairs Committee:

O. Student Evaluations Ad-Hoc Committee:

VII. Reports of Senate Representatives to Non-Senate Committees

A. Assessment Committee:

B. Ethnic Studies Advisory Committee:

C. Fees Committee:

D. Gender Equity Committee:

E. International Studies Advisory Council: **08SEP16**

F. OIE Faculty Advisory Board:

G. Parking:

H. Safety Committee:

I. Women & Gender Studies Advisory Committee: **20APR16**

J. World Affairs Conference Committee:

VIII. Reports from Academic Councils

A. Graduate Council: **08SEPT16**

B. General Studies Council: **07APR16, 28APR16, 01SEP16**

C. Council on Undergraduate Education:

D. Student Success Council:

IX. New Business

A. Oversight Committee – Announcement of newly elected members

B. Oversight Committee – Election of Senators for Standing Committees

C. Redirecting first day of classes for August 21, 2017 “Eclipse Day”

D. Faculty Strategic Planning: “Brainwriting”

X. Unfinished Business

A. Faculty Senate Scholarship Fund

XI. General Faculty Comments

*This period is allotted for faculty members to bring matters of importance before the Senate. Speakers are asked to limit their remarks to five minutes or less. Senate meetings are open to all members of the academic community. **All faculty members are specifically invited to attend Faculty Senate meetings.***

XI. Adjournment

UNK FACULTY SENATE MEETING MINUTES

September 1, 2016

Health Science Education Complex, Room 101

Faculty Senate Website: http://www.unk.edu/committees/faculty_senate/index.php

I. Call to order

II. Roll Call: **1SEPT2016**

At Large Senators: *Present:* Kelley
Absent: Trantham

CBT Senators: *Present:* Konecny, Tami Moore, Agrawal, Trewin
Absent: Porter

COE Senators: *Present:* Abbey, Gaskill, Loeb,
Absent: Hoener, Mims

CFAH Senators: *Present:* May, Rogoff, Van Renen, Clark
Absent: Chavez,

CNSS Senators: *Present:* Davis, Harms, Sogar (proxy), Strain, Reichart, Weiss, Wulf-Ludden, Reece
Absent: Dillon, Louishomme

Library Senator: *Present:* Weisse

1. Nominations for New Secretary: Call for nominations
2. Dan May nominated: Pres. Rogoff asked for any further nominees,
3. No further nominees:
Sen. Kelley moved for nominations to be closed and to cast a unanimous ballot in favor of the Dan May
4. Motion passed: Sen. May elected as Faculty Senate Secretary

III. Approval of Agenda

Senators Sogar (Reichart) moved approval. Agenda was approved.

IV. Action on the Faculty Senate Minutes: **28APR2016**

Pres. Rogoff asked that this item of business be deferred until the October meeting.

Senator Kelley (May) moved to have the action on the Minutes postponed until the October meeting. The motion carried.

V. Special Presentations

VI. Reports of Faculty Senate Standing Committees

Pres. Rogoff asked that any committee members let him know of any actions that they may be working on and forward information.

B. Executive Committee:

C. President's Report:

25AUG16, 26AUG16

No comments by Senate members

D. Academic Affairs:

21APR16

No comments by Senate members

E. Academic Freedom and Tenure Committee

No reports

F. Academic Information and Technology Committee

G. Artists and Lecturers Committee

H. Athletic Committee

I. E Campus Committee

J. Faculty Welfare Committee

K. Grievance Committee

L. Library Committee

N. Student Affairs: 6OCT2015, 13OCT2015

VII. Reports of Senate Representatives to Non-Senate Committees

A. Assessment Committee

B. Ethnic Studies Advisory Board

C. Fees Committee

D. Gender Equality Committee

I. Women & Gender Studies Advisory Committee:

J. World Affairs Conference Committee:

VIII. Reports from Academic Councils

A. Graduate Council: **26APR16**

a. **No comments by Senate members**

B. General Studies Council:

C. Council on Undergraduate Education:

D. Student Success Council:

IX. New Business

A. Oversight Committee: Appointments & Elections

Pres. Rogoff introduced Senator Davis as chair of committee:

Sen. Davis asked for nominations for President-elect:

Dr. Claude Louishomme nominated by Sen. Davis

Martonia Gaskill presented Dr. Dawn Mollenkopf as nominee

Point of order called: Pres. Rogoff asked if a nominee for President-elect
be a current Senator?

Clarification made by Sen. Davis (parliamentarian) Senate Constitution required that
all nominees be Senators.

Dr. Mollenkopf's name was withdrawn.

Election called for by Sen. Davis-

Claude Louishome was elected as President-elect

Sen. Davis continued his report:

Nominations will be gathered for standing committees via their respective
colleges' representatives thru Sept 15,

Elections for the colleges will be Sept. 16-30th.

There will be a Special election for the Academic affairs committees
for 2016-2017 cycle, but another election will be held for just the 2017 year
at another date.

Faculty Senators will be elected to standing committees in the October meeting.

B. Faculty Senate Committees Meeting in September

C. Faculty Senate Merchandise to support Scholarship Fund

Pres. Rogoff announced that the Faculty Senate Student Scholarship will require
minimum of \$25,000 to become an endowed fund.

Levels need not begin without amount but the goal is to reach that level so the
scholarship endowment can be vest. Current draw rate sits a 4.25% which would yield

approximately \$1100-1200 /year.

Ways to support this endeavor were mentioned. Merchandise, promotions.
Executive committee will explore methods, but other ideas are welcomed.

X. Unfinished Business

A. Professor of Practice & Professor of Research

Pres. Rogoff attended a meeting of the UNKEA executive board, and briefed about the progress of the process, and asked if any members had info to share.

B. Feedback on UNK Strategic Planning

Pres. Rogoff will be reporting to the Chancellor with any feedback from the Senate.

Sen. Davis asked that Senators read the Strategic Plan as it has specific details about the execution of concepts outlined, and is not the typical boilerplate that is short on content, and long on form.

Senator Kelley commented that item Goal 4. 4B of the plan: Specifically discusses resource allocation. The lack of faculty representation that is on this important committee which may have a significant impact on faculty at large may of some concern to some in the Senate.

Pres. Rogoff mentioned that on the October agenda with the executive committee, and the Chancellor's office the representation of the faculty on committees will be discussed. Specifically Pres. Rogoff commented that an item slated for discussion would be a greater role for faculty in the budgeting process.

Sen. Davis asked if the plan could be placed on the projection screen for the Senate to review.

Sen. Davis thought a topic of interest for faculty might be the sections on "alternative compensation," language mentioning "significant contributions," and "managing workloads." Each area merits a look from faculty senators.

*link to strategic plan.

<http://www.unk.edu/About/plan/files/final-committee-draft-to-campus.pdf>

Pres. Rogoff asked for comments on intellectual property rights of those using Blackboard. ITS is asking for forms allowing permission from departments who built online content collectively to insure that the rights are transferred to the organization.

Sen. Davis mentioned that the Regents policy states along with the union's collective bargaining agreement that the property owner is generally defined as the creator of the content. Parts of the content cannot be transferred or cherry picked by the department after the departure of the creator of the content without the owner's permission. Some form should be created which addresses this which will transfer ownership that the creator c/should sign if they are leaving the employ of the university.

Sen. Abbey asked if that intellectual property is extended if it is a collaborative process of the department?

Davis replied that the department chair should define this upfront as the process proceeds

that each individual involved in a collectively designed blackboard class must agree to giving up your rights as creator, and that they should be informed of this at the outset. Being that much of the process is new, it could be addressed by keeping a form on hand for these occasions.

XI. General Faculty Comments

Senator Strain asked for information about how the decision was made without faculty or student input about the planned transfer to Canvas from Blackboard.

President Rogoff replied that at the July Board of Regents meeting the topic of Canvas came up and for further details Senate members should refer to that document, but added that some of the secondhand information that he received was that the plan “originated with faculty at UNL.”

“UNL had put up a sum of \$1,000,000,” which allowed them to join the Unizin consortium. President Bounds stepped in later looking for a way to leverage the position of all three campuses to combine resources and reduce cost felt it was good fit. Pres. Rogoff was assured that the transfer of Blackboard materials to the new platform was possible with available migration tools.

Senator Davis conducted an informal poll of Senators to see if anyone had any firsthand knowledge of Canvas. No one had any.

This period is allotted for faculty members to bring matters of importance before the Senate. Speakers are asked to limit their remarks to five minutes or less. Senate meetings are open to all members of the academic community.

All faculty members are specifically invited to attend Faculty Senate meetings

XI. Meeting was adjourned

Respectfully submitted,

Dan May

Secretary

UNK FACULTY SENATE
PRESIDENT'S REPORT
Noah Rogoff
Monday, September 26, 2016

FACULTY SENATE MEETING

The September 1 meeting was the first to take place in HSEC room 100. Thank you to Faculty Senators for being familiar with the new location in advance of the meeting. I believe the new space will serve us even better if we seat ourselves in the central table “clusters” and avoid the back row. Members of the Executive Committee will direct you to those seating areas for the October meeting.

While September had a light agenda and packet, I am very pleased to report that the Executive Committee is now complete, with Claude Louishomme (President-Elect) and Dan May (Secretary) elected.

NU FOUNDATION: FACULTY SENATE SCHOLARSHIP

I met with Lucas Dart (Vice President of Alumni Relations & Development – NU Foundation) on September 1 about the Faculty Senate Scholarship. The minimum funding level for an endowed fund is \$25,000. Lucas indicated this goal prove challenging but would not be insurmountable. It is possible to support the fund with payroll deductions and to publicize it during annual campus-wide fundraising efforts. Emeritus and retired faculty may also be supportive of the Faculty Senate Scholarship Fund.

COORDINATING COMMISSION ON POSTSECONDARY EDUCATION MEETING

I attended the Coordinating Commission on Postsecondary Education (CCPE) Meeting on September 8 in Lincoln. NU President Bounds presented the 2017-19 fiscal year budget request. The requested \$250,000 for student retention initiatives at UNK was questioned by CCPE Commissioner Colleen Adam (Hastings, District 5). CCPE staff presented on the data assembled in their reports “A Factual Look at Higher Education in Nebraska” and “Delivering Courses Beyond Campus Walls with a Focus of High Schools,” both found at <http://ccpe.nebraska.gov/reports>.

NU BOARD OF REGENTS

I attended the Board of Regents (BOR) meeting on September 16 in Lincoln. Immediately before the meeting, the Faculty Senate Presidents and staff representatives of each NU campus met with NU President Bounds for breakfast. Also attending were BOR Vice Chairman Bob Whitehouse, BOR Chairman Kent Schroeder, University of Nebraska Corporation Secretary

Carmen Maurer, and Phil Bakken (Special Assistant to President Bounds). President Bounds began with an overview of forecast budget challenges facing NU going forward. He expected these challenges to persist beyond the 2017-2019 biennium. He expressed concern with including Faculty Senate Presidents as members or guests of BOR committees due to provisions of the Nebraska Open Meetings Act. President Bounds stated that his assumption was that any item reaching the BOR had already received extensive vetting by faculty. The meeting was productive, and President Bounds indicated that he valued the input and would try to organize further opportunities for direct faculty and staff input during the year.

The BOR meeting began with a presentation on Nebraska's nursing shortage by Juliann Sebastian (Dean - UNMC College of Nursing) and a presentation on the NU National Strategic Research Institute (NSRI) by Robert Hinson (Executive Director – NU NSRI). UNK's Brad Green received a KUDOS Award. The meeting was brief.

Following the meeting, I met with David Lechner (Senior Vice President for Business and Finance) and the Faculty Senate Presidents of UNL and UNMC. Vice President Lechner answered questions related to the increase in health insurance costs. In July NU proposed cost increases of 9%/8% for calendar years 2017 and 2018. A further actuarial study suggested these increases would be insufficient to cover costs, and the amount of increase was amended to 10%/10% in mid-September. Vice President Lechner shared further information on health care costs. This information was helpful for gaining a broader understanding of healthcare challenges, and I believe the 10% increases appear to be justified and solidly data-driven.

FACULTY SENATE STRATEGIC PLANNING

Thank you to Faculty Senators who took time to complete the brainwriting survey. The response rate was approximately 50%, which I believe is a strong figure. The Executive Committee determined the best course of action is to include the survey data in the packet, which you will find directly following this report.

2016-2017 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
September 15, 2016—3:30
FDHL 2147

Present: Kay Hodge, Janice Fronczak, George Lawson, Kenneth Trantham, Rochelle Krueger, Kim Schipporeit
Absent: Deb Bridges, Grace Mims, Linda Lilienthal, Kenya Taylor, Joel Cardenas
Guests: Jane Strawhecker, Ed Scantling

The meeting was called to order at 3:30 by George Lawson.

Time was provided for Guests to address the committee regarding items that appear on the agenda. A request from the College of Education to alter the Credit/No Credit Policy was presented.

Dr. Jane Strawhecker was present at the meeting to discuss the basis for the proposal. Dr. Strawhecker said that members of the College of Education were concerned with the one week time frame which students are allowed to decide whether to register for classes on a credit/no credit basis. They believe the time frame should be extended so that it is in line with the policy at UNL, which allows students until mid-semester to make a decision. Justification for this would be that students have life issues that impact them and sometimes changing a course from credit to no credit would benefit them and keep them from endangering their GPA. The College of Education and Dr. Ed Scantling, Associate Vice Chancellor for Academic Services and Enrollment Management, believe this could lead to increased student retention.

This issue and associated factors were discussed at length by the committee and guests.

MOTION:

Trantham moved and Schipporeit seconded that the policy change should to be sent back to the College of Education Educational Policy Committee to be rewritten focusing on four main areas:

1. Deadline for credit/no credit decisions by students.
2. Lowest grade for credit.
3. Student academic status to register for a class as credit/no credit.
4. Total credits allowed to be taken on a credit/no credit basis.

The College of Education Ed Policy Committee should then send the proposal to the Ed Policy Committees of the other colleges for feedback. **Motion carried.**

II. Request to change Early Entry/Dual Enrollment:

EARLY ENTRY/DUAL ENROLLMENT

The University of Nebraska at Kearney encourages high school students whose maturity, achievement, aptitude and goals warrant special consideration to seek early entry. The program provides an accelerated educational opportunity with UNK credit being granted. Acceptance is contingent upon a recommendation from a high school official. Students seeking early entry must complete the Application for Undergraduate Admission and submit the admissions application fee of \$45.00. Early entry students may enroll for a maximum of ~~nine~~ **eleven** hours per semester and a total of ~~46~~ **30** semester hours prior to completion of their high school requirements.

Dr. Scantling reported that high school students are bringing more college credits to UNK yearly and they want to have even more courses offered. High schools, the students and the students' parents are requesting more classes for dual enrollment and this movement is very strong in the Omaha area. Central Community College and Kearney High are working for increased dual enrollment courses for the high school students. Dr. Scantling believes this is a move that UNK must make. It gives UNK the opportunity to create linkages with high school students and possibly increase enrollment at UNK.

MOTION: Trantham moved and Krueger seconded: Early entry students may enroll for a maximum of **eleven** hours per semester and a total of **30** semester hours prior to completion of their high school requirements. Motion carried.

III. Alter courses/programs.

#1. Alter, Program, Minor, Ethnic Studies, ETHS, NSS, Reduce the minimum hours required for the minor from 24 hours to 18 hours to align the minor degree with the recent change to 120 hours required for all UNK students to graduate (from 125 hours), and to make the minor degree credit hour requirements similar to those required for the UNK Women's & Gender Studies Program (WGS), to those required for the Ethnic Studies Minor at UNL, and to those required for the Native American Studies minor at UNO, all of which require 18 credit hours;

#2. Alter Program, Minor, Women's and Gender Studies, WSTD, NSS, Add 5 electives that meet the WGSAC criteria with at least 50% of the course content dealing with women and/or gender.

#3. Alter, Course, Title, Course Information, ENG 312, Technical and Science Writing, ENG, FAH, Change course title, Old Value: Writing in the Professions, New Value: Technical and Science Writing.

MOTION: Schipporeit moved and Trantham seconded approval of #1-#3. Motion carried.

Fronczak moved and Krueger seconded adjournment at 5. Motion carried.

The substitute recorder apologizes for the lack of wit in these minutes. Dr. Bridges has had more practice.

Respectfully submitted

Kay Hodge, substitute for Bridges for whom there is no substitute!

Report of the FS Ad-Hoc Committee on Student Evaluations

26 September 2016

At its February 4, 2016 meeting the UNK Faculty Senate approved the creation of the FS Ad Hoc Committee on Student Evaluation. The committee charge was to gather information from across the campus on the processes and instruments used for student evaluations for both face to face and online classes in order to assemble an accurate and detailed picture of the student evaluation practices at UNK.

The committee is composed of faculty representing the Senate, all of the colleges, and the following committees: eCampus, Academic Affairs, and Student Affairs.

Governing Documents

The foundation of the practice of student evaluations for the UNK campus is composed of a number of documents. This includes: Regents By-Laws, Regents Policies, UNK Guidelines for Promotion and Tenure, and Annual Review and individual college policies for Promotion and Tenure and Annual Review. Department documents generally default to the college guidelines. In accordance with the Regents policy, student evaluations are offered for every class, every semester. (Appendix A)

Committee Inquiry

The committee inquiry about student course/faculty evaluation focused upon three basic elements - the forms, the administration process, and use of student evaluation data. (Appendix B)

Forms:

There are two types of student evaluation forms at UNK. Forms for on campus, face-to-face classes and forms for online classes. (Appendix C)

In-class face-to-face forms:

There are no universal forms used by everyone across campus.

There are college forms which can be added to by faculty as they wish.

CNSS and FAH use the same scantron "Student Evaluation Questionnaire" which features 13 questions: ten questions about the faculty member and three questions soliciting information on the student. Faculty questions are relative to these categories: Stimulates Thinking, Enthusiasm, Responsiveness, Preparation, Explains and Clarifies, Grading, Materials Assigned, Available to Students, Knowledgeable on Subject, and Overall Teaching of the course. Student questions ask about: Grade Point Average, Expected grade for course, Reason for taking course. The five point scale ranges from Strongly Agree to Strongly Disagree, with the exception to the final instructor question (#10) which has a five point scale range from Superior to

Unsatisfactory. Space is provided on the back of the form for students to comment on what instructor has done well, and what could improve the course.

COE uses a scantron "Student Perception of Teaching Performance" which features 26 questions grouped under these categories: Learning, Enthusiasm, Organization, Group Interaction, Individual Rapport, Breadth/Depth, Examinations/Assignments/Grading. The five point scale ranges from Strongly Agree to Strongly Disagree. Space is provided on the back of the form for students to comment on what instructor has done well, and what could improve the course.

B&T uses a scantron "Student Evaluation of Faculty" form which features 17 questions about the instructor's teaching ability. Faculty questions are relative to these categories: Preparation, Effectiveness, Stimulates Thinking, Understandability, Real World Examples, Grading, In-Class activities, Availability, Homework, Fair Treatment, Knowledgeable, and Assignments Returned in Reasonable Time. The five point scale ranges from Strongly Agree to Strongly Disagree. There are ten additional Student questions. Student questions inquire about: Reason for taking course, expected grade, weekly study time, difficulty of the course, overall learning, and comparing instructor to other instructors had at UNK. Space is provided on the back of the form for students to comment on what instructor has done well, and what could improve the course. A student in class is designated to collect the forms and turn them in to the department in a manila envelope. The departments turn in surveys to one representative in the college who processes the data and returns compiled reports to each department.

Synopsis: All four colleges use a variation of a scantron form with lists of standard questions. Space is provided for written student comments. Instructors may add additional questions if they wish.

On-Line forms:

There are no universal forms used by everyone across campus.

The online forms have gone through various alterations over the years.

All on-line form creation and presentation appears to be via Qualtrics.

The CNSS online form mirrors the 13 question CNSS face-to-face form with the same questions and opportunity for students to make written comments. However the five point scale for all questions ranges from Unsatisfactory to Superior.

The COE online form mirrors the 26 question COE face-to-face form with the same questions, scale, and opportunity for students to make written comments.

The B&T online form mirrors the 17 question B&T face-to-face form with the same questions, scale, and opportunity for students to make written comments.

The FAH online form is not a mirror but a distinct form which features 10 questions about the instructor in the following areas: Organization, Knowledge, Technology, Interest in Students, Stimulates Thinking, Clarity, and Assistance. The five point scale ranges from Strongly Agree to Strongly Disagree. Space is provided for student comments.

Synopsis: Three of the four colleges have online evaluation forms that mirror their face-to-face forms. The FAH college online form is similar to but not a mirror copy of the face-to-face form. All online forms focus on evaluation of the instructor and do not evaluate technology or IT services.

Administration of Student Evaluation Forms:

In-class face-to-face forms:

Across all of the colleges it is reported that in one form or another faculty introduce the evaluation form to the class and then leave to allow students to complete evaluations and then carry the evaluations to the designated department office.

Online forms

In B&T, the online survey is sent by a college rep directly to the students. The link is sent to students' Loper email accounts using a personalized link so students may only complete the evaluation once. The survey is sent the week before grading opens and two reminders are sent (all by email). The faculty are not involved in administration of the online survey.

In COE for online course evaluations, the COE Director of Computer Technology for the College sends a link to each professor, who then sends an online course announcement to students that includes the course evaluation link. The Director provides a suggested statement for the course evaluation announcement that the professor can use or change if desired.

In CNSS online evaluations are administered differently in different departments. The biology department, for example, uses their Master's program coordinator in administering online evaluations, whereas the chemistry department online evaluations are administered by the associate dean of CNSS.

In FAH online evaluations are consistently administered by the IT coordinator.

Synopsis: In all colleges an administrative/tech person sends the evaluation link to the faculty member who makes link available to the students. There is no uniform format for how the link is presented to the students.

Evaluation Data:

Retention and Use of Data:

Across campus, on average, only 1/3 of departments/programs retain some or all of the evaluation data in aggregate form. About half of the reporting departments/programs use some or all of the evaluation data for Academic Program Reviews (APRs). Evaluation data is used universally for Promotion and Tenure portfolios. That data is the property of the instructor and not necessarily copied and retained by departments. It is safe to say that general procedures, policies, and usage of data are inconsistent across the campus.

Response Rates:

On average, again, only 1/3 of departments/programs measure and retain information on response rates for either form of student evaluation.

Synopsis: In general student evaluation data is not retained nor used for purposes other than promotion and tenure. Also, in general, there is little collection or retention of data on response rates for either face-to-face or online student evaluation.

(Individual College and Department/Program responses: Appendix D)

Respectfully submitted,

Faculty Senate Ad Hoc Committee on Student Evaluations

Roger Davis, CNSS, History, eCampus Committee (Chair)

Noah Rogoff, FAH, Music and Performing Arts, Student Affairs Committee

Linda Lilienthal, COE, Teacher Education, Academic Affairs Committee

Martonia Gaskill, COE, Teacher Education

Noel Palmer, BT, Management

Mahesh Pattabiraman, CNSS, Political Science

Appendix A: Governance Documents

FS AdHoc Committee on Student Evaluations

Rules and Regulations Governing Student Evaluations

ByLaws of the NU Board of Regents

4.6 Evaluation of Faculty Performance:

Procedure. Each major administrative unit, or appropriate subdivision thereof as stated in Section 4.5 of these Bylaws, shall establish procedures for gathering relevant information from all sources, including student evaluations and peer judgments, as part of an annual review of faculty performance in relation to the standards established under Section 4.5. Individual faculty members shall have the opportunity to submit materials deemed relevant to their remuneration and status as a part of the annual review, or as such information becomes available. When appropriate, the judgment of others in each faculty member's specialized field of competence may be included in a review. Faculty members shall have access to all material submitted for their evaluation and the opportunity to respond in writing. The annual review shall be considered in determining merit salary adjustments, promotions, and for awarding Continuous Appointment. The results of the review will be communicated to the individual faculty member.

5.3 Academic Evaluation:

Students shall be informed of the requirements, standards, objectives, and evaluation procedures at the beginning of each individual course. Each student shall be given a performance evaluation during the progress of the course if requested. Each College or school shall provide for a faculty-student appeals committee for students who believe that evaluation of their academic progress has been prejudiced or capricious. Such procedure shall provide for changing a student's evaluation upon the committee's finding that an academic evaluation by a member of a faculty has been improper. *Each college or school shall provide a mechanism by which students have an opportunity to report their perceptions of courses and the methods by which they are being taught, provided, however, that such mechanism shall protect members of the faculty from capricious and uninformed judgments.*

Policies of the NU Board of Regents

RP-4.2.8 Evaluation of Faculty and Administrators:

The President of the University of Nebraska System is directed to see that every full-time academic and administrative employee receives a written performance appraisal for the academic/fiscal year and that such appraisal is discussed between the appraised employee and his or her superior. The President is asked to certify that this has been accomplished by the September Board meeting. Chancellors in consultation with faculty and administrators are to develop the criteria and format to be used for the appraisals of campus employees.

*Students shall be given the opportunity to evaluate their own teachers and courses.*¹

The annual evaluation of Central Administration personnel has been and will remain the responsibility solely of the Board and chief executive officer.² Reference: 1BRUN, Minutes, 37, p. 6 (February 2, 1974). 2BRUN, Minutes, 44, p. 81 (January 12, 1980). BRUN, Minutes, 56, p. 149 (September 6, 1991).

RP-5.1.2 The Student in the Academic Community:

d. Students can contribute significantly to the evaluation of instruction. The faculty has the obligation to solicit students' evaluation of their educational efforts and to make changes in accordance with their best judgment. To assist the faculty in the task of providing the best possible education, students should express their reactions and opinions about the character and relevancy of the instruction to the department or college involved. *Each college or school should establish a standing procedure through which student evaluations can be expressed.*

UNK Guidelines: Evaluation, Promotion, and Tenure (UNK campus rules)

Approved 8/10/92 - Revised Fall 1994, Fall 1996, Fall 1999, and Spring 2007; Approved October 2008

IV. Annual Review of Faculty Performance

A. General Procedures

2. *Each department shall have a written set of procedures and guidelines for the annual review of faculty performance as additions to this policy.* Such procedures and guidelines shall conform to Regent Bylaws, these guidelines, and are subject to the Collective Bargaining Agreement. Departmental procedures and guidelines must be approved by the Dean and the SVCASA.

3. The Department Chair or equivalent supervisor will normally conduct the annual review of the faculty member. *This review will incorporate student and peer evaluations as laid out below in sections B,C, and D.*

B. Annual Review of Faculty Performance: Teaching

1. The annual review of faculty teaching performance shall conform to the following in the use of *student assessment of teaching*:

a. There shall be student evaluation of every course every semester, excepting independent studies and reading courses, thesis direction, and other faculty directed individual activities.

b. Each faculty member shall utilize the evaluation form developed and approved by his or her college, with the inclusion of any additional core or global discipline-specific questions developed and approved by the department. The course evaluation form must call for response to the following four dimensions:

- i. The instructor's daily handling and organization of the class.
 - ii. The instructor's skill in communicating the course material.
 - iii. The student's perception of the learning experience.
 - iv. The degree to which the student feels his or her interest and/or thinking has been stimulated.
- c. Evaluations shall be distributed and collected in a manner consistent with college and departmental procedures and guidelines. These procedures must protect the integrity of the data, and must also "protect members of the faculty from capricious and uninformed judgments" (Board of Regents Bylaws , 5.3).

Students shall always be given the opportunity to sign or not sign the evaluation forms, as well as to include additional written comments. Online and distance education courses shall utilize a course evaluation form appropriate to this mode of instruction. The faculty member shall not review evaluation forms until after the final course grades have been submitted and should so assure the students.

d. The individual faculty member shall have the right to review the evaluations and append any explanations or additional information desired before the student evaluations are reviewed by the Department Chair. Departmental procedures to allow a faculty response must also protect the integrity of the data. The faculty member's response should be included with the raw data for consideration by the Chair.

e. The Department Chair shall review and summarize in writing pertinent raw data from all classes, and comment on any faculty response included with those data. The review may include consideration of variables other than quality of teaching that may have influenced student evaluations. These variables include matters specific to online and distance education courses.

f. Once student evaluations have been used for the annual review of the faculty member, those evaluations become the property of the individual faculty member. The original and all copies of raw data will be returned to the faculty member. The department shall retain summary data sheets and transcripts of student comments in a permanent file.

UNK College Documents

FAH: Guidelines: Evaluation, Promotion, and Tenure College of Fine Arts and Humanities

Approved (4.13.11)

I. Teaching

Competence and effectiveness in teaching are evaluated annually by self, students, colleagues, the department chair, and the dean. Evaluation by students is formally represented through administration of Student Evaluation of Instruction forms. Numerical means should support evidence of a high level of teaching. Qualitative commentary from students and alumni is also pertinent. Chair and peer-observations and documented records of success by students in competitions, publication, and application of instructional content, or other accomplishments are also relevant.

B&T: College of Business and Technology Guidelines: Evaluation, Promotion, and Tenure

Revised: Fall 1994, Fall 1996, and Spring 2010; Approved May 5, 2010

II. Letters of Appointment and Reappointment

B. Faculty holding an "Appointment for a Specific Term" will be considered for reappointment as described below.

The appraisal will include the Annual Review of Faculty Performance, which must include a summary of both *student* and *peer evaluations*, as outlined below.

IV. Annual Review of Faculty Performance

B. Annual Review of Faculty Performance: Teaching

1. The annual review of faculty teaching performance shall conform to the following in the use of student assessment of teaching:

a. There shall be student evaluation of every course every semester, excepting independent studies and reading courses, thesis direction, and other faculty directed individual activities.

b. Each faculty member shall utilize the evaluation form developed and approved by CBT, with the inclusion of any additional core or global discipline-specific questions developed and approved by the department. The course evaluation form must call for response to the following four dimensions:

i. The instructor's daily handling and organization of the class.

ii. The instructor's skill in communicating the course material.

iii. The student's perception of the learning experience.

iv. The degree to which the student feels his or her interest and/or thinking has been stimulated.

c. Evaluations shall be distributed and collected in a manner consistent with college and departmental procedures and guidelines. These procedures must protect the integrity of the data, and must also "protect members of the faculty from capricious and uninformed judgments" (Board of Regents Bylaws, 5.3).

Students shall always be given the opportunity to sign or not sign the evaluation forms, as well as to include additional written comments. Online and distance education courses shall utilize a course evaluation form appropriate to this mode of instruction. The faculty member shall not review evaluation forms until after the final course grades have been submitted and should so assure the students.

d. The individual faculty member shall have the right to review the evaluations and append any explanations or additional information desired before the student evaluations are reviewed by the Department Chair. Departmental procedures to allow a faculty response must also protect the integrity

and privacy of the data. The faculty member's response should be included with the raw data for consideration by the Chair.

e. The Department Chair shall review and summarize in writing pertinent raw data from all classes, and comment on any faculty response included with those data. The review may include consideration of variables other than quality of teaching that may have influenced student evaluations. These variables include matters specific to online and distance education courses.

f. Once student evaluations have been used for the annual review of the faculty member, those evaluations become the property of the individual faculty member. The original and all copies of raw data will be returned to the faculty member. The department shall retain summary data sheets and transcripts of student comments in a permanent file.

COE: College of Education Guidelines: Faculty Evaluation Process and Criteria for Promotion & Tenure

Revised Spring/Summer 2010 Faculty voted and approved these Guidelines: October 14, 2010 (Fall Faculty Business Meeting)

I. Letters of Appointment and Reappointment

B. Faculty holding an "Appointment for a Specific Term" are considered for reappointment as described below...The Dean's recommendation should note positive and/or negative aspects of the appraisal of the person's performance as a faculty member, as the Dean has learned them from the documentation available to him or her, and should be copied to the faculty member. The appraisal will include the Annual Review of Faculty Performance, which must include *a summary of both student and peer evaluations*, as outlined below.

III. Annual Review of Faculty Performance

A. General Procedures

1. Each full-time faculty member shall be reviewed annually in compliance with Regent Bylaws, Section 4.5 and Section 4.6., which requires "relevant information from all sources, including *student evaluations* and peer judgments."

B. Annual Review of Faculty Performance: Teaching

1. The annual review of faculty teaching performance shall conform to the following in the use of student assessment of teaching:

a. There shall be student evaluation of every course every semester, excepting independent studies and reading courses, thesis direction, and other faculty directed individual activities.

b. Each faculty member shall utilize the evaluation form developed and approved by his or her college, with the inclusion of any additional core or global discipline-specific questions developed and approved by the department. The course evaluation form must call for response to the following four dimensions:

- i. The instructor's daily handling and organization of the class.
- ii. The instructor's skill in communicating the course material.

- iii. The student's perception of the learning experience.
- iv. The degree to which the student feels his or her interest and/or thinking has been stimulated.

c. Evaluations shall be distributed and collected in a manner consistent with college and departmental procedures and guidelines. These procedures must protect the integrity of the data, and must also "protect members of the faculty from capricious and uninformed judgments" (Board of Regents Bylaws, 5.3).

Students shall always be given the opportunity to sign or not sign the evaluation forms, as well as to include additional written comments. Online and distance education courses shall utilize a course evaluation form appropriate to this mode of instruction. The faculty member shall not review evaluation forms until after the final course grades have been submitted and should so assure the students.

d. The individual faculty member shall have the right to review the evaluations and append any explanations or additional information desired before the student evaluations are reviewed by the Department Chair. Departmental procedures to allow a faculty response must also protect the integrity of the data. The faculty member's response should be included with the raw data for consideration by the Chair.

e. The Department Chair shall review and summarize in writing pertinent raw data from all classes, and comment on any faculty response included with those data. The review may include consideration of variables other than quality of teaching that may have influenced student evaluations. These variables include matters specific to online and distance education courses.

f. Once student evaluations have been used for the annual review of the faculty member, those evaluations become the property of the individual faculty member. The original and all copies of raw data will be returned to the faculty member. The department shall retain summary data sheets and transcripts of student comments in a permanent file.

CNSS: College of Natural and Social Sciences Guidelines on Promotion and Tenure

Revised November 7, 2011, CNSS Rank & Tenure Committee, CNSS Deans Advisory Committee, College Dean, Faculty.

III. Definitions and Criteria (CNSS)

b. Ranks and Promotion/Tenure

2. All applicants are expected to submit student evaluation information in their portfolio. The College of Natural and Social Sciences has its own *student evaluation* questionnaire, which was created in the interest of establishing one instrument of uniform measure for all faculty members in the College. The Rank and Tenure Committee expects all CNSS faculty to incorporate this form into their class evaluations. The college form is a "core" form and as such individual faculty members and departments may add such formative materials as they wish for individual and departmental goals. Faculty should use the data from the college form, and any other supplemental materials they deem appropriate, in support of their teaching evaluation for promotion or tenure. At a minimum such materials should reflect at least five semesters of experience and present a comprehensive review of at least two classes.

Appendix B: Letter to Department or Program Chair

Department Chair or Program Director:

Greetings. At its February 4, 2016 meeting the UNK Faculty Senate approved the creation of the FS Ad Hoc Committee on Student Evaluation. The FS Ad Hoc Committee on Student Evaluation is gathering information from across the campus on the processes and instruments used for student evaluations for both face to face and online classes. The charge to the committee is to assemble an accurate and detailed picture of the student evaluation practice in both traditional and online courses at UNK.

To that end the committee is soliciting from all departments and programs the following:

1. Copies of student evaluation forms.
This includes both universal forms used across a college and individual forms or additions created by departments or individuals.

2. Copies of any student evaluation procedures which define the administration of student evaluations. (or answers to the following questions)
Is there a uniform way evaluations are administered or do faculty choose the administration process individually?
If there are no formal regulations or rules, then is there a general explanation on how evaluations are administered.
Do faculty administer the evaluations? Are they present in the room?
Do faculty have students administer the evaluation?
If online, do faculty send a link, or does an administrator or other person send the link?

3. Copies of any rules and regulations, formal or informal, defining the use of the data.(or answers to the following questions).
Are the quantitative data from the evaluation forms kept in aggregate for comparative purposes?
Are the quantitative data kept for assistance with Academic Program Reviews or other reports?
Are response rates noted?
Are there charts with averages for department or program review?

The following members of the committee are tasked with collecting the above information from their respective colleges or online programs:

Roger Davis – eCampus and online evaluations
Noah Rogoff – Fine Arts and Humanities
Linda Lilienthal and Martonia Gaskill – College of Education
Noel Palmer – Business and Technology
Mahesh Pattabiraman – Natural and Social Science

The purpose of the committee is to get as accurate a picture as possible of the practice of student evaluation across the UNK campus as it exists today. It is fully a descriptive charge. The committee will simply assemble the information and report the comprehensive picture to the Faculty Senate.

Thank you for your cooperation with this review.
FS Ad Hoc Committee on Student Evaluation

Appendix C: UNK Student Evaluation Forms - Face to Face and Online

College of Natural and Social Sciences

University of Nebraska at Kearney

STUDENT EVALUATION QUESTIONNAIRE

F2E

STUDENTS

USE NO. 2 PENCIL ONLY

- EXAMPLE: 5 4 3 2 1
- MAKE **DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- MAKE NO STRAY MARKS

Course _____ Section No. _____

Instructor _____

Date _____

PLEASE READ INSTRUCTIONS CAREFULLY

Please give your responses serious consideration. Your views can affect (1) whether non-tenured faculty keep their jobs, and (2) whether tenured faculty receive raises and promotion. Faculty members will have the opportunity to review the evaluation after the final grades are determined. Students shall always have the opportunity to sign or not sign this evaluation form.

Student Signature (optional and not required)

On the top of the answer sheet indicate the Faculty member's name, section number, and title of course. Use only a No. 2 (soft lead) pencil in recording your answers. Uniform core questions 1 through 13 are to be answered on this sheet. Additional questions for lines 14 through 20, and additional evaluation materials may be provided by individual departments and instructors. Separate instructions will be provided for these additions. Space is provided on the back of this form for written comments.

A. Evaluation of Instruction

Each item below deals with a characteristic of instruction. Please indicate the extent to which you agree with each statement. Do this by reading each statement and marking the appropriate space with one of the following responses.

5	4	3	2	1
strongly agree				strongly disagree

- The Faculty member stimulates thinking.
- The Faculty member is enthusiastic about the subject material.
- The Faculty member is responsive to student questions.
- The Faculty member is well prepared for class.
- The Faculty member explains and clarifies the subject material.
- The Faculty member grades fairly.
- The Faculty member assigns materials that are effective aids to learning.
- The Faculty member encourages students to seek assistance as needed and is available for assistance and consultation.
- The Faculty member is knowledgeable about the subject matter.
- Overall how do you rate the TEACHING in this course?

- 5 = Superior
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Unsatisfactory

B. Demographic Instruction

(Mark only one alternative for each item)

- What is your grade-point average at UNK?
(5) 4.0-3.01 (4) 3.0-2.51 (3) 2.5-2.0 (2) below 2.0 (1) New Student
- What grade do you expect in this course?
(5) A (4) B (3) C or Credit (2) D (1) F / or / No Credit
- Which of the following best explains why you took this course?
(5) It is required for General Studies.
(4) It is required for my program.
(3) It is not required but recommended for my program.
(2) Not required but meets other University requirements.
(1) Chosen as elective because of my strong interest.

1 5 4 3 2 1

2 5 4 3 2 1

3 5 4 3 2 1

4 5 4 3 2 1

5 5 4 3 2 1

6 5 4 3 2 1

7 5 4 3 2 1

8 5 4 3 2 1

9 5 4 3 2 1

10 5 4 3 2 1

11 5 4 3 2 1

12 5 4 3 2 1

13 5 4 3 2 1

14 5 4 3 2 1

15 5 4 3 2 1

16 5 4 3 2 1

17 5 4 3 2 1

18 5 4 3 2 1

19 5 4 3 2 1

20 5 4 3 2 1

F2F

CNSS pg 2

Please describe those things about the course which you think the instructor has done especially well in his/her teaching of this course.

Please describe those specific things about the course that you believe might be done by the instructor to improve his/her teaching of the course.

College of Fine Arts and Humanities

University of Nebraska at Kearney STUDENT EVALUATION QUESTIONNAIRE

F2F

STUDENTS

USE NO. 2 PENCIL ONLY

- EXAMPLE: 5 4 3 2 1
- MAKE **DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- MAKE NO STRAY MARKS

Course _____ Section No. _____

Instructor _____

Date _____

PLEASE READ INSTRUCTIONS CAREFULLY

Please give your responses serious consideration. Your views can affect (1) whether non-tenured faculty keep their jobs, and (2) whether tenured faculty receive raises and promotion. Faculty members will have the opportunity to review the evaluation after the final grades are determined. Students shall always have the opportunity to sign or not sign this evaluation form.

Student Signature (optional and not required)

On the top of the answer sheet indicate the Faculty member's name, section number, and title of course. Use only a No. 2 (soft lead) pencil in recording your answers. Uniform core questions 1 through 13 are to be answered on this sheet. Additional questions for lines 14 through 20, and additional evaluation materials may be provided by individual departments and instructors. Separate instructions will be provided for these additions. Space is provided on the back of this form for written comments.

A. Evaluation of Instruction

Each item below deals with a characteristic of instruction. Please indicate the extent to which you agree with each statement. Do this by reading each statement and marking the appropriate space with one of the following responses.

5 4 3 2 1
strongly strongly
agree disagree

1. The Faculty member stimulates thinking.
2. The Faculty member is enthusiastic about the subject material.
3. The Faculty member is responsive to student questions.
4. The Faculty member is well prepared for class.
5. The Faculty member explains and clarifies the subject material.
6. The Faculty member grades fairly.
7. The Faculty member assigns materials that are effective aids to learning.
8. The Faculty member encourages students to seek assistance as needed and is available for assistance and consultation.
9. The Faculty member is knowledgeable about the subject matter.
10. Overall how do you rate the TEACHING in this course?

5 = Superior
4 = Above Average
3 = Average
2 = Below Average
1 = Unsatisfactory

B. Demographic Instruction

(Mark only one alternative for each item)

11. What is your grade-point average at UNK?
(5) 4.0-3.01 (4) 3.0-2.51 (3) 2.5-2.0 (2) below 2.0 (1) New Student
12. What grade do you expect in this course?
(5) A (4) B (3) C or Credit (2) D (1) F / or / No Credit
13. Which of the following best explains why you took this course?
(5) It is required for General Studies.
(4) It is required for my program.
(3) It is not required but recommended for my program.
(2) Not required but meets other University requirements.
(1) Chosen as elective because of my strong interest.

FZF

CFAH pg 2

Please describe those things about the course which you think the instructor has done especially well in his/her teaching of this course.

Please describe those specific things about the course that you believe might be done by the instructor to improve his/her teaching of the course.

COE

F2F

University of Nebraska at Kearney
College of Education
Student Perception of Teaching Performance

STUDENTS

USE NO. 2 PENCIL ONLY

- EXAMPLE: 5 4 3 2 1 0
- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- MAKE NO STRAY MARKS

Course _____ Section No. _____

Instructor _____

Date _____

PLEASE READ INSTRUCTIONS CAREFULLY

You are asked to complete this evaluation form as a means of providing feedback to your instructor. You have the option of signing or not signing this form. Please mark the appropriate space on the answer sheet to indicate your judgment about each of the items listed below.

Student Signature (optional and not required)

On the top of the answer sheet indicate the Faculty member's name, section number, and title of course. Use only a No. 2 (soft lead) pencil in recording your answers.

Evaluation of Instruction

Each item below deals with a characteristic of instruction. Read each statement and mark the appropriate space with one of the following responses on the scantron sheet provided.

Please respond to each statement provided by selecting from the following scale

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Learning

- 1) I have found the course intellectually challenging and stimulating.
- 2) I have gained an understanding of the course content as related to the objectives stated for the course.
- 3) I have learned and understood the subject materials of this course.

Enthusiasm

- 4) Instructor was enthusiastic and sincere about teaching the course.
- 5) Instructor demonstrated a positive demeanor.
- 6) Instructor created an environment that held my interest.

Organization

- 7) Instructor's explanations were clear.
- 8) Course materials were well prepared.
- 9) Activities addressed the course content/objectives.
- 10) Instructor was organized and prompt.

Group Interaction

- 11) Students were encouraged/invited to participate in class discussions/activities.
- 12) Students were given meaningful answers to their inquiries.
- 13) Instructor provided opportunities for interaction.

Individual Rapport

- 14) Instructor was friendly towards individual students.
- 15) Instructor made students welcome in seeking help/advice.
- 16) Instructor demonstrated a genuine interest in individual students.
- 17) Instructor was accessible to students (e.g. office, email, on-line, etc).

Breadth/Depth

- 18) Instructor demonstrated knowledge of the subject.
- 19) Instructor permitted points of view other than his/her own when appropriate.
- 20) Instructor discussed current developments in the field.

Examinations/Assignments/Grading

- 21) Feedback on examinations/assignments/activities was valuable and timely.
- 22) Methods of evaluating student work were fair and appropriate.
- 23) Examinations/assignments addressed course content.
- 24) Students were provided opportunities to understand the grading process.

Assignments

- 25) Required readings/assignments contributed to my learning/understanding of subject.
- 26) Instructor provided activities/assignments in which basic knowledge & skills acquired from the course were utilized.

The department and/or instructor may add additional items on a separate sheet.

1 5 4 3 2 1 0

2 5 4 3 2 1 0

3 5 4 3 2 1 0

4 5 4 3 2 1 0

5 5 4 3 2 1 0

6 5 4 3 2 1 0

7 5 4 3 2 1 0

8 5 4 3 2 1 0

9 5 4 3 2 1 0

10 5 4 3 2 1 0

11 5 4 3 2 1 0

12 5 4 3 2 1 0

13 5 4 3 2 1 0

14 5 4 3 2 1 0

15 5 4 3 2 1 0

16 5 4 3 2 1 0

17 5 4 3 2 1 0

18 5 4 3 2 1 0

19 5 4 3 2 1 0

20 5 4 3 2 1 0

21 5 4 3 2 1 0

22 5 4 3 2 1 0

23 5 4 3 2 1 0

24 5 4 3 2 1 0

25 5 4 3 2 1 0

26 5 4 3 2 1 0

F2F

COE pg 2

A. Your instructor would like to know if there is something you believe that he/she has done especially well in his/her teaching of this course.

B. Your instructor would also like to know what specific things you believe might be done to improve his/her teaching in this course.

F2F

B+T

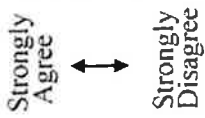
STUDENT EVALUATION OF FACULTY FORM

College of Business and Technology

If you have no basis for evaluating the statement or if the statement is not applicable, please leave the answer for the statement blank.

TEACHING ABILITY

The instructor:



- 1. presents course material effectively
2. is prepared for class
3. displays enthusiasm when teaching
4. stimulates my thinking
5. teaches at an understandable level
6. expands on class material by bringing in examples of real world applications
7. encourages class participation
8. is knowledgeable about the subject
9. deals fairly and impartially with me
10. motivates me to do my best work
11. is available during scheduled office hours
12. helps me with class questions when approached outside of the classroom
13. gives homework assignments with definite instructional value
14. provides in-class activities that give me the opportunity to demonstrate my knowledge of the material
15. grades/returns tests, projects, & written assignments in a reasonable time
16. employs a consistent grading policy
17. employs a fair grading policy.

GENERAL COURSE INFORMATION

- 18. For my major, this course is: required / not required
19. This course is: a general studies course / not a general studies course
20. In this course, I expect to receive a(n): A, B, C, D, F
21. The grade I expect to receive is: higher than anticipated, the same as I anticipated, lower than anticipated

Form with columns 1-10 and rows for Dept., Class, Section, Faculty, Full, Part, Semester, Year.

- 22. Given by background and interests, the material in this course is: very difficult, somewhat difficult, about right, somewhat easy, very easy
23. On average, the hours I spend preparing for this class each week is: more than 6, 5-6, 3-4, 1-2, less than 1
24. The other students' motivation in this class seems to be: very high, higher than average, average, lower than average, very low
25. Before I started this course, I expected to learn: a tremendous amount, a lot, some, a little, nothing
26. Overall, in this course I learned: a tremendous amount, a lot, some, a little, nothing
27. Overall, compared to other instructors I have had at UNK, this instructor's teaching is: superior, above average, average, below average, poor

F2F

p.2 BTT back

COMMENTS

Comments are extremely important to the instructor, so please add any comments you wish.

1. Please describe those things the instructor did especially well in teaching this course:

2. Please describe those things the instructor could improve in teaching this course:

3. Any additional comments you wish to make:

Your signature (Optional): _____

Master **CNSS Online Student Evaluation**

Q1 The faculty member stimulates thinking

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q2 The Faculty member is enthusiastic about the subject matter

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q3 The Faculty member is responsive to student questions

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q4 The Faculty member is well prepared for class

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q5 The Faculty member explains and clarifies the subject matter

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q6 The Faculty member grades fairly

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q7 The Faculty member assigns materials that are effective aids to learning

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q8 The Faculty member encourages students to seek assistance as needed and is available for assistance and consultation

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q9 The Faculty member is knowledgeable about the subject matter

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q10 Overall how do you rate the TEACHING in this course

- unsatisfactory 1 (1)
- below average 2 (2)
- average 3 (3)
- above average 4 (4)
- superior 5 (5)

Q11 What is your GPA at UNK

- 4.00 - 3.01 (1)
- 3.00 - 2.51 (2)
- 2.50 - 2.00 (3)
- below 2.00 (4)
- new student (5)

Q12 What grade do you expect in this class

- F or no credit (1)
- D (2)
- C or pass (3)
- B (4)
- A (5)

Q13 Which of the following best describes why you took this course

- is required for General Studies (1)
- is required for my program (2)
- is not required but is recommended for my program (3)
- not required but meets other college/university requirements (4)
- chosen as an elective because of my strong interest (5)

Q14 Please describe those things about the course which you think the instructor has done especially well in his/her teaching of this course

Q15 Please describe those specific things about the course that you believe might be done by the instructor to improve his/her teaching of the course.

ONLine FAH

UNK

Online FAH

pat

Classroom
Quality
FAH

1. The instructor is organized and manages the course well to promote learning.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

2. The instructor provides opportunities for students to reflect upon the knowledge and skills presented in the course.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

3. The instructor utilizes and requires the use of technology appropriate to the course.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

4. The instructor treats all students and their opinions with respect.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

5. The instructor exhibits interest in all students, is encouraging and is willing to assist.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

6. The instructor communicates clearly with students in a timely manner (e.g. in person, email).
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

7. The instructor is knowledgeable in the subject area.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

8. Instructional methods, activities selected, and/or information presented stimulates thought and learning.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

9. The instructor clearly defines course objectives and student expectations.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

10. Instructional activities relate to expressed course objectives/expectations.
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

11. Your instructor would like to know what specific things you believe might be done to improve his/her teaching of the course.

12. Your instructor would like to know if there is something you believe that he/she has done especially well in his/her teaching of the course.

Maria
Dillon

UNK

Online FAH

pg 2

online FAH 2

1. The faculty member is knowledgeable about the subject matter.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

2. The faculty member stimulates your critical thinking.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

3. The instructor presents the subject material clearly.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

4. The instructor is organized and manages the course well to promote learning.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

5. The instructor clearly defines course objectives.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

6. The instructor clearly articulates the grading policy.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

7. Instructional activities relate to designated course objectives and expectations.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

8. The instructor is responsive to student questions.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

9. The instructor is available for assistance and consultation.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

10. Class materials are made available to students in a reasonable amount of time for completion of coursework.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

11. Assignments and/or tests are evaluated in a reasonable amount of time.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

12. The instructor effectively builds a sense of community by encouraging participation and interaction.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

13. The instructor provides opportunities for students to learn from one another.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Choose one, if applicable

14. Additional comments may be written below.

ONLINE COE

ONLINE COE 2016 COE

TE 800-02 University of Nebraska at Kearney College of Education Student Perception of Teaching Performance

University of Nebraska at Kearney College of Education Student Perception of Teaching Performance (Proposed) Please respond to each statement provided by selecting from the following scale. Strongly Agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1

Semester

Spring 2016

Course

TE 800

Course

02

Instructor

Martonia Gaskill

Student Signature (optional and not required)

Learning

1.) I have found the course intellectually challenging and stimulating.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

2.) I have gained an understanding of the course content as related to the objectives stated for the course

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

3.) I have learned and understood the subject materials of this course.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Enthusiasm

4.) Instructor was enthusiastic and sincere about teaching the course.

- Strongly Agree = 5
- Agree = 4

CoE
online 2

Neutral = 3

Disagree = 2

Strongly Disagree = 1

5.) Instructor demonstrated a positive demeanor.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

6.) Instructor created an environment that held my interest.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

Organization

7.) Instructor's explanations were clear.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

8.) Course materials were well prepared.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

9.) Activities addressed the course content/objectives.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

10.) Instructor was organized and prompt.

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

Group Interaction

11.) Students were encouraged/invited to participate in class discussions/activities.

Strongly Agree = 5

Agree = 4

Neutral = 3

P. 2

CoE
online 3

- . Disagree = 2
- . Strongly Disagree = 1

12.) Students were given meaningful answers to their inquiries.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

13.) Instructor provided opportunities for interaction.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

Individual Rapport

14.) Instructor was friendly towards individual students.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

15.) Instructor made students welcome in seeking help/advice.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

16.) Instructor demonstrated a genuine interest in individual students.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

17.) Instructor was accessible to students (e.g. office, email, on-line, etc).

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3
- . Disagree = 2
- . Strongly Disagree = 1

Breadth/Depth

18.) Instructor demonstrated knowledge of the subject.

- . Strongly Agree = 5
- . Agree = 4
- . Neutral = 3

CoE
Online 4

- Disagree = 2
- Strongly Disagree = 1

19.) Instructor permitted points of view other than his/her own when appropriate.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

20.) Instructor discussed current developments in the field.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Examinations/Assignments/Grading

21.) Feedback on examinations/assignments/activities was valuable and timely.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

22.) Methods of evaluating student work were fair and appropriate.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

23.) Examinations/assignments addressed course content.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

24.) Students were provided opportunities to understand the grading process.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Assignments

25.) Required readings/assignments contributed to my learning/understanding of the subject.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2

CoE
Online 5

Strongly Disagree = 1

26.) Instructor provided activities/assignments in which basic knowledge and skills acquired from the course were utilized,

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

A. Your instructor would like to know if there is something you believe that he/she has done especially well in his/her teaching of this course.

B. Your instructor would also like to know what specific things you believe might be done to improve his/her teaching in this course.

-

powered by [phpQuestionnaire](#)

Online B+T

online

B+T

online

Default Block

College of Business and Technology
Online Student Evaluation of Faculty

TEACHING ABILITY

The instructor:

Strongly Disagree Disagree Neutral Agree Strongly Agree

presents course material effectively

is prepared for class

displays enthusiasm when teaching

stimulates my thinking

teaches at an understandable level

expands on class material by bringing in examples of real world applications

encourages class participation

is knowledgeable about the subject

deals fairly and impartially with me

motivates me to do my best work

is available during scheduled virtual office hours

helps me with class questions when approached outside of the classroom

gives homework assignments with definite instructional value

provides class activities that give me the opportunity to demonstrate my knowledge of the material

grades/returns tests, projects, and written assignments in a reasonable time

employs a consistent grading policy

employs a fair grading policy

utilizes the tools of technology appropriate to the course

P.L

B+T online 2

GENERAL COURSE INFORMATION

For my major, this course is:

not required

required

This course is:

not a general studies course

a general studies course

In this course, I expect to receive a(n):

F

D

C

B

A

The grade I expect to receive is:

lower than anticipated

the same as anticipated

higher than anticipated

Given my background and interests, the material in this course is:

very difficult

somewhat difficult

about right

somewhat easy

very easy

On average, the hours I spend preparing for this class each week is:

less than 1

1-2

3-4

5-6

more than 6

The other students' motivation in this class seems to be:

very low

lower than average

average

higher than average

very high

Before I started this course, I expected to learn:

nothing

a little

some

a lot

a tremendous amount

Overall, in this course I learned:

nothing

a little

some

a lot

a tremendous amount

P. 2

B+T online 3

Overall, compared to other instructors I have had at UNK, this instructor's teaching is:

poor

below average

average

above average

superior

Please describe those things the instructor did especially well in teaching this course:

Please describe those things the instructor could improve in teaching this course:

Any additional comments you wish to make:

31

R.3

Appendix D: Individual College and Department/ Program Responses

College of Business and Technology

Department/Program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR=No response

Accounting/Finance

Faculty have students administer the evaluations

Faculty have students administer the evaluations

Admin(other than fac) sends link

Admin(other than fac) sends link

No

No

No

Department/Program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR=No response

Economics & Ag

Faculty have students administer the evaluations

Faculty have students administer the evaluations

Admin(other than fac) sends link

Admin(other than fac) sends link

Yes

No

Yes

Department/Program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR=No response

Department/Program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR=No response

Department/Program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

FSID

Faculty have students administer the evaluations

Faculty have students administer the evaluations

Admin(other than fac) sends link

Admin(other than fac) sends link

Yes

No

Yes

Industrial Technology

Faculty administer evaluations, but leave room.

Faculty administer evaluations, but leave room.

Admin(other than faculty) sends link to students

Admin(other than faculty) sends link to students.

Yes

Yes

Yes

Management

Faculty have students administer the evaluations

Faculty have students administer the evaluations

Admin(other than fac) sends link

If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR=No response

Admin(other than fac) sends link

Yes

No

Yes

Department/Program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR=No response

Marketing & MIS

Faculty have students administer

Faculty have students administer

Admin(other than fac) sends link

Admin(other than fac) sends link

Yes

Unsure

Yes

No

Department/Program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?

MBA

Faculty admin evaluations, but leave the room.

Faculty admin evaluations, but leave the room.

Faculty admin evaluations, but leave the room.

Admin (other than faculty) sends a link to students.

Admin (other than faculty) sends a link to students.

In respective academic departments

In respective academic departments

N/A

Are charts for department or program review?

NR=No response

College of Education

Department/program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR = No response

Department/program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR = No response

Teacher Ed

Yes-COE form

No

No

Yes, or staff or grad student

F2Fuse online as well

IT to faculty into BB

Verbal to instructor

see above

-

No

Annual Rev/Promotion

Yes

-

Comm. Disorders

Yes-COE form

No

No

Yes, or staff or gradst

paper from for F2F

IT to faculty into BB

Verbal to instructor

see aboveq

-

-

Annual Rev/Promotion

Yes

-

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?

Counsel/SchPsych

Yes-COE form
 No
 No
 Yes, or staff or gradst
 paper form for F2F
 IT to faculty into BB
 Verbal to instructor
 see above
 No
 Dept mean calculated
 Annual Rev/Promotion
 Yes
 -

Kinesio/SportScience

Yes-COE form
 No
 No
 Yes, or staff or gradst
 overview of procedures
 IT to faculty into BB
 Verbal to instructor
 see above
 -
 -
 Annual Rev/Promotion
 Yes
 -

Ed. Administration

Yes-COE form
 No
 No
 Yes, or staff or gradst
 only 1 student course
 IT to faculty into BB
 Unwritten Rules

If no rules, then explanation	see above
Definitions for use of data	-
Is quantitative data kep in aggregate?	-
Is quantitative data kept for APR, etc.?	Annual Rev/Promotion
Response rate noted?	Yes
Are charts for department or program review?	-

NR = No response

College of Natural and Social Sciences

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administerd?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kep in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

Chemistry

same as CNSS
Yes
no
student returns forms
Yes
Dean's office
no formal process
yes
No formal rules
yes
yes
no
yes

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administerd?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kep in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

Physics

same as CNSS
absolutely no
No!
No (again!)
Yes
Dean's office
very uniform
NR
NR
yes
yes, to some degree
yes
NR

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

CSIS

same as CNSS
 no
 no
 yes
 yes
 faculty
 uniform
 NR
 NR
 yes
 yes
 NR
 no

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Geography

same as CNSS
 yes
 no
 yes
 yes
 administrator
 uniform
 NR
 NR
 NR
 NR
 NR

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation

Biology

same as CNSS
 variable
 leave after handed out
 student returns forms
 yes
 Brian Peterson
 yes
 yes, can't be in room

Definitions for use of data	NR
Is quantitative data kept in aggregate?	no
Is quantitative data kept for APR, etc.?	no, but in future
Response rate noted?	yes
Are charts for department or program review?	
NR = No response	

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

Math

same as CNSS
yes
no
varied
yes
unclear
NR
yes
NR
no
no
no

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

HealthSci

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

History

same as CNSS
 no, faculty must leave
 no
 students return forms to office sec.
 yes
 admin to faculty who put it in BB
 uniform, all faculty do same thing
 no
 no
 no
 no
 no

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Social Work – no response**Department/program**

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation

Political Sci. – no response

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR = No response

Department/program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR = No response

Criminal Justice – no response

Department/program

Copy of form used

Faculty administered?

Faculty present in room?

Student administered?

Online?

If so, who sends link?

Is process uniform, or individual?

If no rules, then explanation

Definitions for use of data

Is quantitative data kept in aggregate?

Is quantitative data kept for APR, etc.?

Response rate noted?

Are charts for department or program review?

NR = No response

Sociology – no response

Fine Arts and Humanities

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

Art & Art History

Yes - Standard CFAH
No
No
Yes - or grad student
Yes
IT coordinator
No written instructions - verbally given to faculty by chair
NR
NR
No
Annual review & promotion
Yes
No

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?
Is process uniform, or individual?
If no rules, then explanation
Definitions for use of data
Is quantitative data kept in aggregate?
Is quantitative data kept for APR, etc.?
Response rate noted?
Are charts for department or program review?
NR = No response

Communication

Yes - Standard CFAH
No
No
Yes
NR
NR
Reference made to "standard instruction sheet" (not provided)
NR
NR
NR
Review
NR
NR

Department/program

Copy of form used
Faculty administered?
Faculty present in room?
Student administered?
Online?
If so, who sends link?

English

Yes - Standard CFAH
No
No
Yes
Yes
IT coordinator

Is process uniform, or individual?	NR
If no rules, then explanation	NR
Definitions for use of data	No
Is quantitative data kept in aggregate?	Yes - departmental average mean calculated at 100-level, 200-etc.
Is quantitative data kept for APR, etc.?	Annual review & promotion
Response rate noted?	No, but lower for online evals
Are charts for department or program review?	No

NR = No response

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Modern Languages

Yes - Standard CFAH
 No
 No
 Yes
 Yes
 IT coordinator
 No formal rules or general explanation
 NR
 No
 No
 No
 No
 No

Department/program

Copy of form used
 Faculty administered?
 Faculty present in room?
 Student administered?
 Online?
 If so, who sends link?
 Is process uniform, or individual?
 If no rules, then explanation
 Definitions for use of data
 Is quantitative data kept in aggregate?
 Is quantitative data kept for APR, etc.?
 Response rate noted?
 Are charts for department or program review?
 NR = No response

Music & Performing Arts

Yes - Standard CFAH
 No
 No
 Yes
 Yes
 NR
 Unwritten rules
 NR
 NR
 NR
 Annual review & promotion
 NR
 NR

Department/program	Philosophy
Copy of form used	NR
Faculty administered?	NR
Faculty present in room?	NR
Student administered?	NR
Online?	NR
If so, who sends link?	NR
Is process uniform, or individual?	NR
If no rules, then explanation	NR
Definitions for use of data	NR
Is quantitative data kept in aggregate?	NR
Is quantitative data kept for APR, etc.?	NR
Response rate noted?	NR
Are charts for department or program review?	NR

NR = No response

Department/program	Theatre
Copy of form used	Yes - Standard CFAH + instruction sheet
Faculty administered?	No
Faculty present in room?	No
Student administered?	Yes
Online?	Yes
If so, who sends link?	IT coordinator
Is process uniform, or individual?	No formal written guidelines
If no rules, then explanation	NR
Definitions for use of data	No
Is quantitative data kept in aggregate?	No
Is quantitative data kept for APR, etc.?	Annual review & promotion
Response rate noted?	No
Are charts for department or program review?	No

NR = No response

ISAC Minutes

A meeting of the International Studies Advisory Council was held on Thursday Sept 8, 2016 at 3:30 in the Jennings Room of the Library.

Present: Amy Rundstrom, Diana Jones, Ann Marie Park, Megan Hartman, Matt Mims Will Aviles, Sonja Kropp, Michael Stopford, Young Do Kim: Absent: Sylvia Asay, Suzanne Maughan. Guests: Colton Nissley and Brett Westfall from UNK's chapter of Amnesty International

The meeting began with a presentation from students Nissley and Westfall about the planned activities of the UNK chapter of Amnesty International for the fall semester. The chapter intends to focus on the death penalty before the November referendum. At the Miami conference of AI last April, they were encouraged to work with local Catholic organizations and have since found the Newman Center receptive to cooperation. They are also working with Retain a Just Nebraska which has offered to send out speakers and has provided them with a draft letter which they may edit as they wish to send to the Kearney Hub. Council members offered to help with that draft. The group also wants to work with the American Democracy Project. Aviles suggested they contact Chuck Rowling in Political Science for that purpose. Rundstrom also mentioned Tom Knott in Academic Advising. Stopford encouraged them to contact David Forsythe at UNL who is very active in the realm of human rights. Overall, the Council expressed a willingness to support the Chapter in its efforts.

The meeting then moved to a discussion of a replacement for Nacasius Ujah as faculty representative from the College of Business and Technology and Tone Mendoza as representative from the Calvin T. Ryan Library. Several names were considered. Lilly will make a choice and contact them and their Deans.

Lilly discussed with the Council an upcoming speaker. Mr. John Buchanan who will lecture in INTS 100 on "Immigration and refugee policy in Modern Germany from the Post-War period to the Present." He will speak to the LGBTQ group also on, "Expressing Pride around the World: "The Politics of Parades." He will be discussing those places recently where parades are forbidden, impeded, or harassed both officially and popularly. Among the topics, Russia's law against "homosexual propaganda among youth," Lithuania's initiatives, etc. Places included: Istanbul, Belarus, Indonesia, Kenya.

Park advised the Council that the date of the International Studies/Study Abroad Fair this year will be Friday Nov. 18.

Since World Affairs is in the fall, we will plan for a speaker in the spring, ideally the Monday following the Food Festival.

Lilly informed the Council that she will have a 2 hour intern this semester and hopefully next. She will have her work first on creating an appropriate and viable Facebook page for the program and getting majors, minors and alumni to join. Rundstrom suggested

contacting Michelle Widger for help in this regard. In addition, the intern will work on a page to coordinate internships. It was noted that Industrial Distribution has a web page for its majors that may be useful as a model.

Finally, the Council discuss the Assessment report for 2014-15 and 2015-16. Overall, the assessment seemed pretty successful. In particular, the added essay on globalization achieved its planned goal. Nonetheless, the Council was able to find some important areas needing improvement, mostly in terms of structuring manageable assignments for such a diverse group of students.

The meeting adjourned at 4:30. The next meeting will be October 13 at 3:30 in the Jennings Room.

Present: Loughrin, Strain, Louishomme, Glazier, Tillman, Mendoza, Weekley, Lewis, Van Ingen (chair)

Absent: Campbell, Bice, Honeyman, Harriott, Chau, Mueller, Schardt/Hof.

Van Ingen called the meeting to order at 4:15pm.

A. WGSAC Minutes -- minutes from March 16, 2016 were approved by email and sent to Faculty Senate 4-13-16.

B. Advisory Board: Tillman, Loughrin, Louishomme, and Van Ingen agreed to review and update the Governance Document for a combined WGE board. Members with expiring terms renewed 3-year term beginning 2016-2017: Loughrin, Glazier, Tillman.

C. Budget: this is a roll-over year so there will be a surplus going into 2016-2017. WGS and ETH Budgets should be combined for 2016-2017.

D. Curricular: Updates

1. New Major: Van Ingen met with CNSS Dean L Duke on Friday, April 8, 2016. He suggested strengthening the cost-benefit analysis. Members informally agreed WGE is a good name.

2. CNSS Ed Policy: for some WGS classes; Ethnic Studies minor to 18 hrs. Paperwork signed, submitted, in progress.

3. New Office: Library 202; Office hours – students may be using the office for research project with Mocarski.

4. Brochure/Course list for Summer & Fall: Van Ingen handed out brochure for WGS. Will need one for ETHS.

5. APR – re-scheduled for 2017; in combination with Ethnic Studies. Postponement approved by Kenya Taylor 1-12-16

6. Assessment: will need the senior seminar for WGS/Ethnic Studies to assess. No assessments this year 2015-2016.

7. Library Mendoza said last day to order books is April 20, 2016.

8. Scholarship Committee: The Scholarship Committee met on-line and has made an award for the \$250 “Associated Women Students Scholarship.” There were 4 strong applicants. There is some consideration of using some of the “UNK Women’s Studies Scholarship” fund, which is a one-time fund.

E. Co-Curricular:

No Limits 2017: in Kearney on March 10, 2017 (Friday). Keynote speaker theme is “Gender & Race in Elections” (or politics). Members made suggestions of a speaker, and will forward ideas to Van Ingen.

Fall Forum on Civil Society: October 2017? Where? What exactly. Members will address this next fall.

Vagina Monologues: Freedman reserved the FAB Recital Hall for Th & Fri February 2 & 3, 2017 @ 7:30pm

Updates:

- Women’s Center:
 - April 21: Shatter the Silence/TBTN with “The Hunting Grounds” actors; 7pm Ponderosa NSU
 - Working with WGE for more student engagement; use of WC
- Triota: organizational meeting and election of new officers, April 21 @ 3:30pm in Women’s Center.
- QSA: Weekley reported that there were elections, but that the group is working with other organizations to set up a a LGBTQ resource center.
- OMA:
- Sister-to-Sister:
- Ethnic Studies groups –Black Student Association; others?
 - Louishomme reported on plans to bring Bryan Stevenson, author of *Just Mercy*, to campus next year.

Event co-sponsorships:

With International Studies: **\$200** to support Holocaust Symposium (April 14) with showing of film "Sons of Saul" at the World Theater on Tuesday, April 12. Events went very well --

Other businesss

- Bystander Intervention with NIH/National Health Promotion Association (Strain)
- Title IX (Loughrin)
- Anti-Women's Studies/anti feminism in the press and other places: response plans?
- Campus culture?

Next meeting will be Sept 21, Wed.

Meeting was adjourned at 5pm (Mendoza/Lewis).

GRADUATE COUNCIL MINUTES

Thursday, September 8, 2016

FDHL 2147 – 3:30 p.m.

PRESENT: John Bauer, Greg Brown, Bruce Elder, Mark Ellis, Chris Exstrom, Janet Lear, Miechelle McKelvey, David Palmer, Janet Steele, Jeanne Stolzer, Marguerite Tassi, Mallory Wetherell, Shaun Mewes, William Orr, and Marilyn Wright

ABSENT: Sharon Campbell, David Hof, Chuck Rowling and Ron Wirtz

I. Approval of the April 14, 2016 Minutes and the 2016 Summer Graduates – approved via email

II. Graduate Dean's Report

A. New Members and Student Members.

Dr. Taylor welcomed new members (Mallory Wetherell and Chuck Rowling) and re-elected members (Jeanne Stolzer and David Hof). William Orr and Marilyn Wright have agreed to serve another year as student representatives and Shaun Mewes will be the third student representative. Ron Wirtz is replacing Jon Ritterbush as the Library Liaison. Dr. Taylor introduced Janet Steele as the EGC and At-Large Representative replacing Kathy Zuckweiler. Janet is currently serving as IRB Director and will assume Associate Dean of Graduate Studies & Research duties in January, 2017.

B. Graduate Council Reps on Faculty Senate.

Mark Ellis agreed to continue serving on the eCampus committee and Jeanne Stolzer will continue on the Library Committee.

C. Tuition Differential.

Tuition differential was distributed last week. Mary Niemiec from Online Worldwide will be here next week to meet with Gloria Vavricka, Dr. Charlie Bicak, Jon Watts, and Dr. Taylor.

D. New Frontiers Reception – October 12, 4-6 pm at the Frank House.

Dr. Taylor encouraged everyone to attend the New Frontiers reception.

E. Committee Assignments.

Dr. Taylor provided a brief overview of each committee's responsibilities. At the conclusion of the meeting, members selected which committee to serve on for the year and chose a chair.

III. Committee Reports

A. Policy & Planning Committee – The committee has just reviewed one graduate faculty nomination and has another to review. It was explained that several new faculty come in with graduate faculty status. If they do not, they have four years to receive it as stated in their contract letter.

B. Academic Programs Committee moved to approve changes for the following courses:

For Graduate Council Information

- 1) Approved request from Art & Art History Performing Arts to alter a course – ART 820: Art History Survey I for Art Educators.
- 2) Approved request from Art & Art History Performing Arts to alter a course – ART 821: Art History Survey II for Art Educators.

For Graduate Council Action

- 1) Request to Alter the MAEd in Art & Art History – add ART 820 and ART 821 as course options in the program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 2) Request to Alter the MS in Biology – Option B: Non-Thesis Option – eliminate research requirement (BIOL 831 A-F); these lost hours would be added back into the Electives category; add statement saying no more than 18 hours of P-courses can be applied to degree.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 3) Request to Create a Joint Superintendent Preparation Program Certificate (Joint UNK/UNL EdD).
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 4) Request to Alter the MEd in CSP – Clinical Mental Health Counseling – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 5) Request to Alter the MEd in CSP – School Counseling PK-6 and 7-12 – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 6) Request to Alter the EdS in CSP – School Psychology – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 7) Request to Alter the MEd in CSP – Student Affairs – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 8) Request to Alter the MAEd in Educational Administration – Curriculum Supervisor of an Academic Area – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 9) Request to Alter the MAEd in Educational Administration – School Principalship PK-8 – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 10) Request to Alter the MAEd in Educational Administration – School Principalship 7-12 – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 11) Request to Alter the EdS in Educational Administration – School Superintendent – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.

- 12) Request to Alter the MAEd in Educational Administration – Supervisor of Special Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 13) Request to Alter the MAEd in Music & Performing Arts – Music Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 14) Request to Alter the MSED in Science/Math Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 15) Request to Alter the MAEd in Teacher Education – Curriculum and Instruction – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 16) Request to Alter the MSED in Teacher Education – Instructional Technology – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 17) Request to Alter the MAEd in Teacher Education – PK-12 Reading – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 18) Request to Alter the MAEd in Teacher Education – Special Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 19) Request to Alter the MAEd in Modern Language – Spanish Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.
- 20) Request to Alter the MAEd in Kinesiology & Sports Sciences - Master Teacher in Physical Education – add graduate survey requirement to program.
Comes as a seconded motion to the Graduate Council. Motion Carried.

C. Faculty & Student Affairs Committee – nothing to report.

IV. Other Business

Janet Steele informed the council that a 2006 Biology master's graduate is receiving the Presidential Award for Excellence in Mathematics and Science Teaching. Dr. Taylor stated that graduate enrollment is up.

Respectfully submitted,
Janna Shanno, Recording Secretary

General Studies Council Minutes
April 7, 2016 – 3:30 p.m.
Founders Hall, Warner Conference Room
***** Approved via email *****

Present: Debbie Bridges, Greg Brown, Derrick Burbul, Joel Cardenas, Tim Farrell, Steve Hall, Kay Hodge, Daryl Kelley, Katherine Kime, Martha Kruse, Kristi Milks, Tami Moore, Amy Rundstrom, Kim Schipporeit

Absent: Julie Agard, Jan Moore, Kenya Taylor, Beth Wiersma, Ron Wirtz

Guest: Deborah Freedman, Tom Martin, Daren Snider, Marsha Yeagley

I. Call to Order:

Kelley/Hodge moved to approve the agenda. Motion carried.

1. Approve Agenda:

Debbie Bridges called the meeting to order.

2. Minutes from the March 3, 2016 meeting were approved via email.

II. Old Business (Open Items):

1. Course Proposals (Review for Final Approval):

a) MKT 188 – Fashion and Marketing in a Global Society (Department: Marketing and MIS; Instructor: Marsha Yeagley).

Hodge/Brown moved to approve the above course. Motion carried.

III. New Business:

1. Course Proposals (New):

a. PHIL 388 – Comparative Medieval Religious Studies (Department: Philosophy; Instructor: Damon Watson).

Kelley/Kruse moved to approve sending the above course out to campus for comment. Motion failed. The course will be returned for revisions.

b. MUS 388 – Historical and Cultural Influences on Music Around the World (Department: Music; Instructor: Deborah Freedman).

Hodge/Kruse moved to approve sending the above course out to campus for comment. Motion carried with one nay vote.

c. HUM 100 - Introduction to Humanities (Proposer: FAH Dean (no department, since it is interdisciplinary; Contact person: Daren Snider).

Kelley/Burbul moved to approve sending the above course out to campus for comment. Motion carried.

d. HUM 300 – Modes of Inquiry – Humanities (Proposer: FAH Dean (no department, since it is interdisciplinary; Contact person: Daren Snider).

Kelley/Burbul moved to approve sending the above course out to campus for comment. Motion carried.

2. Assessment and GS Program:

a. Review of Assessment Reports for Fall 2015 (Democracy, Natural Science, A&Q Thought, and Wellness).

Bridges distributed the draft report for Council consideration; Council will take action on report at the next meeting.

b. Courses for Assessment Fall 2016 (Written and Oral Communication).

IV. Other:

V. Adjournment:

Brown/Burbul moved to adjourn at 4:30 p.m. Motion carried.

NEXT REGULAR MEETING: Thursday, April 28, 2016, at 3:30 p.m., Warner Conference Room.

General Studies Council Minutes
April 28, 2016 – 3:30 p.m.
Founders Hall, Warner Conference Room
***** Approved via e-mail *****

Present: Debbie Bridges, Derrick Burbul, Tim Farrell, Kay Hodge, Daryl Kelley, Katherine Kime, Martha Kruse, Kristi Milks, Tami Moore, Amy Rundstrom, Kim Schipporeit, Beth Wiersma, Ron Wirtz

Absent: Julie Agard, Greg Brown, Joel Cardenas, Steve Hall, Jan Moore, Kenya Taylor

Guest: Deborah Freedman, David Rozema, Daren Snider, Sam Umland

New Members: Miechelle McKelvey, Hector Palencia

I. Call to Order:

Kelley/Burbul moved to approve the agenda. Motion carried.

1. Approve Agenda:

Debbie Bridges called the meeting to order.

2. Minutes from the April 3, 2016 meeting were approved via email.

II. Old Business (Open Items):

Hodge/Brown moved to approve the three courses below. Motion carried.

Kime/Hodge made a friendly amendment to approve each course separately. Motion carried.

1. Course Proposals (Review for Final Approval):

a) MUS 388 – Historical and Cultural Influences on Music Around the World (Department: Music; Instructor: Deborah Freedman).

Kruse/Kime moved to vote via paper ballot. Motion failed 4-5.

b) HUM 100 – Introduction to Humanities (Proposer: FAH Dean (no department, since it is interdisciplinary; Contact person: Daren Snider).

Kruse/Kime moved to vote via paper ballot. Motion failed 4-5.

c) HUM 300 – Modes of Inquiry – Humanities (Proposer: FAH Dean (no department, since it is interdisciplinary; Contact person: Daren Snider).

Kruse/Kime moved to vote via paper ballot. Motion failed 3-6.

III. New Business:

1. Course Proposals (New): None

2. Assessment and GS Program:

a. Review of Assessment Reports for Fall 2015 (Democracy, Natural Science, A&Q Thought, and Wellness).

Additional results were received and Bridges updated the report

Kelley/Wirtz moved to approve sending the report to campus. Motion carried.

b. List of Courses Selected for Assessment Fall 2016 (Written and Oral Communication).

Written Communication and Oral Communication courses (Foundational Core) are scheduled to be assessed in Fall 2016. The list of courses that will be assessed are as follows:

ENG 102: Section 1; Section 3; Section 5; and Section 7

SPCH 100: Section 1; Section 4; Section 6; Section 15; and Section 17

ITEC 290: Section 1; Section 3; and Section 6

Kelley/Farrell moved to approve the course selection. Motion carried.

3. Faculty and Student Surveys:

The Council will discuss more in the fall.

IV. Other:

1. Changes in GS Courses from FS Academic Affairs Committee:

a. DANC 122GS: Dance Appreciation – Course Description Change.

b. PHYS 210GS: Astronomy – Adding a Pre-requisite of MATH 102.

V. Adjournment:

Wiersma/Burbul moved to adjourn at 4:40 p.m. Motion carried.

NEXT REGULAR MEETING: Thursday, September 1, 2016, at 3:30 p.m., Warner Conference Room.

General Studies Council Minutes
September 1, 2016 – 3:30 p.m.
Founders Hall, Warner Conference Room
***** Approved via email *****

Present: Julie Agard, Debbie Bridges, Greg Brown, Derrick Burbul, Joel Cardenas, Scott Darveau, Tim Farrell, Kay Hodge, Martha Kruse, Kristi Milks, Tami Moore, Hector Palencia, Amy Rundstrom, Kim Schipporeit, Beth Wiersma, Ron Wirtz

Absent: Steve Hall, Miechelle McKelvey, Kenya Taylor

I. Call to Order:

Hodge/Darveau moved to approve the agenda. Motion carried.

1. Approve Agenda:

Debbie Bridges called the meeting to order.

2. Minutes from the April 28, 2016 meeting were approved via email.

II. Old Business (Open Items): None

III. New Business:

1. Course Proposals (New): None

2. Assessment and GS Program:

a. Update on Assessment for Fall 2016 Written and Oral Communication Courses.

The courses that will be assessed in Fall 2016 will be: ENG 102 (4 sections); SPCH 100 (5 sections); and ITEC 290 (3 sections).

b. Initial Results from Spring 2016 Capstone Course Assessment.

3. Proposed Plan of Action for 2016/17 AY:

Hodge/Palencia moved to approve the following proposed plan of action for 2016/17:

APR Recommendations:

- 1) Develop and implement logistics of rolling 3-year review for General Studies courses (APR S1)
- 2) Follow - up survey on student and faculty perceptions of the General Studies Program completed in spring 2016. Proposed activity - tabulate results from student and faculty surveys conducted in spring 2016 and report to campus (APR R1)

Assessment:

- 1) Review / respond to assessment results from spring 2016; and when available, fall 2016.
- 2) Develop and conduct a follow-up survey of faculty conducting assessment regarding the assessment process and procedures.

4. Faculty and Student Surveys:

Greg Brown, Beth Wiersma, Tami Moore and Debbie Bridges will work together to summarize the

data.

IV. Other:

Dr. Bicak will attend the October meeting.

V. Adjournment:

Wiersma/Burbul moved to adjourn at 3:50 p.m. Motion carried.

NEXT REGULAR MEETING: Thursday, October 6, 2016, at 3:30 p.m., Warner Conference Room.

Default Report

Faculty Senate Strategic Planning Survey

September 23rd 2016, 9:59 am CDT

Q1 - At the Faculty Senate Retreat, we did a brainwriting exercise in response to this prompt:

"As Faculty what is our vision for UNK in five years' time?"

Our responses are shown below. Select up to ten choices that you believe are most interesting/exciting/promising. (Order of choices is individually randomized)

At the Faculty Senate Retreat, we did a brainwriting exercise in response t...	Count
At the Faculty Senate Retreat, we did a brainwriting exercise in response to this prompt:	
"As Faculty what is our vision for UNK in five years' time?"	152.00
Our responses are shown below. Select up to ten choices that you believe are most interesting/exciting/promising. (Order of choices is individually randomized)	

Answer	%	Count
Enough highly qualified faculty to deliver all programs (lower adjunct ratio) (this helps with service and shared governance)	53.33%	8
Leader in undergraduate education	40.00%	6
To promote and practice increased inter-departmental collaborative research, teaching, and service	40.00%	6
Leader in undergraduate research & scholarly opportunities	40.00%	6
Pay/salary equality between genders	33.33%	5

UNK will be known for its one-on-one research opportunities for students	33.33%	5
We should create a more friendly work environment. Apply recent Positive Organizational research to faculty-staff working cooperatively to serve our students. Positive work environment is as important as compensation.	33.33%	5
Pay equality across disciplines: If measure is same (P&T guidelines), no justification for such disparity	33.33%	5
Valuing service as part of Promotion and Tenure	33.33%	5
An institution known for its emphasis on teaching	26.67%	4
All UNK students will be able to write a thoughtful, grammatically correct essay before they have Junior standing	26.67%	4
A clearer, more transparent functioning process of shared governance, which rewards investment of time and effort	26.67%	4
Be “the” destination for Nebraska’s university brightest students, i.e. more and higher achieving	26.67%	4
More resources for research—GA’s, release time	20.00%	3
Working on projects that involve the community/state as a whole throughout the year to improve the community and UNK’s relationship with the community and state	20.00%	3
Diversity in students should be increased – scholarships are, of course, important	20.00%	3
Entire University fully wired, projection recording classrooms where all classes could be recorded if faculty choose to do so for placement on Web	20.00%	3
A more vibrant campus with students biking, reciting, talking	20.00%	3
Need program that connects minority high school students to UNK. This would include the recruitment of families as well as students	20.00%	3
Faculty wage increases significantly—comparable to national and UNL/UNO	20.00%	3
Great facilities that are appealing to both students and faculty	20.00%	3
Partnering with community colleges better and smarter	20.00%	3
More full-time IT people—one per department	20.00%	3
Stable or increasing enrollment in on-campus and online courses/programs	13.33%	2
Difference maker: each program can explain how they are “difference makers” and developing students to be “difference makers”	13.33%	2
Host more conferences and other large events	13.33%	2
To be more diverse faculty and student body	13.33%	2
Implement a Social Justice research plan that integrates many disciplines	13.33%	2
Leader in technology education across all campus degree programs	13.33%	2
Updates to all out-of-date buildings and/or new buildings	13.33%	2
Decreased class sizes in general studies classes	13.33%	2
Leader in community partnerships with rural Nebraska	13.33%	2
Robust university/community/school/business partners	13.33%	2
Faculty strongly engaged with campus—incentives?	13.33%	2

An administration we can trust	13.33%	2
As much emphasis on measure to improve classroom experience for students as there is to get research/publications/grants	13.33%	2
Faculty will feel they have the resources to improve in both teaching and research	13.33%	2
More advanced family leave (dads=moms in time off available to them)	13.33%	2
Doctoral programs at UNK	13.33%	2
Leader in innovation	13.33%	2
Connecting more academic programs to University of Nebraska Research Institutes	13.33%	2
UNK needs to model what Nebraska will look like in the future—wind turbines, solar panels, innovative buildings and architecture	6.67%	1
Working hand-in-hand with professional entities in and out of the classroom setting in all departments	6.67%	1
To be the best in student education in the country	6.67%	1
Academically anchored University Village	6.67%	1
A “shared governance” model that realistically takes a larger share of the Administrative tasks	6.67%	1
To understand better and address factors associated with faculty burnout	6.67%	1
Move towards paid internships, away from just the reward of “experience”—lawsuits have emerged against not paying interns	6.67%	1
Increased enrollment: 10,000?	6.67%	1
Through outreach and instruction, UNK will be instrumental in improving science and math performance of the youth in central Nebraska	6.67%	1
Independent Student Radio with NPR affiliation	6.67%	1
Recruiting top students from within and outside Nebraska	6.67%	1
Professors of Practice	6.67%	1
Integrated/Interprofessional training, e.g. Counseling, Nursing, PT, OT, Communications Disorders, Social Work, all working together to serve clients thereby truly preparing students as interprofessional	6.67%	1
Working with common purpose	6.67%	1
Music venue with popular groups for student recruitment. Music “Festival”—nationally promoted.	6.67%	1
More recruitment by everyone—not just the recruiting department (for students and faculty)	6.67%	1
Students well-versed in technology	6.67%	1
International/global faculty and students	6.67%	1
Interdepartmental Sustainable Design department which collaborates with building projects team and faculty for buildings that are state-of-the-art	6.67%	1
Increase support for Assessment Coordinator to assist with national, state and international accreditations	0.00%	0
UNK recognizes value of computational thinking for all students	0.00%	0
To increase the goal to “win with people” by valuing service contributions at an increased level	0.00%	0

Graduate recruiter	0.00%	0
A positive example for our peers	0.00%	0
Research: Greater promotion weight should be given to research that directly effects the quality of classroom instruction. We need to view other institutions as our competition and act accordingly.	0.00%	0
Collaborative: Computer Science/Game Art/Game Development - 3D Simulation Department	0.00%	0
Clearer enhanced definition of student body and curriculum development as undergrad population changes (fewer freshmen and sophomores)	0.00%	0
Support and priority for graduate education	0.00%	0
Finding new opportunities locally/regionally/nationally/globally	0.00%	0
Have a satellite campus in North Platte	0.00%	0
Campus needs to be improved with more trees and plants	0.00%	0
[Schrödinger's equation (or a variant thereof)]	0.00%	0
Growth: Nebraska families are quickly becoming smaller. We need to plan on increasing rigor and quality in classroom, or start downsizing now	0.00%	0
Quality of student: Place UNK representatives on Nebraska community school boards. Nebraska ranks 45th in the nation educationally. Why should they dictate what type of student we require?	0.00%	0
International travel experience for every student (and faculty)	0.00%	0
Ph.D. programs with UNL and UNO	0.00%	0
Total	100%	15

Faculty Senate Roll-Call and Attendance

2016-2017 Academic Year

	Senator	4/28/65	9/1/16	10/6/16	11/3/16	12/1/16
At Large	Trantham		-			
At Large	Kelley		X			
CBT/Management :	Konecny		x			
CBT/FSID :	Moore, T		x			
CBT/Ind Tech :	Porter		-			
CBT/Marketing/MIS:	Agrawal		x			
CBT/Economics :	None		-			
CBT/Acct/Finance :	Trewin		x			
COE/HPERLS :	Abbey		x			
COE/Teacher Ed :	Gaskill		x			
COE/Ed Admin :	Hoehner		-			
COE/Comm Disorders :	Loeb		x			
COE/Couns & School Psych :	Mims		-			
CFAH/Art & Art History :	May		x			
CFAH/Mod Lang & Phil :	Chavez		-			
CFAH/Communication :	Clark		X			
CFAH/Music & Perf. Arts :	Rogoff		x			
CFAH/English :	Van Renen		x			
CNSS/History :	Davis		x			
CNSS/CSIS :	Harms		-			
CNSS/Math & Stats :	Weiss		x			
CNSS/Poli Sci :	Louishomme		-			
CNSS/Chemistry :	Thomas		x			
CNSS/Biology :	Reichart		x			

CNSS/Physics :	Reese		x			
CNSS/SOWK :	Sogar		X/proxy			
CNSS/Psychology :	Strain		x			
CNSS/Crim Justice :	Wulf-Ludden		x			
CNSS/Sociology/Geology, & E.S.	Dillon		-			
Library	Weiss		X			