

University of Nebraska at Kearney

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Faculty Senate Packets

Faculty Senate

9-1-2022

September 2022 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00pm – September 1, 2022
 Antelope Room, Nebraskan Student Union
 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: **28April2022**
- V. Special Presentations
 - A. SVCAA Majocho
 - B. Laurinda Weisse – Archiving Faculty Senate materials
 - C. Scott Benson – Retirement Plan Changes
- VI. Reports of Faculty Senate Standing Committees
 - A. Oversight Committee:
 - B. Executive Committee:**23August2022**
 - C. President’s Report:
 - D. Academic Affairs:
 - E. Academic Freedom and Tenure Committee:
 - F. Academic Information and Technology Committee:
 - G. Artists and Lecturers Committee:
 - H. Athletic Committee:
 - I. UNK Online Committee:
 - J. Faculty Welfare Committee:
 - K. Grievance Committee:
 - L. Library Committee:
 - M. Professional Conduct:
 - N. Student Affairs:
- VII. Reports of Senate Representatives to Non-Senate Committees
 - A. Assessment Committee:
 - B. Women, Gender and Ethnic Studies Advisory Committee:
 - C. International Studies Advisory Council:
 - D. Parking:
 - E. Safety Committee:
 - F. World Affairs Conference Committee:

- VIII. Reports from Academic Councils
 - A. Graduate Council:
 - B. General Studies Council: **05May2022**
 - C. Council on Undergraduate Education:
 - D. Student Success Council:
 - E. Diversity, Equity & Inclusion Leadership Council
- IX. Unfinished/Old Business
- X. New Business
 - A. DEI Strategic Plan
- XI. General Faculty Comments
- XII. Adjournment:



7:00PM – April 28, 2022

Antelope Room – Nebraskan Student Union

Faculty Senate Website:

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

1. Call to order Time 7:00
2. Roll Call
3. Approval of Agenda David pat moves no discussion, all in favor, no opposes, motion passes
4. Action on Faculty Senate Minutes: Miechelle McKelvey, Nick Hobbs seconds, no discussion, passes, moves.
5. Special Presentations

1. Chancellor Doug Kristensen

Thanks for the opportunity to be here.

So many great things have happened this semester.

Highlighted the interaction with the exec committee this year. It has been tremendous.

First observation of the year, it has been a great year, a hard one, but yet great.

Students are still trying to adapt and recover from a wide variety of experiences.

Mental health and counseling have gone above and beyond with their work.

The faculty deserves a tremendous amount of credit for helping our students to come back from the pandemic.

This campus has been more open and normal than any other campus in the system, that is thanks to the faculty and staff.

Only campus that had positive enrollment this year.

Enrollment for next year looks pretty good. If we look at the number of first time freshmen it looks very good, especially in comparison with the other campuses.

We gave resident tuition to students to were already here,

7 years ago, when we started with the health and science complex, the other part of the goal was to why not align ourselves with the other units of the health and sciences.

We are the only campus on the university system to get ARPA funds.

The new facility what is going to do is bring everybody from the med center to Kearney. Medical doctors, pharmacy. We got 60 million dollars to build the building. With a promise that we will raise the other 30 to finish it. 15 million dollars a year, is what we need to operate the new med center. The new funding is an investment for rural Nebraska.

The college of business is also going to see a potential opportunity for growth. There will be a need for people to manage all the new medical facilities to be created in central rural Nebraska. Scholarships for UNK students going into the health professions.

The direction of the university, we need to become more regional, we must be able to be more

attractive at a regional basis.

Building projects, university village, second phase of the public/private housing is going smoothly, third phase about to start.

Fraternity and sorority life, we are ahead of schedule in one of the buildings, we should be able to put students there next semester.

Regional engagement center in university village should start sometime this summer.

Nebraska medicine might be coming to Kearney, that would be a tremendous addition not only for the university but also for the community.

Kristen Majocha coming to campus as the new SVCAA.

Thank you for what you do and how you do it.

Counseling, student health and communication disorders will be moves to the west side of campus, med center.

Projections indicate that the new med center will bring around a couple of hundred students, by 2025, around 2 to 4 hundred students, those are estimates.

2. SVCAA Charles Bicak

RIF process will continue, examination of budget, will continue.

Deficit of around 1.5 million going into FY 2023 (F2023)

Last day: Jun 30th

Motion from the exec comm to have a resolution

6. Reports of Faculty Senate Standing Committees

1. Oversight Committee:

• Faculty Senate Executive Committee Elections

Dereck President, Martonia past president and Dawn parliamentarian.

OC has reviewed the names and voted to move forward the slate for president elect, secretary and Faculty Rep.

Entertain a motion to approve, motion to approve by Hobbs, Van Ingen seconds, all in favor, no one opposes. Slate approved.

2. Executive Committee:

3. President's Report:

• Annual Faculty Senate Status Report

Question on the report

Vail, question about Jackie Lindberg, concerned raised in a couple departments on when she will be visiting campuses.

A: she will come out sometime, she had been invited but a date hasn't been set up yet.

Q: Quality control issues around summer courses and those classes created for covid 19.

Concerns on the student side on quality control on the classes.

When we all got thrown to online classes, we all had to adapt our courses to be delivered online, the concern is on the quality control of those courses.

We are still not really sure what students concerns really are regarding on quality control.

Is HLC going to be ok by just having a link in the syllabus and not the actual policies?

Derek will ask/talk to Beth to make sure we are in compliance.

•

4. Academic Affairs: No comments

5. Academic Freedom and Tenure Committee:
 - 2 cases
6. Academic Information and Technology Committee:
7. Artists and Lecturers Committee:
8. Athletic Committee:
9. UNK Online Committee:
10. Faculty Welfare Committee:
11. Grievance Committee:

Karl report: unfortunately a busy year, 4 grievances brought up.
All 4 of them resolved informally, very successfully.
One of them moved to the academic freedom and tenure committee.
Created a position of a vice chairman, with the intent of working together as a team. This team needs to be very careful with due process.
12. Library Committee: No comments
13. Professional Conduct Committee:

1 case this year. Different approach but not entirely. On grievance, you grieve an decision, not a general dissatisfaction.
Once you establish a list, is definitive. Once you get a complain you look at the list, if its on the list, is definitive, if not, there it cannot be moved forward. Professional conduct committee is potentially subject of being abused. Do not want the committee to be turn or used as a tool of cancel culture.
14. Student Affairs Committee:
 7. Reports of Senate Representatives to Non-Senate Committees
 1. Assessment Committee:
 2. Women, Gender and Ethnic Studies Advisory Committee:
 3. International Studies Advisory Council:
 4. Parking:
 5. Safety Committee:
 6. World Affairs Conference Committee:
 8. Reports from Academic Councils
 1. Graduate Council:
 2. General Studies Council:

Vail: Question about a statement on 126 class. Referred to ask a member of the council for clarification
 3. Council on Undergraduate Education:
 4. Student Success Council:
 5. Equity, Access, and Diversity Committee
 9. Unfinished/Old Business
 1. Bullying Prevention Ad Hoc Committee Report
 10. New Business
 1. Resolution of Commendation – SVCAA Bicak
 2. Discussion of Plan of Action for AY 2022-23
 3. FS Distinguished Service Award – request for nominations
 11. General Faculty Comments

Asked for ideas on plans of actions for next year. Attendance policy is already on the books for next year, we will be including the bullying policy as well.

In an effort to encourage more student research and distinguish ourself from CC, move to a scheduling system that will allow students to have more time and/or opportunities for research.

12. Adjournment:

Motion to adjourn: Exstrom, Mollenkopf second, all in favor, no opposes. Adjourn 8:58



FS Executive Committee Meeting Minutes August 23, 2022 – 9:45am

Faculty Senate Executive Committee

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

Old Business

- Website updates are almost finished. Please look and see if you have any recommendations
- Ad hoc attendance committee charge will go out soon. I have a meeting with SVCAA Majocha Aug. 30 and the attendance policy is a topic of discussion. After that I'll finalize the charge. Waiting on student representatives to be named, but we'll go ahead and let them join later if needed.
- Other topics for my meeting with SVCAA Majocha, advising and discussing reviving the center for teaching excellence. Discussion on need for emphasis on research and strong candidates for OSP director position.
- Finals week policy updates are in FSAA currently.

New Business

- Scheduled speakers/presentations: add Laurinda Weisse to September, Kelly Bartling October, Mark Ellis October, Jon Watts February, Chancellor Kristensen April 6, Scott Benson September, others being asked.
- Advising discussions – Student affairs committee? Ad hoc? What accomplishable goals can we set? In CAS, concern was about how evaluation data would be collected and utilized. Discussion about differences in load.
- Ways to support engagement and retention – same questions as advising

General Discussion

- Still finalizing cabinet meeting times/dates.
- Maha has requested Faculty Senate to review and vote in support of DEI strategic plan. Plan will be included in September packet with vote conducted at October meeting.

President's Report:

Report of Summer activity

We have an attendance policy drafting committee who will begin their work this fall in drafting a proposal for updating the policy. They are: Bennett Davis (Student Affairs), Wendy Schardt (Student Health and Counseling), Scott Unruh (Athletics), Bruce Elder (CBT), Dana Vaux (CBT), Ladan Ghazi Saidi (COE), Bryan Artman (COE), Nick Hobbs (CAS), Anthony Donofrio (CAS). I am still waiting for student representatives to be named but I hope for 2-3 representatives.

The finals week policy is now in FSAA, these changes were proposed a couple years ago, but like the attendance policy never with through FSAA, however they were discussed in a FS meeting, and I hope for less contention about this proposal which has probably been too long coming.

The FS website has a slightly new look with more accessibility to committee descriptions and policy/guidelines that the committees use. There are still some documents on the website that I'm need updates and I'm working on that but take a look and let me know if you find the new format more navigable or have strong opinions on something that would make it easier to use.

There was a discussion group of faculty, staff, students and administrators that was focused on mental health of the campus community as a whole. The results of these discussions are this push for being back on campus where we can all find less isolation and colleague support, a general feeling of everyone doing their share, engagement with the students which is what drives most of us, and just hopefully more general feeling of normalcy that we've all missed.

There is another discussion group of faculty, staff, students, and administrators that was formed about the same time to consider the climate survey focused on which items are a significant concern and what actionable steps can be taken to address them. I am told that these discussions have been productive, but don't yet know what will come from them.

Regents

The June Regents meeting was particularly busy, and August had a few items as well. I'll briefly describe them. If you are more interested, please go to <https://nebraska.edu/regents/agendas-minutes> and read through the agendas and minutes which more fully describe the decisions I mention here.

JUNE:

The regents passed a resolution that the Board of Regents supports the state goal outlined in Legislative Resolution 335 (2022) passed by the Nebraska Legislature on April 13, 2022 that at least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030.

KUDOS awards to Karen and Troy Volz,

SVCAA Majocha and Dean of the Library Boyd had their appointments approved.

Dr. Charles Bicak was awarded the Chancellor's Medal in acknowledgment of his service in recognition of his retirement.

As had been decided on by the Political Science program after the CCPE's declaration that their major in Public Administration was not meeting minimum standards, the major will be discontinued until such a time that the department sees evidence of enough student demand to re-introduce the major. The regents supported the decision. The major will continue to teach out current degree seeking students but will be discontinued at the end of 2022.

Federal Service members, their spouses, and dependents will be offered resident tuition. This is due to By-law changes were made to reflect new federal law requiring public universities to do so to receive federal assistance.

Fund B Fee allocations were approved.

The 2022-23 Operating budget was approved

NSWERS (Nebraska Statewide Workforce Educational Reporting System) had its amended and restated agreement approved.

UNK's agreement with EAG (Enrollment Advisory Group) was amended and approved. This agreement concerns the recruitment of international students.

AUGUST:

The Chancellor and Provost Gold gave a presentation about the Health Sciences Education Complex, Phase II.

KUDOS awards to Chris Moran, and UNMC's award went to Diane Feldman who works at HSEC here in Kearney.

George Holman was appointed as interim Dean of Student Affairs

President Carter's contract was extended through 2027 and given a raise from \$934,600/yr to \$962,638/yr, a 3% merit increase.

The Biennial Budget request was approved. The regents are asking the legislature for a 3% increase in the budget, but this still leaves us a bit short when salary, benefit, insurance, and other costs are also increasing. Over the biennium, the university system will need to make up a \$25 million difference through enrollment growth, tuition increases, or program reductions.

The second phase of the Rural Health Sciences Education Complex had its budget approved and can now move forward to the next stage of implementation. Private funding still needs to be found to complete the budget, but the Chancellor and Provost feel confident that they can be met by the time they will be needed.

**Faculty Senate Annual Plan of Action
AY 2022-23**



Continuing Items

- Attendance policy update – committee drafting a proposal this fall to be sent through FSAA in the spring.
- Finals week policy update – in FSAA now.
- Work to understand and address mental health issues for all members of the campus community, particularly the faculty.
- Work to understand and address concerns raised through the climate survey.
- Build stronger relationships between the leadership groups on campus
 - Have a student voice at FS meetings
 - Faculty, Staff, and Student senates and cabinet potluck
 - Faculty Staff Club at the Alumni Center (Friday April 7)
 - Promote Stronger Participation in We Love NU Day
- Promote transparency regarding decisions made by the administration as well as decisions we as the senate and senate standing committees make

New Items

- Develop a strong working relationship with SVCAA Majocho
- Support Campus leadership through the accreditation process
- Make recommendations and support efforts to improve retention of our students.
 - Discuss what our strengths and weaknesses are regarding advising and make recommendations to improve outcomes through faculty training, support services, or other means
 - Work with Student Senate to promote engagement between students and the rest of the campus community to encourage students to feel supported and give them a sense of belonging here at UNK
 - Find and implement other low-cost/no-cost efforts that can be used to increase student engagement and retention
- Address any other issues that arise through the course of the year that concern all faculty in an effective and transparent manner

General Studies Council
May 5, 2022 @ 3:30 pm
Warner Conference Room or via Zoom
**** Approved via Email ****

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

Guests: Bobbi Ludwig, Amanda Sladek

Absent: Beth Hinga

- I. Call to order:
 - **Approve Agenda:** Unruh/Bohaty moved to approve the agenda. **Motion carried**
 - Minutes from April 7 (approved via email)

- II. Old Business (Open Items):
 - JAPN 200 and 201 for LOPER 6 (Humanities) and LOPER 10 (Respect for Human Diversity)
 - There were no comments from campus.
 - Wells/Blauwkamp moved to approve JAPN 200 and JAPN 201 for LOPER 6 & LOPER 10. **Yes-13/No-0 Motion carried**

 - Changes to First-Year Seminar structure / course submission
 - There was only one comment from campus, deeming it unnecessary to state that LOPR 126 seminars could collaborate across divisions of CAS as well as colleges and departments, since the divisions contain different departments. No action was taken on this comment.

 - Updates to First-Year Seminar Checklist
 - Updates to the First-Year Seminar Checklist were made directly in the First-Year Seminar Checklist document. The updates addressed the shift from co-requisite sections to one 3-credit course and the change from 3 required disciplines to two or more, and we also clarified some submission instructions.
 - Blauwkamp/Reeves moved to approve the First Year Seminar Course Structure & First Year Seminar Checklist. **Yes-13/No-0 Motion carried**

- III. New Business:
 - Thoughts after APR written comments – The Council agreed that the APR team’s report would be an agenda item for meeting(s) at the beginning of next year to more fully consider how to respond to the team’s recommendations.

Three of the APR team's recommendations were discussed.

Under **Coherence and Value**, Recommendation 2 (p. 6): "Consider opportunities to develop thematic interdisciplinary pathways through the existing General Studies program that are relevant to the challenges of the contemporary world."

Blauwkamp suggested that Learning Communities on campus could work with departments to teach the designated sections for their students around a common theme. Thompson Scholars and the Loper Democracy Project have special LOPR 126 seminar sections for Fall 2022. Wells inquired how many students were involved; the Council needs to monitor offerings to ensure there are enough general registration classes available to other students. Several members wondered if students who came in with credit for a particular LOPER category or had already taken a suitable course would then need to retake if their Learning Community had a designated class. Rundstrom and Neal explained that TSLC students have to take their cohort courses that are tied to scholarship money, but other Learning Communities do not have that requirement.

Under **Governance and Campus Communications**, Recommendation 2 (p. 9): "Recommend ensuring timely and regular updates to campus stakeholders of decisions, actions, and discussions taken by the General Studies Council."

Minutes of General Studies Council meetings are included in the Faculty Senate packets. It was agreed that the minutes also should be posted on the website, on the General Studies for Faculty Canvas organization, and on the Library's 'open spaces.' Neal shared the link: <https://openspaces.unk.edu/communities.html>

Under **Assessment**, Recommendation 1 (p. 7): "Consider automating the collection of assessment data using existing campus tools to alleviate faculty workload. The Canvas Learning Management System, already widely used by faculty at UNK, has existing functionality that can potentially be used to assist in the collection and analysis of General Studies assessment data."

This recommendation was mentioned as a possible means to address the faculty concerns about assessment that were discussed as the final agenda item (see below).

- Discussion on GS Assessment

Umland stated that some faculty members are unhappy with the collection of assessment data from every course every semester. Sampling courses would be easier for faculty and for the Council trying to process the data.

Brown explained what the Council team took from the AAC&U assessment workshop the group attended last summer. It is important to have benchmarks by

which to evaluate individual courses. Getting information from all courses avoids problems with sampling error. The Council can still sample from the population data for analysis. It is important too to build a culture of assessment. Faculty members who assess every semester make it routine, but when they only collect assessment data every three years, it is easy to forget. The goal of assessment is to identify outstanding courses and courses that need help, not to be punitive.

Dillon stated that he had received questions from faculty regarding how to fill out the rubric and what needs to be submitted. Umland and Sladek expressed the English Department concerns about how to match their holistic grading practices to the assessment reporting requirements. The rubric has a space to list the applicable assignment being used to assess each learning outcome. That could be the same assignment for all objectives, a different assignment for each, or holistic (a brief description of the set of assignments being used), depending on the course. Instead of an individual assignment, it is fine for an instructor to use course grades or lab grades for the rubric scores. The instructor should not submit the assignment instructions, only the course syllabus, along with the completed spreadsheet.

Umland said that she does not think the learning objectives fit every course. Blauwkamp noted that the assessment process also should tell us whether learning objectives for any categories need to be revised.

It was agreed that Director Brown would attempt to clarify these matters to faculty when he sends out the reminder message. Assessment information from instructors is due two weeks after the end of the semester.

McKelvey noted, per the APR team's recommendation above, that Canvas can be set up to associate learning objectives with particular assignments and collect grade information automatically. Unruh expressed support for using Canvas to collect the data as UNO and UNL are already doing based on the APR report.

- IV. Farewell to departing Council members: Jeong Hoon Choi is leaving UNK and Doug Tillman's term has ended. Deans of CBT and COE have been asked to nominate new members as soon as possible, so the vacancies can be filled before Dr. Bicak's retirement. Jeremy Dillon has agreed to serve another term.
- V. Other:
- VI. Adjournment: **Unruh/McKelvey moved to adjourn the meeting. Meeting adjourned at 4:25 pm.**

Next meeting: September 1, 2022 @ 3:30 pm - Warner Conference Room, Warner Hall

**University of Nebraska at Kearney
Five-Year Strategic Plan**

UNK Strategic Plan: Values & Goals

UNK Value—Learning Matters. UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.

Goal 1: Academic Quality. Faculty and staff will ensure ongoing review and continuous improvement of the curriculum across all academic programs on campus

UNK Value—Student-centered learning environment. UNK is a community that is: inclusive and explicitly values diversity; extends broad access; promotes emotional, social, and physical wellness; embraces technology; centers on personalized teaching and mentoring relationships; enriches the Kearney community; provides a regional focal point for intellectual, artistic, cultural, recreational activity; and is competitive in NCAA Division II intercollegiate sports.

Goal 2: Access and Success. Increase recruitment and enhance support for student success.

UNK Value—People Matter. UNK respects diversity—of individuals, cultures, thought, and expression—and supports an inclusive environment that affords equitable access and opportunity to every individual.

Goal 3: Quality Faculty and Staff. Recruit, support, develop, and retain a high quality and diverse faculty and staff.

UNK Value—Responsible Stewardship. UNK is committed to efficient and effective administration of resources—human, financial, and physical infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Goal 4: Stewardship of Resources. Secure, generate, and responsibly steward the resources necessary to carry out the mission of the campus and ensure long-term institutional fiscal stability and environmental sustainability.

The Journey Towards Inclusive Excellence

Under the leadership of President Ted Carter, the University of Nebraska System updated its five-year strategic plan in June 2022, and highlighted its mission, “to create an exceptional level of quality and impact-through accessible and excellent education for diverse populations of students, research and creative activity that generates new knowledge, and service and engagement that enriches quality of life.” Supporting culture, diversity, and inclusion was noted as one of the five strategic priorities. The plan noted,

“We must be a University for everyone—a place where diverse backgrounds and ideas are welcomed and celebrated, where robust dialogue is encouraged, and where we are intentional and transparent in exploring how we can be a better place to learn, work, and study.”

The plan adds, “we will have a bias for action in evaluating and improving our internal culture. That will include honest assessments of our successes and areas for improvement. Where there are gaps... we will put action plans in place to better support our talented faculty, staff, and students.”

Responsiveness to all constituents was emphasized, “we have heard loud and clear from our University community that inclusive excellence must be among our highest priorities. Our students deserve to see themselves reflected in our classrooms, and all members of our community deserve to feel valued, welcomed, and safe.”

<https://nebraska.edu/-/media/unca/docs/offices-and-policies/documents/strategic-plans/university-of-nebraska-five-year-strategy.pdf>

The Strategic Planning Process at UNK

The development of the first diversity, equity, and inclusion (DEI) Strategic plan at the University of Nebraska at Kearney was initiated in January of 2022 by the Chief Diversity Officer (CDO) in collaboration with the Diversity, Equity, and Inclusion Leadership Council and with support from the Office of the Chancellor. The goals were initially drafted in January 2022 by a coalition of constituents representing the Chancellor’s Cabinet, college Deans, Office of Equity and Compliance, Human Resources, Faculty and Student Senate, Office of Diversity and Inclusion, Office of International Education, UNK Online, Graduate Studies, and Academic Outreach, and members of the DEI Leadership Council, and other constituents.

The pillars for the DEI strategic plan are centered on UNK’s mission, values, and goals as outlined in the Five-Year Strategic Plan. The DEI Leadership Council updated and drafted plan initiatives and success metrics for the goals that we outlined by the broader coalition in January. The CDO consolidated plan initiatives and completed the plan for approval.

Foundation for Diversity, Equity, and Inclusion at UNK

The DEI strategic plan is guided by UNK’s five-year strategic plan, which asserts institutional commitment to fostering an inclusive environment that, “respects diversity of individuals, cultures, thought, and expression-and supports an inclusive environment that affords equitable access and opportunity to every individual.” The plan highlights academic quality, access and success, people matter, and responsible stewardship as core institutional values that drive campus initiatives. The expressed vision and values serve as the foundation for the DEI strategic plan.

Representation & Shared Governance

Input from a broad coalition of university constituents representing administrators from various divisions, faculty, students, and staff was instrumental in formulating the strategic plan. However, actualizing its aspirations will require the strongest level of commitment and engagement from all stakeholders across the university. The plan supports the mission and vision of the NU system and UNK, which uphold respect for diversity, equity, and inclusion as core components in policy and practice. Fulfilling our promise to the state of Nebraska and our students compels bold leadership and the relentless pursuit of inclusive excellence.

Defining Diversity, Equity, and Inclusive Excellence

Source: American Association of Colleges and Universities (AAC&U)

Diversity

Individual differences, (e.g., personality, prior knowledge, and life experiences), group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and [\(dis\)ability](#)), historically underrepresented populations, and cultural, political, religious, or other affiliations.

Inclusion

The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Inclusive Excellence

Designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. It calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

Diversity, Equity, & Inclusion Strategic Plan

Priority 1: Institutional Leadership & Commitment to Diversity, Equity, & Inclusion

Strategic Goal 1.0: (Academic Quality-Learning Matters)

Articulate commitment for diversity, equity, and inclusion as core institutional imperative across all leadership and university structures with assessment and accountability measures.

Plan Initiative 1.1: Integrate commitment to diversity, equity, and inclusion through academic and non-academic program reviews and explore its consideration for faculty and staff reviews.

Success Metrics:

- Engage campus stakeholders to integrate DEI into academic program reviews and for *all* non-academic units and divisions by the end of year two.
- The CDO will engage with SVCAA, college Deans, Staff Senate, and faculty Senate to explore ways to positively support the integration of inclusive excellence practices into faculty and staff practices and professional development. Inclusive excellence incorporates diversity, equity, and inclusion into teaching, advising, mentoring, recruiting, and retention practices with students from all backgrounds. Inclusive excellence can also be reflected through research and service commitments. Deliberations will begin in year one and recommendations will be offered by the end of year two.

Plan Initiative 1.2: Institutionalize DEI across academic colleges and university divisions (Student Affairs, Enrollment Management, Marketing and Communications, Business and Finance, etc.) by appointing Academic Diversity Officer (ADO) in each college and university divisions to facilitates the implementation of DEI into policies and practices.

Success Metrics:

- The college Deans in collaboration with the CDO will appoint an ADO, with appropriate release from teaching and an annual stipend to spearhead DEI institutional priorities by the end of year one.
- Appointed ADOs will collaborate with the CDO to establish a process for fostering the achievement of DEI institutional priorities into mission, goals, policies, and practices by end of year one.
- The integration of DEI criteria into their mission, goals, policies, and assessment will be achieved *by the end of year two*.
- ADOs will collaborate with the CDO to advance DEI best practices within their college/divisions and serve as representatives on the DEI Leadership Council.

Strategic Goal 2.0: (Academic Quality-Learning Matters)

Align university commitment to DEI with proper and permanent budgetary allocations to ensure continuous commitment to strategic DEI initiatives within colleges and divisions across campus.

Plan Initiative 2.1: Provide a DEI dedicated permanent budget line to academic colleges and Graduate Studies to support the role of ADOs, DEI strategic initiatives, and collaboration with the CDO for the promotion of inclusive excellence in teaching, scholarship, and service.

Success Metrics:

- Establish a budget line to college deans and campus divisions by the end of year one for implementation in year two.
- Colleges and divisions will provide an annual report demonstrating the utilization of funds to support DEI initiatives and outcomes.

Strategic Goal 3.0: (Academic Quality-Learning Matters)

Align institutional policies and practices with DEI Strategic Plan to inform administrative decision-making and ensure access and equity for students, faculty, and staff from underserved groups.

Plan Initiative 3.1: Engage colleges and divisions in conducting DEI self-audits to assess DEI institutional strengths and needed improvements by the end of the second year.

Success Metrics: Colleges and divisions will conduct DEI self-audits to identify strengths and needed improvements by the end of year two.

Success Metric: Explore effective strategies to address 50% of needed improvements by the end of year three with ongoing improvements thereafter.

Strategic Goal 4.0: (Stewardship of Resources)

Enhance UNK's brand and reputational commitment to inclusive excellence through university communications, publications, and marketing.

Plan Initiative 4.1: Update the DEI dedicated website to ensure meaningful coverage of DEI achievements and events through university communication, marketing, and publications to reflect UNK's commitment to inclusive excellence.

Success Metric: The Division of Marketing and Communication will conduct an annual assessment of DEI-focused coverage through university publications, marketing, websites, newsletter, and other communications to DEI Leadership Council and other stakeholders by end of year one.

Success Metric: Collaborate with campus community and event planners to publicize all DEI events through the campus-wide calendar to maximize constituents' engagement and support curriculum and co-curriculum planning by end of the first year.

Success Metric: Colleges and campus divisions will report DEI initiatives to the CDO and the DEI Leadership Council at the end of each year to assess and demonstrate progress towards inclusive excellence.

Strategic Goal 5.0: (Stewardship of Resources)

Revise the current CDO position and ensure proper administrative alignment to maximize capacity and promote efficacy commensurate with other Chief Diversity Officers within NU System.

Plan Initiative 5.1: Increase the Chief Diversity Officer position from .40 (part time) to 1.0 (full time) with structural alignment and capacity commensurate with other NU CDOs.

Success Metric: The Office of the Chancellor will increase the CDO's position to full-time and ensure proper administrative alignment parallel to CDO's positions within NU system by the start of 2022-2023 academic year.

Plan Initiative 5.2: Provide Chief Diversity Officer with proper support staff and assistance to increase capacity and ensure timely implementation of DEI initiatives.

Success Metric: An administrative assistant will be hired to build capacity and ensure strategic operation of the Office of Chief Diversity Officer by the end of the first semester.

Priority 2: Campus Climate

Strategic Goal 2.0: (Learning Environment Matters-Access & Success)

Foster students' transformative engagement with diversity and difference through experiential learning opportunities.

Plan Initiative 2.1: Increase the recruitment and retention of students from underserved communities.

Success Metric: Assess and facilitate institutional, college, and departmental recruitment and retention of students from underserved communities by the end of the first year.

Success Metric: The ADO will engage colleges and departments in promoting inclusive educational excellence to support the success and retention of students from underserved communities by the end of the first year.

Plan Initiative 2.2: Increase students' engagement with diversity through EL (Experiential Learning) designated courses (required of all undergraduate students with the General Studies Program) as well as study abroad programs, National Student Exchange, AmeriCorps, internships, volunteer, and DEI focused campus events.

Success Metric: Assistant to SVCAA will track the percentage of EL designated courses that engage students with diversity and the number of students who participate in such courses annually.

Success Metric: Assistant to SVCAA will track the percentage of students who participate in expansive programs in collaboration with the Office of International Education, Registrar's Office, Student Affairs, and others annually.

Strategic Goal 2.1.0: (Stewardship of Resources)

Improve campus utilization of accessible and inclusive technology and professional development for students, faculty, and staff. (Learning Matters)

Plan Initiative 2.1.1: Ensure inclusive technology (software and hardware for students with all abilities) to promote equity and access for all students, faculty, and staff. This also includes live streaming, close captioning, universal design teaching and learning, etc. with approval of the system-wide committee for inclusive technology.

Success Metric: Promote ongoing assessment and engagement between UNK Online, Academic Outreach, the Office of Disability Services for students, and Office of Equity and Compliance with the system-wide committee for inclusive technology, which approves purchases of inclusive technology. Provide assessment report and an implementation plan to the DEI Leadership Council by end of year one.

Plan Initiative 2.1.2: Enhance the efficacy, utilization, and participation rate of inclusive technology opportunities by students, faculty, and staff annually.

Success Metric: UNK Online and Academic Outreach will enhance campus access to assistive technology on UNK platforms, live streams, close captioning, and universal design by end of year two by 25% and continue to increase capacity thereafter.

Strategic Goal 2.2.0: (Learning Environment Matters-Access and Success)

Implement professional development opportunities for educating faculty, staff, and students on diversity, equity, and inclusion (DEI) and DEI-focused NU policies and expectations.

Plan Initiative 2.2.1: The CDO will work with appropriate campus divisions to communicate NU policy expectations and provide training modules for students, faculty, and staff accordingly.

Success Metrics: Collaborate with stakeholders to increase the number of professional development modules offered annually on-campus and through Bridge, and report to the DEI Leadership Council.

Strategic Goal 2.3.0: (Stewardship of Resources)

Enhance university collaboration with student organizations, campus community, Kearney agencies and business community, and beyond.

Plan Initiatives 2.3.1: The CDO will establish a coalition of community leaders and a Student Advisory Council to enhance engagement with diversity and promote support and inclusion for students, faculty, staff, and community members from underserved groups.

Success Metric: The Chief Diversity Officer will establish/engage in community coalition building and establish a Student Advisory Council by the end of year one.

Success Metric: The Chief Diversity Officer will work with Student Advisory Council to engage in one student-driven campus initiative annually.

Strategic Goal 2.4: (Quality Faculty and Staff-People Matter)

Utilize the findings of NU annual climate survey for students, faculty, and staff to assess diversity, equity, and inclusion on campus and to improve the well-being of all constituents.

Plan Initiative 2.4: Utilize the NU annual climate survey for students, faculty, and staff to identify challenges to diversity, equity, and inclusion and institute corrective measures to address concerns and improve overall climate.

Success Metric: The CDO, DEI Leadership Council, and campus divisions will collaborate to assess and address challenges and advance DEI annually.

Strategic Goal 2.5: (Learning Environment-Access and Success)

Identify and improve institutional policies, procedures, and norms that undermine accessibility and equity for students, faculty, and staff from underserved groups.

Plan Initiative 2.5.1: Conduct a survey to needed improvements to UNK structures, policies and practices that undermine access and inclusion of students, faculty, and staff from underserved communities.

Success Metric: The CDO in collaboration with the DEI Leadership Council will conduct a UNK survey to identify structures, policies and practices that undermine access and inclusion of students, faculty, and staff from underserved groups by the end of year one.

Success Metric: The CDO will collaborate with stakeholders to establish a plan to improve accessibility and inclusion of students, faculty, and staff from underserved groups in year two and three.

Plan Initiative 2.5.2: Explore the feasibility of on-campus housing for students from underserved communities to support their recruitment and retention while ensuring affordability.

Success Metric: The Division of Student Affairs will collaborate with the Office of Institutional Research and other divisions to explore the feasibility of on-campus housing for students from underserved communities and report outcome and make recommendations to the DEI Leadership Council by the end of the first year.

Success Metric: The Division of Student Affairs will consider the recommendations and determine needed modifications for on-campus housing requirements for incoming students from underserved communities by the start of the second year.

Strategic Goal 2.6: (Learning Environment-Access and Success)

Support the mental health and emotional well-being of students, faculty, and staff by ensuring access to affordable mental health services on or off-campus.

Plan Initiative 2.6.1: Assess the accessibility and affordability of on-campus mental health services for all students.

Success Metric: Utilize climate and other surveys to assess students' access to on-campus mental health services to support their socioemotional needs and enhance retention and success.

Success Metric: Student Health and Counseling will assess students' access to mental health services and staffing capacity to meet identified needs by the end of the first year.

Success Metric: Student Health and Counseling will report their assessment findings to the DEI Leadership Council annually to address structural issues and support needed improvements.

Priority 3: Curriculum & Co-Curricular Transformation

Strategic Goal 3.0: (Learning Environment-Access & Success & People Matter)

Support faculty preparedness for student-centered inclusive excellence in teaching and learning across curriculum and within cocurricular programming.

Plan Initiative 3.1: Provide campus-wide DEI-focused professional development opportunities for faculty and staff to support inclusive excellence in teaching and learning.

Success Metric: The CDO and the DEI Leadership Council will assess the professional development needs of faculty and staff related to inclusive excellence annually.

Success Metric: The CDO will provide at least four DEI-focused professional development opportunities to reinforce faculty and staff engagement with inclusive excellence in teaching.

Success Metric: The CDO will assess faculty and staff participation rate and overall impact of professional development on inclusive teaching practices.

Strategic Goal 3.2: (Learning Matters)

Advance continuous commitment to innovative curriculum and inclusive pedagogy related to DEI through course syllabi as well as mission statements, goals, policies, and practices for academic units.

Plan Initiative 3.2.1: Expand *the UNK Course Policies and Resource Syllabus Statement* to include DEI students learning outcomes and collaborate with academic units to ensure inclusion in all course syllabi. (https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php)

Success Metric: Engage stakeholders to expand the current *UNK Course Policies and Resource Syllabus Statement* to include students DEI learning outcomes by end of year one.

Success Metric: Engage Deans and Department Chairs to ensure the inclusion of the *UNK Course Policies and Resource Syllabus Statement* in 100% syllabi in the first year.

Plan Initiative 3.2.2: The CDO and ADOs will provide professional development opportunities to foster implementation of inclusive curriculum and pedagogy to address the diverse needs of students.

Success Metric: Provide faculty with a minimum of four DEI focused professional development opportunities annually.

Success Metric: 30% of faculty will attend professional development by the end of year one with participation increase of 10% annually thereafter.

Success Metric: 30% of faculty will implement inclusive curriculum and pedagogy by the end of year two, with a 10% increase annual increase thereafter.

Strategic Goal 3.3: (People Matter)

Support faculty and staff engagement with inclusive excellence in research, creative activity, scholarship, and external funding. (Responsible Stewardship)

Plan Initiative 3.3.1: The Office of Sponsored Programs will identify and disseminate diversity, equity, and inclusion focused funding and research opportunities on an ongoing basis to support faculty and staff research and grant funding.

Success Metric: Office of Sponsored Programs and Chief Diversity Officer will collaborate to ensure a minimum of two DEI-focused grant proposals annually by faculty and staff.

Plan Initiative 3.3.2: Establish UNK Justice, Equity, Diversity, and Inclusion (JEDI) and other awards to recognize significant teaching, research, and service/leadership to advance inclusive excellence on campus, as well as the community, state, and candidate's discipline.

Success Metrics: The Chief Diversity Officer and DEI Leadership Council will establish award(s) and selection criteria by end of year one with awarding to begin in year two.

Strategic Goal 3.4: (Learning Matters)

Identify diversity, equity, and inclusion experts/expertise on campus and incentivize peer-based professional development through the Chief Diversity Officer and the DEI Leadership Council.

Plan Initiative 3.4.1: Conduct a faculty and staff survey to identify on-campus DEI expertise and utilize to promote peer-based learning and engagement with DEI.

Success Metric: The CDO in collaboration with the DEI Leadership Council will survey faculty and staff to identify experts/expertise within the six months.

Success Metrics: The CDO in collaboration with the DEI Leadership Council will support three peer-based DEI professional development opportunities annually.

Priority 4: Representational & Compositional Diversity

Strategic Goal 4.0: (People Matter)

Increase intentional recruitment, hiring, and retention of diverse faculty and staff.

Plan Initiative 4.01: Highlight institutional commitment to fostering diversity through all job descriptions and postings. Advertising positions through diversity suppliers and marketing to recruit high quality diverse faculty and staff.

Success Metric: Engage campus stakeholders to integrate DEI focus into job descriptions and position advertisements by the end of year one.

Success Metric: The Office of Human Resources will continually evaluate and enhance advertising areas to increase the number of faculty and staff applicants from underrepresented groups by the end of year one.

Success Metric: Increase the number of faculty and staff hiring from underrepresented groups by 10% of annual hires and more thereafter.

Plan Initiative 4.02: Enhance search committee training to include implicit bias and ensure attention to diversity, equity, and inclusion.

Success Metric: The CDO will collaborate with the Office of Human Resources to integrate implicit bias content into search committee training by end of year one.

Strategic Goal 4.1: (People Matter)

Engage in ongoing assessment of faculty and staff turnover and to improve overall retention and satisfaction of employees from underserved groups.

Plan Initiative 4.1.1: Engage with campus stakeholders to identify and implement strategies for promoting the well-being and retention of faculty and staff from underserved groups.

Success Metric: Campus stakeholders will explore and implement effective strategies for supporting faculty and staff from underrepresented groups by the end of year one.

Plan Initiative 4.1.2: Human Resources will track faculty and Staff turnover due to salary and compensation inequity and compare salaries with market Data and Pay Equity Data.

Success Metric: The Office of Human Resources will issue an annual report to identify pay inequities to division administrators, CDO, and DEI Leadership Council to explore and recommend improvements.

Strategic Goal 4.2.: (Learning Environment Matters-Access and Success)

Implement affinity and employee resource groups and supervisor training to promote inclusive practices and increase retention as recommended by NU Executive Memorandum No. 33.

<https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/policy-on-non-faculty-recruitment-and-retention.pdf>

Plan Initiative 4.2.1: The Office of Human Resources will collaborate with the CDO to assess the need for faculty and staff resource/affinity groups.

Success Metric: The Office of Human Resources will survey faculty and staff needs for resource/affinity groups by the end of year one for implementation by year two.

Plan Initiative 4.2.2: The Human Resource Office will provide professional development to promote a healthy work environment (for example supervisor training development by antibullying Committee, Conflict resolution) and track efficacy through post-training evaluations.

Success Metric: The Human Resource Office will offer at least one professional development opportunity for faculty and staff every semester to improve faculty and staff work environment and satisfaction.

Success Metric: The Human Resource Office will assess faculty and staff participation in professional development opportunities to address the emerging needs of employees and improve inclusive practices on campus.

Strategic Goal 4.3: (People Matter & Stewardship of Resources) (Access and Success -Learning Environment Matters)

Improve the availability of inclusive and universally designed facilities across campus to address the accommodation needs of all stakeholders.

Plan Initiatives 4.3.1: The University will explore accessible and inclusive facilities such as all-gender restrooms, prayer rooms, Mother's room, and ADA compliant facilities across campus.

Success Metric: Asses accessible and inclusive facilities across campus buildings for ADA accommodations and all-gender restrooms by the end of year one, and establish and enhancement plan to implement improvements as needed.

Success Metric: Assess the appropriate number and campus location for prayer and Mothers' rooms by end of year one and implementation by end of year two.

Strategic Goal 4.4: (People Matter)

Create core experiences in onboarding and mentoring to improve the retention of diverse faculty and staff.

Plan Initiative 4.4.1: Provide full onboarding and mentoring opportunities for new faculty and staff including orientation, curriculum training, resources groups, and assessment surveys within the first year of employment to promote belonging and retention.

Success Metric: Human Resources will assess current onboarding experience and update the onboarding process for all employees (information packets & training) by the end of year one for implementation by year two.

Plan Initiative 4.4.2: All campus divisions will establish and initiate a formal process for mentoring new faculty and staff.

Success Metrics: A plan for mentoring all new faculty and staff, especially those from underrepresented groups will be established and implemented by the end of year one. Divisions will report progress and implementation to Deans and division administrators by the end of year one.