

University of Nebraska at Kearney

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Faculty Senate Packets

Faculty Senate

10-6-2022

October 2022 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00PM – October 6, 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: **01September2022**
- V. Special Presentations
 - A. Kelly Bartling, VCEMM
 - B. Mark Ellis, Dean Graduate Studies, UNKOnline
 - C. Evan Boyd, Dean of the Library
- VI. Reports of Faculty Senate Standing Committees
 - A. Oversight Committee:<Date of meeting format: **01January20xx**>
 - B. Executive Committee:
 - 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. E-campus 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 and Experiential Learning Committee:
 - B. International Studies Advisory Council/World Affairs Conference Committee:
 - C. Parking:
 - D. Safety Committee:
- VIII. Reports from Academic Councils
 - A. Graduate Council:
 - B. General Studies Council:
 - C. Diversity, Equity, and Inclusion Leadership Council
- IX. Unfinished/Old Business

- A. DEI Strategic Plan
- B. University Strategic Plan - <https://www.unk.edu/about/plan/files/2021-strategic-plan.pdf>
- X. New Business
- XI. General Faculty Comments
- XII. Adjournment:



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 – 7:01 p.m.
- II. Roll Call
- III. Approval of Agenda
 David Vail 1st, Daniel Chafin 2nd; no discussion
- IV. Action on Faculty Senate Minutes: **28April2022**
 Nick Hobbs 1st, Daniel Chafin 2nd; no discussion
- V. Special Presentations

A. SVCAA Majocha

Dr. Majocha reviewed current agenda items. First, Center for Teaching Excellence is in the draft stage with Mark Ellis taking lead on the project. A second priority is advising. There is a need for a clearer understanding of what is good advising. There are components of advising in many different areas, including student affairs. There is a need for a more cohesive conversation and streamlined process. Other concerns include attendance policy issue, release time and what that means.

A third agenda item is the OSP. Currently have an interim director and figuring out how to move that forward.

Addressed Charlie's reports from minutes. Reduction in force process is still continuing. Reductions in budget to address 1.5 million deficit.

B. Laurinda Weisse – Archiving Faculty Senate materials

Presentation on digital repository. Ensure necessary materials and accessible and available for the long-term. Right now Faculty Senate packets, Academic Affairs and GS minutes available. Able to search past minutes. Not scanning in past documents but will be including materials going forward. Packets available from last 10 years. CBT is ready for faculty to submit, COE discussing, CAS less homogenous in terms of types of items that might be saved permanently.

Can provide monthly analytics – who's looking at your work, download reports.

There are no space considerations so documents will stay on OpenSPACES forever. Most publications allow submission to college repository so there should not be

copyright issues. Laurinda can check and follow-up. Negotiate with journals if needed.

C. Scott Benson – Retirement Plan Changes

Retirement plan changes to lower costs to employees, not institutions. \$465 annual savings per plan participant. Changes will streamline from 200+ investment options to 6. Help ensure inexperienced investors get better returns. 100% vested right away, no change, no change to tiers. Money is being saved through recordkeeping fees. Brokerage window is being added. If want greater choice, can opt to do that through the window. Change 11/8/22. New base fee instead of % of portfolio. “MAPPING” process to move to new funds. Existing and future funds directed to different funds; level of risk based on age. Transition window can change automatic allocations. Thousands of funds available. Dates for changes: Fidelity first on October 7th.

VI. Reports of Faculty Senate Standing Committees

A. Oversight Committee:

Dawn – Standing committees are set up to have different people that rotate different years. First look at oversight and then Dawn will email people if they are coming off of committees. If a college rep, college rep on oversight will run elections. Currently have two openings on oversight.

Need CAS and CBT to sit on oversight to pick other people to serve.

Alejandro for CBT, Nick Hobbs volunteered for CAS. Two-year term.

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

Plan initiative 1.1, 1.2

Through academic and non-academic program reviews, better and more open language, at department level with APR and department goals, see that as an improvement.

1.2 – doesn't really address success measures for divisions, just for college deans.

Important that the divisions are also included, need clarity on how the measures will vary by division and not just by college.

Question on measurement strategic goal 3. Self-audits? How will they relate to each other if included in APR? Concern about redundancy. How will benchmarks be determined and measured?

Recommendation that measures be made more concrete. For example, on the recommendation that the CDO has proper staff, what is considered proper?

The plan serves as a framework to create a more meaningful diversity initiative and move us forward. Strategic plan is meant to be lofty. There is no precedent for the plan so hard to have a benchmark. Evidence throughout process will help clarify.

DEI office has the potential to impact everything on campus - hiring, promotion, retention, course content, learning objectives. This is a huge call for giant resources, authority follows resources. Nothing about limiting principles – course content, evaluation of instruction and programs, no limiting principles. Where does it say that would go to far? It might be helpful to have expectations about what potential pitfalls could be.

There are some concerns about redundancy. How much of the plan will develop resources and initiatives from scratch? What already exists on campus that can be utilized? The plan is an attempt to integrate into the university system consciousness respect for diversity. A place where students are not just welcomed but actually feel at home. Not meant to be alienating but inclusive. By all means, what do we have where this can be integrated? But do need CDO to find those places.

Plan initiative 2.2 – changed to reflect general studies requirement. Diversity issues are discussed in many classes, not just those designated as experiential learning. How will those be recognized?

Strategic plan is a first attempt at meeting UN System requirements.

What does that specifically mean in terms of course requirements?

Request for more clarification on 3.2.1

Question on plan initiative 3.3.1. Is this referencing providing support to diverse

faculty, or to all faculty equally to do research on diversity?

More clarity on 3.4.1 on success metric.

Plan initiative should be 4.0.1

Discussion on climate survey. Concerns about retention of Black students.

Discussion on need to build relationships and opportunities for personal interactions on campus. Training on Bridge goes the opposite way.

Recommendation to Maha and committee to create a list of potential problems with plan and ways to solve them. Help set priorities.

Stacy Darveau- Some of the questions we had with Staff senate. How to assess when you haven't started? Need more information to go out on the process and what has already happened. On the staff side, there are concerns about how can I be reviewed on diversity. Concern with overall cost, in budget cutting mode, how will you fit every piece in and add administrative positions in current climate?

APRs and assessments – this is part of some of our accreditation process, is some of this being duplicated. Worry about duplication. Hone some of what we are already doing rather than creating new.

XI. Adjournment: Motion to adjourn 8:53



FS Executive Committee Meeting September 15, 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

- Kelly Bartling and Mark Ellis will be special guests for the Oct 6 meeting.
- DEI feedback -clarity on some points of strategic plan. Meeting on 9/22 to discuss forming faculty senate DEI committee. Distinction between standing vs. ad hoc committee. How will this committee be differ from Senate representation on DEI Leadership Council?
- Ask Maha about building emergency evacuation procedures for people with disabilities.

New Business

- Standing committee elections – moving forward with requests for nominations. Chris E. as Exec Comm. Rep on grievance and professional conduct. Need to revisit process for grievances and referral to Super Committee. Super Committee consists of chairs of Grievance, Professional Conduct, Academic Freedom & Tenure, Union & Senate President. Need to make sure there is consistency with committee by-laws and constitution and clarity on who convenes Super Committee when needed.
- New chairs for committees will be elected in October. Need to clarify current status and membership on all councils and committees.
- Committee charges for the year – none identified beyond normal charges.
- Topics of discussion for the Exec + Cabinet Meeting
 - RIF continuation – will committee be the same? Distinction between budget cuts and RIF. Colleges dealt separately with the budget cuts. Will ask about current status of RIF and if committee will be reconvened.
 - Budget – recognized as independent issue.
 - OSP Search
 - Advising
 - Construction - status of Library and Warner Hall renovations.
 - Committee charges?

General Discussion

- Due to renovations, library will most likely be getting rid of books. Evan Boyd, Dean of Librarian, will be invited to October 6th FS meeting.



UNK Administration & FS Executive Committee
Meeting Minutes

Sept 27, 2022 – 9:45 – 11:30 a.m. – Warner Hall Conference Room

Members, UNK Administration

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

Members, FS Exec Committee

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

Discussion Items

- RIF Continuation
 - Next steps are still being discussed and guided by CBA and FAC report
 - Initial reallocation recommendations are expected within a month
 - This is separate from budget cut processes
- Budget
 - FY2023 budget request submitted this summer – anticipates 3% increase in state funding and no tuition increase
 - Still addressing \$2 million in FY2022 cuts
 - Notable new or increasing costs to address:
 - Deferred maintenance charges
 - Energy costs
 - 2023 health insurance costs (estimated 9.8% increase)
 - DEI officer and initiatives
 - Office Associates' pay increase
- OSP Search
 - Travis Reynolds will continue as Interim Director of Sponsored Programs for a few months
 - National search for Assistant Vice-Chancellor will be posted in 2-3 weeks
 - No external search firm will be employed

- Advising
 - New CAS Dean, Paul Twigg, directed to revisit CAS's efforts to define advising and incorporate it into P&T guidelines
 - SVCAA Majocha and VCEMM Bartling working with faculty and staff input to evaluate advising structure and staffing. Factors being addressed:
 - Student Success Coalition (see DSA Holman's report)
 - Wholistic (more than just academic) approach to advising
 - Information exchange with faculty
 - How to invest resources

- Construction -- New and Renovations
 - Announcement in 6 weeks about phasing of Warner Hall & Library renovations
 - Most Warner Hall offices expected to move to URN & URS
 - Chancellor's office expected to move to NSU
 - Library print volumes removal
 - Departments are being notified about the process
 - Dean Evan Boyd will speak at October 6 FS meeting
 - Cope Stadium Renovation
 - HSEC II (new UNMC building)
 - Design and construction manager selection phases proceeding
 - Start construction in summer 2023
 - Short-term faculty/staff housing options being explored

- Updates to Non-Senate Committees and Academic Councils lists
 - SVCAA Majocha will find out if the Assessment Committee, the Women, Gender & Ethnic Studies Advisory Committee, and the International Studies Advisory Council are still in place and report back
 - Council on Undergraduate Education and the Student Success Council appear to no longer be in place

Reports

Chancellor Kristensen

- Fundraising for HSEC II still in progress – have \$15M in hand, need \$35M
 - Very pleased with UNMC's level of engagement in this project
- Board of Regents meeting here at UNK on Friday (9/30) at NSU Ponderosa room
 - All regents will visit and tour UNK on Thursday (9/29), includes:
 - Faculty panel on engaging the community, aviation program and Leadership Academy
 - Student panel on experiential learning

SCVASA Majocha

- Paul Twigg named Interim CAS Dean (2-year term)
- HLC site visit in September or October 2023
 - Beth Hinga coordinating self-study, to be submitted in spring 2023
 - Scott Unruh named Interim Director of Accreditation (0.75 FTE)
- International Education office
 - Structure being reorganized, details being discussed
 - Tim Burkink transitioning to full-time faculty duties
 - MOUs arranged with universities in Japan, Czech Republic, Ireland
- Teaching and Learning Center “resuscitation” in progress
 - Emphasis on input and representation from all colleges

VCBF Watts

- Support staff shortages are concerning
- UNK may host an employment fair to help address this

DSA Holman

- Distributed brochure on Greek housing in renovated Martin Hall
 - Some cost savings realized in move from URN/URS to Martin
 - If space remains open, learning communities could be moved to Martin
- Student Success Coalition
 - New Target X software will provide data to more effectively assess retention and staffing needs
 - Student Success Plan expected to be released in 3-6 months
- Student Affairs staff – 20% are new in their positions
- Number of students with reported disabilities increases – approximately 1800 ADA accommodation requests were made last year
- Student mental health
 - 60% of students come to campus with mental health concerns
 - Students should expect a 2-week wait for initial counselor appointments
 - Health educator and counselor positions still need to be filled

VCEMM Bartling

- Will speak at October 6 FS meeting about enrollment issues
- New staff announcements
 - Renee Besse, new Director of Financial Aid
 - Luis Olivas, Interim OSDI Director, appointment extended 6 months
 - Tim Moulton, Admissions – new Transfer Recruitment Specialist
 - Cat Laguna-Ramirez – new Admissions Counselor
- \$94,000 grant to expand/enhance OSDI student recruitment initiatives
- Introduced Parent Communication Portal
- Sunday Nebraska regional recruiting events announced for October – faculty volunteers requested
- Admissions application fee waived September 15-30

President's Report:

Roger Davis has agreed to chair the Ad Hoc Attendance Policy Drafting Committee and they are currently moving forward with their charge. They are expected to have a draft before FSAA for the committee's February meeting.

The Finals Week Policy is out for campus review currently. Please let your FSAA reps know if you have any comments, questions, support or concerns about the language.

Following the cleaning up of the website, we are looking at cleaning up other processes as well. This includes the agenda. There are a few committees and councils that no longer exist, have changed title, or otherwise no longer fit the old template.

In the same vein, one big updating process is the constitution and bylaws. The university has changed quite a bit since the last update, and there are several places that the language is out of date, references are missing or incorrectly pointed, or otherwise needs updating. This is likely not a single year project, and last year we started a list of changes that need to be made, and we'll continue this year hoping to reach a point where we feel that pushing the changes forward makes sense.

Regents Meeting:

The regents will be meeting here in Kearney on Friday after this goes out to campus. I encourage you to attend if you are interested. The Chancellor will be giving a presentation on the state of UNK at the beginning of the meeting. There will also be a panel discussion for them including faculty speaking about campus-community connections and students speaking about experiential learning, undergraduate research, and internships. I encourage you to attend that as well. You can find the agenda at <https://nebraska.edu/news-and-events/events/2022/09/board-of-regents-meeting-september-30>

**Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, September 22, 2022
Meeting held via Zoom**

Present: Debbie Bridges (CBT), Steve Hall (CBT), Ted Rupnow (CAS), Kate Heelan (COE), Lindsay Brownfield (LIB), Anthony Donofrio (FS), Joel Cardenas (AA), Lisa Neal (REG), Aidan Weidner (Student Senate)

Absent: Julie Shaffer (CAS), Bailey Koch (COE), Mark Ellis (AA)

Guests:

Bridges called the meeting to order at 3:32 p.m.

Bridges welcomed Committee members to the meeting.

Bridges requested a motion to approve the agenda. Rupnow (Brownfield) moved to approve the agenda. Motion carried.

Bridges provided the Committee with an update on the status of the revision of UNK's Attendance Policy (recall from last year that Faculty Senate is undertaking the task of developing the language). Communication from FS President Boeckner indicates the Committee has been formed and will be chaired by Roger Davis. The goal is to have language for our review sometime this semester.

Bridges reminded the Committee that catalog changes are being listed on the agenda as information items. Including this information provides more transparency and keeps campus informed as to what changes have been made, who requested those changes, and when those changes take effect.

Bridges noted that this month's agenda is quite lengthy but that the items could be grouped together based on proposed changes (e.g., inactivate / dormant courses; course changes; etc.). Given the length of the agenda, Bridges recommended grouping agenda items would be more efficient if the Committee is agreeable.

Bridges also noted that a significant number of agenda items were problematic due to syllabus issues (e.g., syllabus inconsistent with proposed course changes, includes outdated COVID information, and/or is just the GS application materials). Bridges reminded the Committee that it is the responsibility of Departments and College Committees to ensure the information in the CIM system is complete and accurate before it reaches FSAA level. Bridges asked the Committee to consider sending all course proposals with syllabus issues back to the Departments.

Discussion turned to agenda items #1 - #103.

Bridges noted that item #1 Finals Week Policy has been submitted by Faculty Senate with the request to send it through the Committee's formal approval process. Bridges reminded the Committee that the policy proposal will be sent out to campus for review and input; the Committee will act on the proposal at our October meeting. Bridges will send the email requesting input to campus and the College Committees, and asked Committee members to follow up in their Colleges to ensure broad dissemination. Heelan (Brownfield) moved to send agenda item #1 to campus. Motion carried.

Bridges noted that agenda items #10 - #32, #51 - #52, #57 - #58, #70 - #76, #80 - #89, #91 - #93, and #97 - #98 were requests to inactivate / dormant courses and requested a motion to act on them as a group. Hall (Donofrio) moved to approve #10 - #32, #51 - #52, #57 - #58, #70 - #76, #80 - #89, #91 - #93, and #97 - #98. Motion carried.

Bridges noted that agenda items #8, #33 - #46, #48 - #50, #53 - #56, #59 - #60, and #99 all had issues (to varying degrees) with the syllabus and requested a motion to roll back proposals to the Departments. Hall (Brownfield) moved to send items #8, #33 - #46, #48 - #50, #53 - #56, #59 - #60, and #99 back to the Departments for corrective action. Motion carried.

Bridges noted that the remaining agenda items include #2 - #7, #9, #47, #61 - #69, #77 - #79, #90, #94 - #96, and #100 - #103 were fairly straightforward and no major issues were identified by the subcommittee. Hall (Heelan) moved to approve items #2 - #7, #9, #47, #61 - #69, #77 - #79, #90, #94 - #96, and #100 - #103. Motion carried.

Bridges reminded the Committee that, as always, quick turnaround on approving the minutes is needed to meet Faculty Senate's submission deadline for the October packet – so please watch email and act on the minutes as soon as possible.

Brownfield (Heelan) moved to adjourn at 3:46 p.m. Motion carried.

Respectfully submitted,

Debbie Bridges (acting scribe)

Approved via email, September 26, 2022

2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee 9/14/2022

Academic Affairs Full Committee 9/22/2022

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

Informational Catalog Changes 2023-24

Updated SVCASA to SVCAA on several pages in the catalog.

Accreditations

Added AACSB International Accounting (Dean Tim Jares, 5/25/22)

Changed CACREP language to from Community Mental Health Counseling to Clinical Mental Health Counseling (David Hof, 5/24/22)

Removed Nebraska State Board of Nursing and Commission on Collegiate Nursing Education (CCNE) UNMC Nursing Accreditations (Beth Hinga, Peggy Abels, 5/26/22)

Academic Resources: Undergraduate and Graduate Pages

G.W. Frank Museum of History and Culture: Updated hours. (April White, 4/15/22)

Planetarium and Observatory: Updated department name. Modified first sentence in second paragraph from "The UNK Planetarium is one of the most modern star theaters in the region." to "The UNK Planetarium is a modern star theater." (Adam Jenson, 4/15/22)

UNK Testing Center: Updated computer based and paper/pencil tests currently available. (Vanessa Rieck, 4/15/22)

Academic Success Offices: Updated office names, removed reference to lab, diverse and inclusive environment. (Aaron Estes, 4/15/22)

Student Affairs

Testing Center: Updated computer based and paper/pencil tests currently available. (Vanessa Rieck, 4/15/22)

How to use the catalog

FSAA Approved removing undergraduate, graduate, and emeritus faculty listings from the catalog in March 2022. Updated the catalog to reflect these changes.

- Removed 'names of the chair and faculty, as well as' from the Departments and Programs paragraph.
- Removed the sentence referencing faculty lists.

Academic Requirements for Good Standing

Update Academic and Career Services to Academic Advising and Career Development. Also updated this sentence in first paragraph, adding 'Fall/Spring'. Students are placed on academic probation at the end of any **Fall/Spring** semester in which their cumulative GPA falls below 2.0.

Students are not placed on probation in the summer term and we wanted to make this clear to students.

Appeal of Academic Suspension – Amy Rundstrom

Added information to item 2, “The final decision about which and how many courses should be repeated during the student’s period of probation rests with the Appeals Board.

Removed the first sentence in item 3, “The Appeals Board will designate the grade point average students must receive during the semester they are admitted to the University.”

Deans’ List

Added information from grading options page “Courses taken on a credit/no credit basis are not included among the necessary 12 credit hours to be considered for the Dean’s List.”

Change of Schedule (Drop/Add)

Incorporated FSAA approved (October 2021) drop/withdraw policy language. Increasing from 9-weeks to 12 weeks for a full semester course or three-fourths for a course that meets less than a full semester.

Grading Options

Added statement addressing Deans’ list and CR/NC.

“Courses taken on a credit/no credit basis are not included among the necessary 12 credit hours to be considered for the Deans’ List.”

Grading System

Added the statement addressing Deans’ list and CR/NC.

“Courses taken on a credit/no credit basis are not included among the necessary 12 credit hours to be considered for the Deans’ List.”

Incomplete Removal

Added ‘Extensions may be granted up to one additional semester unless a shorter period is requested by the Instructor.’

Institutional Requirements

Removed first bullet: ‘Students matriculating fall 2012 or thereafter’

International Education

Several updates to the international activities.

International Study Abroad

Several informational updates.

Transcript Request

Clarified language in the last paragraph: “Students may request a paper transcript sent via US Postal mail at no cost, in person at the Office of the University Registrar, on the student dashboard, or by completing the transcript request form.”

General Studies Senior Check

Added “once they have reached 95 or more earned credit hours” to information.

Glossary

Updated Senior Check: 95 or more earned credit hours and two semesters prior to when they expect to graduate.

Governance

Updated administration and deans.

Senior Check

Updated: 95 or more earned credit hours and two semesters prior to when they expect to graduate.

Mid-West Student Exchange Program

Updated the description of the program.

Non-Traditional Credit

Military Credit: Removed “The Guide to the Evaluation of Educational Experiences in the Armed Services.

Refunds

Incorporated FSAA approved (October 2021) drop/withdraw policy language; removed mid-point.

Return of Title IV Funds

Updated dates used in examples. Change to number of days (45 to 30 days) the student has to make repayment to the University.

Scholarships

Informational updates and Transfer Student Scholarship admission date requirement change.

Student Attendance Policy

Reverted to 2021-22 policy, per March 2022 FSAA minutes.

Undergraduate Admissions Requirements

Several updates to reflect current admission requirements.

Withdrawal from the University of Nebraska Kearney

Incorporated FSAA approved (October 2021) drop/withdraw policy language; removed 9-week/mid-point and replaced with 12-week/three-fourths.

Graduate Catalog Admission Requirements

- Clinical Mental Health Counseling
- Non-Degree Students

September 2022 Academic Affairs Agenda Items

#1, Finals Week Policy: Proposed changes (initially proposed by student government; amended and approved by Faculty Senate (March 2020)

Revision of Finals Week policy - using the proposed amended policy by student government, the FS

Student Affairs committee suggests the following changes:

- Added in “Thursday at 3:30pm” in 2.2, as that is the allotted time for make-up exams during Finals Week, thus: “In the event that a student is scheduled to take three or more final exams in one day during the final exam week, the student may: take all final exams as scheduled; take the exam during the allotted day and time that is open for make-up examination or resolution of conflict, which is Thursday at 3:30pm”
- Change “eighth week” to “fifth week” in point 4.
- Remove SVCA and SAO from point 5.
- Add point 8: All finals should be listed on the syllabus schedule and include date, time, and location of the final exam.

Incorporating these changes into existing policy, the catalog would read:

Final Week Policy ([link](#))

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

1. Final examinations for full semester classes are to be given at the regularly scheduled examination time only as published on the Office of the University Registrar [website](#).
2. During the week prior to Final Week, the only examinations that may be given are: laboratory practical examinations, make-up or repeat examinations, and self paced examinations. [In the event that a student is scheduled to take three or more final exams in one day during the final exam week, the student may: take all final exams as scheduled; take the exam during the allotted day and time that is open for make-up examination or resolution of conflict, which is Thursday at 3:30pm](#)
3. Projects, papers, and speeches scheduled for completion during the last week of classes must have been assigned in writing by the end of the ~~eighth~~ [fifth](#) week of the semester. This refers to the project and its scope, not the topic.
4. Complaints about failure to follow the above outlined procedures should be made immediately to the appropriate department Chair, [or](#) Dean, ~~or the Senior Vice-Chancellor for Academic and Student Affairs Office~~, if necessary.
5. Any course not having an examination during Final Week will meet under the direction of its Instructor during the scheduled Final Week time period for a continuation of regular class work.
6. Exceptions to this policy may be granted by the Dean on the basis of good and sufficient reasons submitted to the Dean in writing.
7. [All finals should be listed on the syllabus schedule and include date, time, and location of the final exam.](#)

The syllabus statement for the website reflects these changes as:

Finals Week Policy

Final examinations for full semester classes are to be given ONLY at the regularly scheduled time as listed on the [Final Exam Schedule](#) website or at another time DURING FINALS WEEK mutually agreeable to all concerned, i.e., the professor(s)/instructor(s) for a given course/course section as well as all students enrolled in that course/course section. If a student has three or more final exams scheduled in one day, they may take all three exams or reschedule the last exam in the day for Thursday at 3:30 p.m. of Finals Week. It is up to the student to notify the faculty of such intent by the twelfth week of class. The only examinations allowed during the last week of classes are laboratory practical examinations, make-up or repeat examinations, and self-paced

examinations. However, the following must be applied: Projects, papers, and speeches scheduled for the last week (15th week) of classes must have been assigned by the end of the 5th week of class.

#2, Create, Program, Pre-Athletic Training, HSCI, CASC, A Pre-Athletic Training is being proposed as an addition to the offerings in Health Sciences to promote athletic training as a career option for students interested in sports medicine careers. The Pre-Athletic Training option will also increase awareness and visibility for the UNK Master's in Athletic Training Program among prospective and undergraduate students. The addition of Pre-Athletic Training will complement the other sports medicine-related options in Health Sciences such as Pre-Physical Therapy and Pre-Occupational Therapy and give undergraduate students with an interest in that area a more comprehensive set of options in the field. Health Sciences has a long history of working with the UNK Athletic Training Program and this formalize that relationship.

#3, Create, Minor, Spanish Interpretation Minor, MODL, CASC, Modern Languages seeks to create new minors in Spanish Translation & Spanish Interpretation. This revives an option that was inactivated in 2015 when the department underwent a comprehensive revision of its degree programs. At that time, the Spanish & Interpretation minor was not included in the curriculum revision because the department felt that a minor would not provide sufficient training in these skillsets. However, in response to ongoing inquiries from students, the department proposes to offer separate minors, one in Translation and one in Interpretation, in order to provide focused instruction in one area or the other. These minors will create an opportunity for students to pair a translation or interpretation program with other majors and fields of study. The current Translation and Interpretation program requires a Modern Languages major and therefore makes pairing it with other degree programs difficult.

#4, Create, Minor, Spanish Translation Minor, MODL, CASC, Modern Languages seeks to create new minors in Spanish Translation & Spanish Interpretation. This revives an option that was inactivated in 2015 when the department underwent a comprehensive revision of its degree programs. At that time, the Spanish & Interpretation minor was not included in the curriculum revision because the department felt that a minor would not provide sufficient training in these skillsets. However, in response to ongoing inquiries from students, the department proposes to offer separate minors, one in Translation and one in Interpretation, in order to provide focused instruction in one area or the other. These minors will create an opportunity for students to pair a translation or interpretation program with other majors and fields of study. The current Translation and Interpretation program requires a Modern Languages major and therefore makes pairing it with other degree programs difficult.

#5, Alter, Course, Type, ACCT 251, Principles of Accounting II, AFE, CBT, The Department of Accounting, Finance, and Economics administers a compulsory spreadsheet skills exam for all students in ACCT 251 and FIN 308. The 0-credit labs were created to administer the Excel exam efficiently. However, starting summer of 2022, we will use a new Excel exam, which could be integrated directly into the course via Canvas or administered as a standalone test on the web; hence, the lab sections are no longer needed. In addition, the 0-credit labs have caused too much confusion among academic advisors and their students; Change course type, Old Value: Lecture, Laboratory, New Value: Lecture.

#6, Alter, Program, Biology 7-12 Teaching Subject Endorsement, B.S.Ed., BIOL, CASC, We are adding in the option for these majors to take either BIOL 431A and B or two hours of BIOL 421. This is the only BIOL major that does not currently have this option and we want to make this consistent for all majors.

#7, Alter, Program, Business Administration Comprehensive – Marketing Emphasis, B.S., MASCM, CBT, Adding two new MKT courses as Marketing Emphasis electives to update the curriculum.

#8, Alter, Course, Prerequisites, CDIS 420, Research in Communication Disorders, CDIS, COE, Removing the senior-level status from the prerequisites. Students are now taking this course closer to the statistics course in their junior year, Change prerequisites, Old Value: Senior level standing, New Value, Junior standing.

#9, Alter, Minor, Childhood and Youth Studies Minor, ENG, CASC, We are changing all of our minors to be consistent (21 hours) and to be easier to complete in a timely fashion. We have also changed one of the relevant classes.

#10, Inactivate, Course, CSIT 100.1, Computing Environments: Word Processing, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#11, Inactivate, Course, CSIT 100.2, Computing Environments: Spreadsheet, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#12, Inactivate, Course, CSIT 100.3, Computing Environments: Database, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#13, Inactivate, Course, CSIT 100.5, Computing Environments: Presentation Graphics, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#14, Inactivate, Course, CSIT 100.6, Computing: Networking, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#15, Inactivate, Course, CSIT 100.9, Computing Environments: Software Sampler, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#16, Inactivate, Course, CSIT 100, Computing Environments, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#17, Inactivate, Course, CSIT 100D, Computing Environments: Windows, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#18, Inactivate, Course, CSIT 100E, Computing Environments: WWW Home Pages, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#19, Inactivate, Course, CSIT 100F, Computing Environments: MVS, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#20, Inactivate, Course, CSIT 100G, Computing Environments: JCL, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#21, Inactivate, Course, CSIT 210, Structured Transaction Programming, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#22, Inactivate, Course, CSIT 310, Programming Data and File Structures, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#23, Inactivate, Course, CSIT 350, Information Systems Concepts, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#24, Inactivate, Course, CSIT 380, Systems Analysis and Design, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#25, Inactivate, Course, CSIT 399, Campus Lab Consultantship, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#26, Inactivate, Course, CSIT 405, Compiler Construction, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#27, Inactivate, Course, CSIT 426, Computer Architecture, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#28, Inactivate, Course, CSIT 428, Data Communications and Distributed Processing, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#29, Inactivate, Course, CSIT 493, Directed Readings in Computer Science/Information Technology, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#30, Inactivate, Course, CSIT 497, Seminar in Information Technology, CSIT, CBT, Make dormant. We have no intention of offering this class any time soon; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#31, Inactivate, Course, ENG 110, Writing Tutorial, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.) Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#32, Inactivate, Course, ENG 191, Editing Skills, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.) Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#33, Alter, Course, Catalog Description, Prerequisites, ENG 215, Editing Skills, ENG, CASC, Students now only need one composition course to complete their GS requirement, and we would like all students to be able to take the course. We are also making all of our descriptions grammatical. Change catalog description, Old Value: Study of the technique and materials of writing drama. Aim is to allow students to develop the skills necessary to create finished pieces of work for theatre, film or television and to give students the critical tools to read and assess dramatic scripts. New Value: In this course, students learn the technique and materials of writing drama. The aim is to allow students to develop the skills necessary to create finished pieces of work for theatre, film, or television and to give students the critical tools to read and assess dramatic scripts. Change prerequisites, Old Value: ENG 101 and ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#34, Alter, Course, Catalog Description, Prerequisites, ENG 235H, American Studies, ENG, CASC, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students. Change catalog description, Old Value: General Studies course for Honors students. Students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied. New Value: In this General Studies course for Honors students, students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life, which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#35, Alter, Course, Catalog Description, Prerequisites, ENG 240H, Literacy Classics of the Western World, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly. Change catalog description, Old Value: A General Studies course for Honors students. Introduction to major works of literature ranging from classical antiquity to the present. Authors, genres, and periods will vary. Emphasis will be placed on close reading and comparative analysis, as well as the question of how to define a classic. New Value: In this General Studies course for Honors students, students will be introduced to major works of literature ranging from classical antiquity to the present. Authors, genres, and periods will vary. Emphasis will be placed on close reading and comparative analysis, as well as the question of how to define a classic. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#36, Alter, Course, Catalog Description, Prerequisites, ENG 250, Introduction to Literature: British Literature, ENG, CASC, We are updating our catalogue descriptions to make them more engaging,

consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly. Change catalog description, Old Value: Introduction to authors, genres, and periods from the British literary tradition. Some emphasis will be placed on recurring themes, literary devices, and close reading of texts. New Value: This course offers students the opportunity to read, discuss, and write about carefully selected British literary texts. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of selected British authors provides. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#37, Alter, Course, Catalog Description, Prerequisites, ENG 251, Introduction to Literature: American Literature, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly. Change catalog description, Old Value: American literary texts and backgrounds and perspectives helpful in reading them. Students acquire the skills to interpret these texts and to express their interpretation in forms of discourse suitable to an academic setting. New Value: This course offers students the opportunity to read, discuss, and write about a diverse array of American literature. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of selected American literary texts, backgrounds, and perspectives provides. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#38, Alter, Course, Catalog Description, Prerequisites, ENG 252, Introduction to Literature: Western Civilization, ENG, CASC, We are changing the prerequisites of our General Studies courses because 102 is no longer required for all students – we would like our GS literature courses to be available to all students. Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world which have either shaped or reflected contemporary thought and are thus important to what are generally identified as non-western cultures. New Value: This course offers students the opportunity to read, discuss, and write about Western literature. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of representative literary works from the ancient to the modern Western world provides. Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#39, Alter, Course, Catalog Description, Prerequisites, ENG 253, Introduction to Literature: Non-Western Civilization, ENG, CASC, We are updating our course descriptions to make them more engaging and grammatically correct. Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world. New Value: This course offers students the opportunity to read, discuss, and write about an exciting range of World literature from Africa, Asia, the Americas, the Middle East, or Oceania. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of literary works which have either shaped or reflect contemporary thought provides. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#40, Alter, Course, Catalog Description, Prerequisites, ENG 254, Introduction to Literature: Special

Topics, ENG, CASC, We are updating our course descriptions to make them more engaging and grammatically correct. We are also adding "instructor permission" to the prerequisites so that interested students know they can communicate with the instructor. Change catalog description, Old Value: Introduces types of literature and techniques used in writing and reading texts; works will differ in genre, style, source, and context from section to section. New Value: This course offers students the opportunity to read, discuss, and write about literary texts that address a particular theme. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a thematic study of literary works provides. Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#41, Alter, Course, Catalog Description, Prerequisites, ENG 255, Introduction to Children's Literature, ENG, CASC, Some students test out of ENG 101 and take ENG 102 here; these students should also be eligible to take the course. We are also updating our course descriptions to be more engaging and grammatically correct. Change catalog description, Old Value: A study of culturally diverse texts from varied historical contexts that have been recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood. New Value: This course engages in a study of culturally diverse texts from varied historical contexts that have been recommended to and/or are popular among children, informed by readings of literary criticism and historical discourses on childhood. Change prerequisites, Old Value: ENG 101, New Value: ENG 101 or ENG 102 or instructor permission

#42, Alter, Course, Catalog Description, Prerequisites, ENG 280H, Special Topics, ENG, CASC, Students must complete their GS writing skills requirement to be prepared to write papers in this course. We changed the description to be more similar to the other Honors courses. Change catalog description, Old Value: A General Studies course for Honors students. Interdisciplinary course that examines the connections between disciplines. New Value: In this General Studies course for Honors students, students will examine a question from an interdisciplinary perspective in order to develop critical thinking and analytical writing skills. Readings may range from novels and short stories to movies, songs, poems, and/or graphic novels. Change prerequisites, Old Value: None, New Value: ENG 101 or ENG 102 or instructor permission

#43, Alter, Course, Title, Catalog Description, Prerequisites, ENG 311, Advanced Writing, ENG, CASC, We are changing the title from "Advanced Writing I" to "Advanced Writing" because we will no longer be offering "Advanced Writing II," so this is the only course with that title. We are updating our course descriptions to make them consistent and grammatical. We are adding "instructor permission" to the prerequisites so that students know they can contact the instructor for permission to register if they have a good reason. Change course title, Old Value: Advanced Writing I, New Value: Advanced Writing, Change catalog description, Old Value: A study of writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies. New Value: In this course, students will study writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies. Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102 or instructor permission

#44, Alter, Course, Title, Catalog Description, Prerequisites, ENG 333, Postcolonial Literature in a Global Context, ENG, CASC, This course will examine the writing of postcolonial authors writing in English and translated from other languages. Often, these authors dramatize the conflicts between traditional cultural practices and beliefs and the effects of colonialism, migration, climate change, and globalization. The texts selected represent a wide range of peoples and cultures from Africa, Asia, Latin America, and Oceania. Change course title, Old Value: Non-Western Literature in Translation, New Value: Postcolonial Literature in a Global Context, Change catalog description, Old Value: This course will examine the writings of non-Western authors in translation. Often, these authors dramatize the conflicts between traditional cultural beliefs and the effects of modern telecommunications, industrialization, and consumerism. The texts selected will represent a wide range of peoples and cultures responding to such developments as globalization and post colonialism. New Value: This course will examine the writing of postcolonial authors writing in English and translated from other languages. Often, these authors dramatize the conflicts between traditional cultural practices and beliefs and the effects of colonialism, migration, climate change, and globalization. The texts selected represent a wide range of peoples and cultures from Africa, Asia, Latin America, and Oceania. Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or instructor permission

#45, Alter, Course, Title, Catalog Description, Prerequisites, Credit Multiple Times Status, ENG 336, Ancient Literature, ENG, CASC, -The course should not be repeatable because it is taught in a similar fashion most semesters. - We are updating the course title and description to make it match updates on how the course is taught. Change course title, Old Value: Ancient Literatures, New Value: Ancient Literature, Change catalog description, Old Value: Critical study of the uses of literary genres, in the Bible or in other ancient literatures (and in the subsequent literatures following a particular ancient form), with attention to both unity and diversity of voice, style, and structure. New Value: This course examines influential literature from the ancient world, including the Homeric epics, drama, and mythology, with attention to cultural contexts, literary elements, and artistic afterlives. Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or instructor permission; Change credit multiple times status, Old Value: Can this course be taken for credit multiple times: Yes, New Value: Can this course be taken for credit multiple times: No.

#46, Alter, Course, Catalog Description, Prerequisites, ENG 337, Special Topics in Popular Literature, ENG, CASC, - To develop a full understanding of the term popular literature and recognize its importance to cultural studies and literary history - To understand the nuances of the specific genre, myth, or legend of the special topic. - To recognize and analyze the similarities and differences among the various media in which popular stories are presented. - To develop the ability to write clearly and cohesively through critical analysis of the topic. Change catalog description, Old Value: A study of popular literary taste as reflected in such genres as the detective story, science fiction, adult fantasy, and others. New Value: This course promotes an understanding of the term, "popular literature," through a study of texts, genres, or traditions that have enjoyed broad and continuous audience appeal. It may focus on a genre, (fantasy, the detective story, science fiction) or a particular myth or legend that enjoys widespread recognition in popular culture. It may be taken twice provided the topic offered is different. Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 102 or instructor permission

#47, Alter, Course, Catalog Description, Prerequisites, ENG 361A, Reading Nebraska, ENG, CASC, We are editing our course descriptions to make them more engaging and grammatical. We are also changing prerequisites to communicate to students that they can ask instructor for permission to take the class. Change catalog description, Old Value: Course examines literary and cultural representations of Nebraska and their place in American literary history. Students will read a variety of genres with a focus

on multiculturalism, environmental humanities, and poetry. Emphasis will also be placed on the legacy of Willa Cather. New Value: This course examines literary and cultural representations of Nebraska and their place in American literary history. Students will read a variety of genres with a focus on multiculturalism, environmental humanities, and poetry. Emphasis will also be placed on the legacy of Willa Cather. Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission

#48, Alter, Course, Catalog Description, Prerequisites, ENG 373, Film Genre, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly. Change catalog description, Old Value: Study of the various film genres, such as the Musical, the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. Course concentrates on a particular genre depending on the semester. Weekly film screenings. New Value: Students in this course will study various film genres, such as the Musical, the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. This course concentrates on a particular genre depending on the semester. Course material will include weekly film screenings. Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission

#49, Alter, Course, Catalog Description, Prerequisites, ENG 374, History of the Motion Picture, ENG, CASC, We are changing the course descriptions to make them more engaging and grammatical. We are changing the prerequisite to communicate to students that they can ask an instructor for special permission to enroll in a class. Change catalog description, Old Value: The study of film adaptation of literary narratives. Students compare and contrast the narrative conventions of fiction with the visual language of the film. New Value: This course traces the development of the motion picture through various stages (silent cinema, Classic Hollywood, and post-Classic Hollywood) and approaches it from differing perspectives—artistic, technological, economic, and cultural. What makes the motion picture distinctly modern; that is, what did it inherit from earlier entertainment (literature and the stage, for instance) and how does it benefit from innovations in technology? Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission

#50, Alter, Course, Catalog Description, Prerequisites, ENG 404, History of the English Language, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding to the possible prerequisites to make the course more accessible to students interested in language studies. Change catalog description, Old Value: A survey of the origins and development of the English language, with special emphasis on modern methods of linguistic study. New Value: This course explores the origins and development of the English language, using a combination of linguistic, literary, cultural, and historical methodologies. Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 234 or ENG 303 or ENG 304 or instructor permission

#51, Inactivate, Course, ENG 422, Language for the Elementary Teacher, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.) Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#52, Inactivate, Course, ENG 423, Reading Problems of Secondary Schools, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.) Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#53, Alter, Course, Catalog Description, Prerequisites, ENG 425, Children's Literature, ENG, CASC, ENG 255 is a new course that will also prepare students for this course. Change catalog description, Old Value: A study of texts recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood. New Value: This course provides a study of texts recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood. Change prerequisites, Old Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 280H or department permission, New Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 255 or ENG 280H or instructor permission

#54, Alter, Course, Catalog Description, Prerequisites, ENG 426, Literature for Adolescents, ENG, CASC, ENG 255 is a new course that will also prepare students for this course. We are also editing our course description to make them more engaging and grammatical, Change catalog description, Old Value: A study of texts recommended to and/or popular among adolescents and young adults, informed by readings of literary criticism and historical discourses on youth. New Value: Students will study a number of texts recommended to and/or popular among adolescents and young adults, informed by readings of literary criticism and historical discourses on youth. Change prerequisites, Old Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 280H or department permission., New Value: ENG 234 or ENG 235H or ENG 240H or ENG 250 or ENG 251 or ENG 252 or ENG 253 or ENG 254 or ENG 255 or ENG 280H or instructor permission.

#55, Alter, Course, Catalog Description, Prerequisites, ENG 429, Theory and Pedagogy of Writing, ENG, CASC, We are combining the goals of this class with the similar class ENG 411 (which we are making dormant) so that we can have one advanced writing class that we offer more regularly. We are also changing the prerequisite so that students who are interested in writing but not studying literature are able to take the class, Change catalog description, Old Value: Theory and Pedagogy of Writing will study topics and issues in teaching writing in the middle and secondary schools. The course will focus on the history and theory of composition rhetoric, the various sub-genres of writing, the writing process elements, language and language conventions, workshop techniques, technological resources, and strategies for assessment. New Value: Theory and Pedagogy of Writing addresses the theory and teaching of writing as a social act. The course will focus on theories of composition and rhetoric, rhetorical genre studies, language and language conventions, writing technologies, workshop techniques, and strategies for feedback and assessment. Change prerequisites, Old Value: ENG 102 and ENG 234 or equivalent, New Value: ENG 102 or instructor permission

#56, Alter, Course, Prerequisites, ENG 455, The Graphic Novel, ENG, CASC, We are changing the prerequisites of the courses in our minors to make it easier for non-majors to take them., Change prerequisites, Old Value: ENG 234, New Value: ENG 102 or instructor permission

#57, Inactivate, Course, ENG 480, Ft. Kearny Writers' Workshop, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.) Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#58, Inactivate, Course, ENG 481, Plains Literature Institute, ENG, CASC, We would like to make this course dormant because no one has offered it in years and we do not plan to offer it any time in the near future. (Because it has not been offered recently, we do not have any syllabus for the course.)

Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#59, Alter, Course, Catalog Description, Prerequisites, ENG 484, Theory and Pedagogy of Writing, ENG, CASC, We are changing the prerequisites of courses in our minors so that students outside of the major can take them more easily; ENG 255 is a course in the Childhood Studies minor that will prepare students for more advanced analysis of a similar topic. We are also editing the course descriptions to make them more engaging and grammatical, Change catalog description, Old Value: Historical and critical study of major writers for children and youth. Topics may vary from "Golden Age" children's literature of the nineteenth century (e.g, Carroll, Barrie, Burnett, Stevenson, Kipling) to more modern established texts (e.g., C.S. Lewis, L'Engle, Dahl, Seuss, Milne). New Value: This is a historical and critical study of major writers for children and youth. Topics may vary from "Golden Age" children's literature of the nineteenth century (e.g, Carroll, Barrie, Burnett, Stevenson, Kipling) to more modern established texts (e.g., C.S. Lewis, L'Engle, Dahl, Seuss, Milne). Change prerequisites, Old Value: ENG 234, New Value: ENG 255 or instructor permission

#60, Create, Course, ENG 486, Poetic Strategies, ENG, CASC, We have taught this course as a special topics course twice and it has been successful; we would like to make it a permanent class.

#61, Alter, Minor, English Minor in Creative Writing, ENG, CASC, We added a new course that is important for this minor.

#62, Alter, Program, English, B.A., ENG, CASC, General updates to the program: removing dormant courses, changing elective sections based on new course selection, adding an elective to give students more options, and changing the early courses based on shifts of periodization in the field.

#63, Alter, Program, English – Writing Emphasis, B.A., ENG, CASC, General updates to the program: removing dormant courses, changing elective sections based on new course selection, adding an elective to give students more options, and changing the early courses based on shifts of periodization in the field.

#64, Alter, Course, Type, Credit Hours, ETHS 370, Research in Ethnic Studies, ETHS, CASC, Since the 2016 merger of the Women's and Gender Studies program with the Ethnic Studies program, this course has been used as an Independent Studies course, with faculty working one-on-one with students conducting research. The listing of this course as "Lecture" may be confusing to students enrolling in the course; Change course type, Old Value: Lecture, New Value: Independent Study; Change credit hours, Old Value: 3, New Value: 1-3.

#65, Alter, Minor, Ethnic Studies Minor, ETHS, CASC, Add ART 375 to program offerings.

#66, Alter, Minor, Film Studies Minor, ENG, CASC, We are updating our minors to make them more consistent (21 hours each) and to make them easier to complete in a timely fashion. We also found more courses relevant to the minor and changed the JMC 250 requirement to JMC 265 because the communications department will be discontinuing JMC 250.

#67, Alter, Course, Type, FIN 308, Principles of Finance, AFE, CBT, The Department of Accounting, Finance, and Economics administers a compulsory spreadsheet skills exam for all students in ACCT 251 and FIN 308. The 0-credit labs were created to administer the Excel exam efficiently. However, starting summer of 2022, we will use a new Excel exam, which could be integrated directly into the course via

Canvas or administered as a standalone test on the web; hence, the lab sections are no longer needed. In addition, the 0-credit labs have caused too much confusion among academic advisors and their students; Change course type, Old Value, Lecture, Laboratory, New Value: Lecture.

#68, Alter, Course, Catalog Description, HSCI 225, Introduction to Hematology, HSCI, CASC, The course description is being changed to more accurately reflect the content of the course and provide more detail. The laboratory instruction described in the previous course description is also being removed from the course; Change catalog description, Old Value: This course is designed to provide an introduction to the procedures used in the hematology and urinalysis departments of a clinical laboratory. The course will consist of a combination of classroom lectures, demonstrations, laboratory instruction and practice, New Value: This course is an introduction to the study of hematology, with an emphasis on the functioning and maintenance of cellular components of the blood including erythrocytes, granulocytes, monocytes, lymphocytes, and platelets. Students will also learn about common hematological disorders such as anemias, leukemias, and clotting disorders, their clinical presentations, and treatments. The course will consist of classroom lectures two days each week.

#69, Create, Course, HSCI 310, Your Health, Your Choice?, HSCI, CASC, A new Health Science faculty member is available to teach HSCI 310. This course will serve Thompson Scholars Learning Community students in future years. In addition, it will serve many TSLC students who want an elective outside of taking another General Studies course. Many transfer students into the TSLC also have a difficult time finding a TSLC course because they transferred in GS requirements. While the immediate need is to serve TSLC students, sections of this course could be made available to students outside TSLC and would provide an upper level elective focusing on desirable liberal arts skills including critical thinking, problem solving, and communicating.

#70, Inactivate, Course, MIS 188, GS Portal, CYSY, CBT, Make dormant, was moved to CYBR 188. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#71, Inactivate, Course, MIS 280H, Special Topics-Honors, CYSY, CBT, Make dormant, was moved to CYBR 280H. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#72, Inactivate, Course, MIS 388, GS Capstone, CYSY, CBT, Make dormant, was moved to CYBR 388. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#73, Inactivate, Course, MIS 399, Business Apprenticeship Program, CYSY, CBT, Make dormant. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#74, Inactivate, Course, MIS 475, Management Information Systems Internship, CYSY, CBT, Make dormant, was moved to CYBR 475. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#75, Inactivate, Course, MIS 481, Systems Analysis and Design II, CYSY, CBT, Make dormant. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#76, Inactivate, Course, MIS 498, Management Information Systems Topics, CYSY, CBT, Make dormant, was moved to CYBR 498. We have no intention of offering this class any time soon. Listed in Department of Marketing, Agribusiness and Supply Chain Management, no longer in the department; Make course dormant, Old Value: Course dormant: No, New Value: Course dormant: Yes.

#77, Alter, Minor, Marketing/Management Minor, MKMIS, CBT, Adding two new MKT courses (MKT 350 and MKT 377 as Minor electives to enhance curriculum currency in the Marketing discipline. Deleting MKT 434 because we have not offered that course in many years.

#78, Create, Minor, Montessori Early Childhood Education Minor, Currently the graduate-level TEMO coursework is one of the concentrations in the Curriculum & Instruction Master's degree. The coursework is offered at the undergraduate level but students are unable to include it as part of a Bachelor's degree. Offering the coursework as a minor would enable students to become certified by the American Montessori Society, qualifying them to teach in an early childhood Montessori classroom, while earning their Bachelor's degree.

#79, Alter, Program, Pre-Occupational Therapy, HSCI, CASC, The Occupational Therapy schools in Nebraska no longer require two semesters of English Composition. Either ENG 101 or 102 will satisfy the requirements. The program is being altered to reflect that change.

#80, Discontinue, Course, PE 173A, Intro to Athletic Trng, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#81, Discontinue, Course, PE 173B, Modalities in Athlet Trng, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#82, Discontinue, Course, PE 173C, Rehabilitation Tech, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#83, Discontinue, Course, PE 173D, Adv Top: Athletic Trng, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#84, Discontinue, Course, PE 174A, Athletic Training Clinical Level One A, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#85, Discontinue, Course, PE 174B, Athletic Training Clinical Level One B, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#86, Discontinue, Course, PE 174C, Athletic Training Clinical Level Two A, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#87, Discontinue, Course, PE 174D, Athletic Training Clinical Level Two B, PEREC, COE, The Athletic

Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#88, Discontinue, Course, PE 174E, Athletic Training Clinical Level Three A, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#89, Discontinue, Course, PE 174F, Athletic Training Clinical Level Three B, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#90, Create, Course, PE 345, Nutrition Through the Lifecycle, PEREC, COE, Kaiti George was hired in fall 2021 to teach the nutrition courses. She has worked with UNMC and UNL to align courses and content with information necessary to take graduate level coursework in dietetics. In addition, course content needed for a good understanding of nutrition at the undergraduate level.

#91, Discontinue, Course, PE 350, Therapeutic Modalities in Athletic Training, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#92, Discontinue, Course, PE 375, Rehabilitation Techniques in Athletic Training, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#93, Discontinue, Course, PE 375L, Rehabilitation Techniques in Athletic Training Laboratory, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#94, Alter, Course, Prerequisites, PE 385, Advanced Nutrition, PEREC, COE, Students taking Advanced Nutrition need more than just intro to nutrition prior to taking the course; Change prerequisites, Old Value: PE 108, New Value: PE 108 and PE 345 or PE 355 or permission of the instructor.

#95, Alter, Course, Type, PE 405, Athletic Injury Assessment I: Lower Extremities, PEREC, COE, Due to the hands-on nature of the course, there is simply not enough time to teach the material and have students practice within the lecture time. Students need time to practice skills IN the lab. The content has not changed nor increased, but time allotted to students to practice is necessary. So we are adding a one hour non-credit lab to provide time dedicated to practicing skills within the lab; Change course type, Old Value: Lecture, New Value: Lecture, Laboratory.

#96, Alter, Course, Type, PE 406, Athletic Injury Assessment II: Upper Extremities, PEREC, COE, Due to the hands-on nature of the course, there is simply not enough time to teach the material and have students practice within the lecture time. Students need time to practice skills IN the lab. The content has not changed nor increased, but time allotted to students to practice is necessary. So we are adding a one hour non-credit lab to provide time dedicated to practicing skills within the lab; Change course type, Old Value: Lecture, New Value: Lecture, Laboratory.

#97, Discontinue, Course, PE 470, General Medical Conditions and Pharmacological Application in Sport and Exercise, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#98, Discontinue, Course, PE 499, Senior Seminar in Athletic Training, PEREC, COE, The Athletic Training Program has moved to the masters level; this course is no longer offered; Inactivate course.

#99, Alter, Course, Prerequisites, Corequisites, PSY 408F, Intro to Clinical Psy Field Exp, PSY, CASC, So prerequisites and corequisites accurately reflect admission requirements; Change prerequisites, Old Value: PSY 408, New Value: PSY 203 and junior standing and permission of instructor, New Value: PSY 203 and permission of instructor; Change corequisites, Old Value: PSY 408, New Value: PSY 407 or PSY 408.

#100, Alter, Program, Sociology 7-12 Teaching Subject Endorsement, B.S.Ed., SOC, CASC, This program is being altered by removing PSY 403 (Psych of Motivation) as a supporting course Sociology 7-12 Teaching Subject Endorsement. The Psychology Department is in the process of making PSY 403 (Psych of Motivation) dormant.

#101, Alter, Program, Special Education 7-12 Teaching Subject Endorsement, B.A.Ed., Removing ART 100 to allow any Loper 5 courses.

#102, Alter, Course, Title, Course Type, Credit Hours, Catalog Description, WSTD 420, Research in Women's & Gender Studies, WSTD, CASC, WSTD 499 (Special Topics) is currently being used as an Independent Study course--this is not ideal for students who choose to take a Special Topics course and an Independent Studies Course. This will also streamline WGES course offerings by mirroring the ETHS 370 (Research in Ethnic Studies) course; Change course title, Old Value: Senior Seminar in Women's Studies, New Value: Research in Women's & Gender Studies; Change course type: Old Value: Lecture, New Value: Independent Study; Change credit hours, Old Value: 3, New Value: 1-3; Change catalog description, Old Value: This course will allow students to pursue their major field of study in relation to women's studies. Under faculty direction, students will read independently, research, and write on a topic of interest. The seminar will meet to share research and to explore the larger issues of feminist theory, New Value: This course will allow students to pursue their major field of study in relation to women's and gender studies. Under faculty direction, students will read independently, research, and write on a topic of interest. The seminar will meet to share research and to explore the larger issues of feminist theory.

#103, Alter, Minor, Women's and Gender Studies Minor, WSTD, CASC, Add ART 375 to program offerings.

International Studies Advisory Council and World Affairs Executive Committee
Meeting Minutes: June 9, 2022

The joint committee of ISAC and WAC met on June 9, 2022 at 4:00 pm on Zoom. Present: Janet Graham, Toni Hill, Theresa Yaw, Olugbenro Ogunrinde, Suzanne Maughan, Traci Gunderson, Joy Hall, Michelle Warren, Juan Guzman. Absent: Amy Rundstrom, Megan Hartman, Matt Mims, Po Hu, Satoshi Machida, Yousef Ghamedi, Rachel Hammer, Tiffani Luethke,

The meeting began with a discussion about how best to send out letters to Embassies, Consulates, and other official organizations soliciting their participation in the conference. We have a much broader list than in the past and while we want to get wide participation are also aware that we have limited funds, space, and availability should TOO many of them be interested in coming. Nonetheless, after much discussion we decided to send out the letter to all of them on email including some kind of deadline and caveat that would allow us to make selections if necessary.

Members then spoke briefly with Ryo Suzuki about developing plans for the International Alumni Homecoming scheduled for Friday-Sunday November 11-13. They have already sent out a "Save the Date" but are aware that their alumni list is somewhat limited. Ryo will also provide it to all of us so that we can send it to our International Alumni contacts. Depending on who decides to come, we may be able to include a panel at World Affairs.

The meeting then went through our list of speakers clarifying which are "confirmed," "yet to be confirmed" and "unable to attend." Joy should have a full list soon and will send it out to all of us. Those who are still working on confirmations need to be sure to have the speakers fill out the form Joy provided and send it to Joy so that she will have their contact information as well as other information that Josh can then put on the website.

Lilly then raised the question of awards this year and suggested that we provide two awards—1) Jerry Fox: Founder and Former Director of the Office of International Education and International Studies and 2) Kay Horner: Former Coordinator of the World Affairs Conference. The suggestion received unanimous approval. Committee members suggested that we find more artistic vases/plaques/prints than the standard acrylic ones. There was general agreement on the principal, though no decision was made. Some new suggestions to consider: Rosalina Godinez, K-Pop group to combine w/Park, Citizenship booth.

Discussion took place over when to send out our "Save the Date" on announce to all faculty—Maughan recommended the first Monday of August as the time when most faculty get serious about syllabi. Joy Hall will be in Kearney on July 21st. Traci Gunderson will show her around campus—any/all other committee members are encouraged to join them for coffee/lunch. Contact Traci about specific times. The meeting adjourned at 5:00. Our next meeting will be on July 28th at 4:00. If possible I will try to find a room—but will also have a zoom link available.

International Studies Advisory Council and World Affairs Executive Committee
Meeting Minutes: July 28, 2022

The joint committee of ISAC and WAC met on July 28, 2022 at 4:00 pm on Zoom. Present: Janet Graham, Toni Hill, Theresa Yaw, Suzanne Maughan, Joy Hall, Michelle Warren, Amy Rundstrom, Megan Hartman, Rachel Hammer, Tiffani Luethke. Absent: Matt Mims, Po Hu, Satoshi Machida, Yousef Ghamedi, Olugbenro Ogunrinde, Traci Gunderson, Juan Guzman.

Guests: Ryo Suzuki, Victoria Goro-Rapoppoort

The meeting began with an update on the International Food Festival which was seriously endangered when the Athletic Department took away access to the Health and Sports Center for a wrestling match. Fortunately, Yousef Ghamedi was able to negotiate a compromise and it will still be held though later in the day, now starting probably closer to 6 pm.

Ryo Suzuki provided an update on the International Alumni Homecoming scheduled for Friday-Sunday November 11-13. Mahabir Pun has been informed of his Alumni award. They are still anxious about how to inform the largest number of alumni and will soon be sending out information through all subscribers so we can send it to our International Alumni contacts. We have already agreed to have Pun speak at World Affairs and he has chosen a topic. There may be others as well.

Victoria Goro-Rapoppoort provided an update on the art exhibits that she has been working on for the conference. There will be three exhibits. The first is from 6 immigrant artists in the United States who have a Sept 1 deadline to get their art to us. Each is sending about 4 pieces. The second exhibit will consist of prints that are coming from Wroclaw, Poland—these are works from Faculty and Students at an Art School who have been working with Refugees and others affected by the war in Ukraine. Those works have already been mailed. The third exhibit is a juried exhibit of photographs from Mikolaiv—a city in southern Ukraine. They received 336 entries and are trying to get it down to about 20 pieces. They were sent digitally and those accepted will be printed here. All of the works will need to be prepared for exhibition in some way. So the Department of Art has already and will put in a great deal of work for these exhibits. Victoria is currently working on a Nebraska Arts Council grant for \$2000. to pay for many of the materials. It requires matching funds of \$2000. but that should be possible to come up with given the amount of time and labor involved. Michelle Warren is also writing up another NHC grant to pay for the winner of the juried exhibit to come to the conference to speak. Again, this will require matching funds. Michelle and Carol will meet and work with Victoria on all this in the near future. Victoria also noted that they have plans for the works to become part of a travelling exhibit following the conference. The Committee also talked about the importance of providing appropriate promotion for this critically important part of the conference. Michelle had a lot of ideas for this, including tv, local radio, and NPR's Friday Live. The Committee also discussed more broadly the importance of providing a social media presence for the Conference. Michelle said she would have her student Carly work on this.

The Committee then went through the list of speakers to see if there were any gaps and clarify topics. Lilly agreed to put out an email to all faculty by August 1.

International Studies Advisory Council and World Affairs Executive Committee

Meeting Minutes: August 31, 2022

The joint committee of ISAC and WAC met on August 31, 2022 at 4:00 pm. The meeting was scheduled to take place in Thomas Hall 104 but since it lacked zoom technology, we moved to Thomas Hall 106, which was also not ideal. Hopefully a more suitable location can be found for future meetings.

Present: Michelle Warren, Carol Lilly, Janet Graham, Megan Hartman, Rachel Hammer, Theresa Yaw, Matt Mims, Olugbenro Ogunrinde, Po Hu, Suzanne Maughan, Satoshi Machida, Corliss Sullwold, Emma Stump
On Zoom: Joy Hall, Toni Hill, Traci Gunderson, Tiffani Luethke, Yousef Ghamedi

Absent: Amy Rundstrom, Juan Guzman

The meeting began with Introductions, particularly for new people on the committee—undergraduate Emma Stump and former UNK employee from the Office of International Education, Corliss Sullwold. Warren also advised the Committee that her student Carly whom we had counted on to help with various WAC activities is not eligible for work-study, so we will need to find another solution. (Possibly internships?)

Warren also reported that she had spoken to Jen Harvey about working with the Thompson Scholars program regarding World Affairs. Jen agreed it will be an excellent opportunity for them and that she will certainly promote it. She suggested we talk to Julie Campbell about encouraging faculty to send their students. In addition, there should be opportunities for Thompson Scholar students to help us with the conference. We might also reach out to faculty teaching Lopers 126 courses as they involve participation in bridging activities.

Hall provided a brief summary of the meeting with the communications/publicity team last week. Gottula will take care of most publicity. Hall will contact the High schools again to get a better sense of who is actually coming and with how many students. We are working with the Admissions office on this now and they would like to offer tours (and possibly lunches). Kyle Means is putting together a brochure for the entire International Education week, so any departments who are doing anything else should be sure to contact him.

Warren, Lilly, Gunderson and Hall had a very successful meeting with VCASA Majocha on Aug. 25. She expressed full support for the conference, agreed to promote it in every possible way, to attend it, and to provide the opening remarks for the Keynote speaker.

We also met with Mark Ellis and Todd Bartling about live streaming the conference. Currently, UNK has the capacity only to live stream one room (Ponderosa E). Hall has a contact who can provide the service for \$1500/per room per day. We are looking into possible funding sources for adding 1-2 additional rooms. Dr. Ellis has suggested he would provide matching funds for what we find at least up to some (as yet undesignated) point.

The rest of the meeting was dedicated to finding faculty volunteers for specific tasks associated with the conference:

Matt Mims: Creating QR codes and Transportation

(Traci already reserved the vans and provided them w/names of 4 potential drivers. She also reserved the Golf carts for us.)

Theresa Yaw: Take a Delegate to Lunch

Megan Hartman and Janet Graham: connect topics to Faculty and to specific classes on campus

Gbenro Ogurinde: Tech support and all meeting invitations

Amy Rundstrom: awards

Rachel Hammer and Corliss Sullwold: Library research—possible exhibit of posters (also need information on history relating to awardees)

The meeting concluded at 5:00 pm

The next full meeting will be on September 14, at 4:00 pm –location TBD!!

International Studies Advisory Council and World Affairs Executive Committee
Meeting Minutes: September 14, 2022

The joint committee of ISAC and WAC met on September 14, 2022 at 4:00 pm in the Sisler Room and on Zoom.

Present: Carol Lilly, Rachel Hammer, Theresa Yaw, Olugbenro Ogunrinde, Suzanne Maughan, Logan Johansen

On Zoom: Michelle Warren, Joy Hall, Toni Hill, Traci Gunderson, Tiffani Luethke, Matt Mims, Po Hu, Satoshi Machida, Juan Guzman

Absent: Amy Rundstrom, Janet Graham, Megan Hartman, Corliss Sullwold, Emma Stump

Michelle, Carol and Joy provided a summary of their meeting with Sonia Nazario. She will stay from Sunday night through Tuesday noon and is willing to provide at least three activities. She will also do a book sale/signing. The Committee discussed how best to secure the books, Michelle will work with Len at the bookstore.

Joy reported that so far 24 people have signed up online for email updates.

Tracy Gunderson reported that Tim Burkink will contribute \$1000 each for Robert Rozeto and Mahabir Pun.

Juan Guzman sought additional information regarding WAC contributions for the Delfin speakers—if we provide them with honoraria, they have to pay taxes on it, so it is better to find a way to pay expenses. They also need official documents confirming their participation to secure visas. Joy will work with him on this.

There was also discussion about how best to provide sign language interpreters should they be needed. Among the work that still needs to be completed: create good panel titles, write paragraphs for the speakers, find moderators for panels.

The meeting adjourned at 5:05. The next full meeting will be on September 28 at 4:00 on Zoom.

General Studies Council

September 1, 2022 @ 3:30 pm

Warner Conference Room

** Approved Via Email **

Present: Sri Seshadri, Sheri Harms, Tim Obermier, Nita Unruh, Toni Hill, Rebecca Umland, Melissa Wuellner, Jeremy Dillon, Joan Blauwkamp, Joel Berrier, Rochelle Reeves, Greg Brown, Mark Ellis, Amy Rundstrom, Beth Hinga, Jessie Bialas, Joel Cardenas

Guests: Derek Boeckner, Dr. Majocho

Absent: Noelle Bohaty, Lisa Neal, Micchelle McKelvey

I. Call to order:

- Approve Agenda: Umland/Berrier moved to approve the agenda. Motion carried · Minutes from May 5, 2022 meeting (approved via email)
- Welcome new members to GSC: Tim Obermier (replacing Jeong Hoon Choi from CBT), Toni Hill (replacing Doug Tillman from COE), and Melissa Wuellner (replacing Jeff Wells from CAS, in the Natural Sciences division rather than Humanities).
- SVCAA Dr. Kristen Majocho (New Business item moved up in consideration of Dr. Majocho's time.)
- Dr. Majocho introduced herself and thanked the Council for the work its members have done to create the new LOPERs General Studies program. She mentioned how important general studies is to the Higher Learning Commission visit and expressed approval of the reduction in hours and streamlined assessment process in the new program and does not expect to direct the council to make any changes to the 30-hour General Studies program. She meets regularly with Director Brown, and Dean Mark Ellis will continue as her liaison to the Council.

II. Old Business (Open Items):

- Course proposals (review for final approval): Nothing pending
- Brown stated that some departments appear to be working on new course proposals, e.g., Geography, for the next meeting's agenda.
- Blauwkamp asked Brown to send out a call to campus for new LOPR 126 courses and remind everyone of the changes to the First Year Seminar structure that were approved last spring (team taught across at

least two disciplines, one 3-credit hour course rather than co-requisite 1+1+1 sections). Some colleges will require Educational Policy Committee(s) also approve new seminars.

- Further reflections on last year's APR (ongoing):
- The APR review team recommended (Assessment, Recommendation 1, p. 7) that the Council "consider automating the collection of assessment data using existing campus tools to alleviate faculty workload." This idea was discussed favorably at the May 2022 Council meeting.

Blauwkamp proposed a pilot program to test the feasibility of using Canvas to automatically collect assessment data for the General Studies program, rather than instructors needing to fill out the Excel spreadsheets. As most of the Council members are teaching GS courses this semester, the Council members themselves or selected departments could participate in the pilot. There was discussion about whether Canvas could be used for courses or departments that prefer to report holistic data (such as an assignment group or final grades) rather than data from a particular assignment. Hinga noted that UNO and UNL do their general studies assessments differently, so it might not be as simple as "if they can do it [use Canvas to collect the data], we can too." Canvas administrators, we assume, would need to build in the learning outcomes and rubrics for each LOPER category to allow instructors to associate an outcome with an assignment or component of their Canvas grades. Brown stated he will ask Don Ray what would need to be built into Canvas to make this work and ask him to come to the next meeting to demonstrate for the Council and answer questions.

- Director Brown reminded the Council of the changes to Campus Communications (Recommendation 2, p. 9) that we agreed to at the last meeting. Meeting minutes for the past two years are now posted on the General Studies webpage, on the General Studies for Faculty Canvas organization, and the Library's 'open spaces.' Minutes are also included in the Faculty Senate packets. New minutes will be distributed on Canvas, 'open spaces', and the website promptly after they are approved.
- The APR review team recommended that the Council reconsider "whether the [First Year Seminar, LOPER 1] course should be a skills-based course to connect students to campus resources that help them successfully transition to college, or an interdisciplinary exploration of big issues." The review team did not think the course could do both effectively (First Year Experience Course, Recommendations 1-2, p. 8).

Dillon raised the proposal that the APR team's student representative, Tristan Larson, made at the GS Council members' meeting with the review team. Larson had suggested making LOPR 126 more focused on

wellness in the transition to college. Given the widespread mental health challenges that our students are dealing with, Dillon thought this was a good idea for the Council to consider.

Several members agreed that the LOPR 126 course is trying to do too much. Umland observed that the required out-of-class activities (personal and professional development needs of first-year students) are a source of confusion for students and faculty. Unruh said that it is important

for departments to choose the best faculty to teach LOPR 126, not everyone is equally skilled at connecting with first-year students. Hill indicated that a Center for Teaching Excellence would help to support faculty doing this work, and others chimed in on the benefits of professional development opportunities for faculty teaching the First Year Seminar classes, whether in person or online. Wuellner stated at the last university she worked at the first-year experience course was an introduction to college course in the student's major. There was guidance as to what the course needed to include but also flexibility. Harms noted that developing critical thinking skills was the purpose of LOPR 126 that the Council agreed on when designing the new program. Brown reminded the Council that SVC Bicak's charge was that LOPR 126 should not replicate LNSK 103. Blauwkamp indicated that, since LOPER 1 had just been implemented last year and already the Council had changed its requirements, abandoning the team-taught, problem-focused approach in favor of the wellness proposal would be problematic at this time, despite Larson's proposal having a lot to recommend it. There was general agreement that faculty should be mindful of students' mental health needs and that students generally take LOPR 126 in their first semester of college. Reeves reminded the Council that the Library has a guide with its resources for inclusion in LOPR 126 and provided the link: (<https://guides.library.unk.edu/Loper1>)

III. New Business:

- SVCAA Dr. Kristen Majocho (see above)
- Preliminary Spring 2022 assessment report
- Brown stated the preliminary assessment report is posted on the GS Council Canvas organization and asked the members to review the report for discussion at the October meeting. Once the Council has finalized and approved the report, it will be distributed to campus. The plan is also to hold some 'debriefing' meetings with faculty about the new assessment process and this first semester's results. It will take a few semesters of data collection to determine how the program is working, but the preliminary data show very few courses where students performed more than two standard deviations below the mean for the courses in that LOPER category. Blauwkamp asked that, in addition to the number of class sections assessed, the report also shows the number

of class sections taught in each LOPER category, so we can judge the rate of compliance with assessment reporting.

Hinga observed that the reflection questions might be used to demonstrate to HLC that instructors are 'closing the loop' by making changes to the courses in response to what was learned from assessment data. Blauwkamp noted that instructors could also be asked to communicate examples of changes they made from last semester to this semester, as departments and programs typically do for their annual assessment reports in Weave.

Brown reminded the Council that the timeline on the pilot of ITEC 290 as an option in LOPER 3 (Oral Communications) is for the Council to make a recommendation to SVCAA Majocho by November. The comparative data for ITEC 290 from Fall 2021 and Spring 2022 and for SPCH

100 in Spring 2022 are in the preliminary report and showed no statistically significant differences across courses or semesters.

- To be completed this year: Brown indicated that Tristan Larson is expected to join the Council as the new student representative at the October meeting but was unable to attend this meeting. One of Brown's projects for this year is to work with the student representative on a process to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Studies courses.

- Course proposals (new): Nothing submitted.

IV. Other:

V. Adjournment: Berrier/Dillon moved to adjourn the meeting. Meeting adjourned @ 4:17 pm.

Next meeting: October 6, 2022 @ 3:30 pm-Warner Conference Room, Warner Hall or via Zoom

To: Members of the UNK Faculty Senate
From: Dr. Maha Younes, Chief Diversity Officer
RE: UNK Inclusive Excellence Strategic Plan

I appreciate your consideration of UNK's *first* DEI Strategic Plan for Inclusive Excellence, and the feedback provided. Strategic plans are futuristic, highlight institutional vision and core values, and serve as a roadmap for accountability and achievement of institutional priorities. The implementation process will be *evolutionary* and require adaptation as we transform our work and campus. One of the challenges encountered in drafting action plans and metrics was the lack of institutional baseline information, which was addressed by examining current programs, the Kaleidoscope report, and the UNK Factbook. We also relied on collaboration and input from the broad coalition of stakeholders who were involved in drafting the plan and consulted offices that were relevant to the implementation of priorities. The implementation process will be driven by best practices and assessment measures to establish baseline information and support accurate benchmarks that guide our decisions.

Budgetary concerns are real and a constant in higher education. Most of the outlined initiatives will require thoughtful evaluation of our current policies and practices without monetary allocation. The few budgetary allocations requested such as support for ADO (Academic Diversity Officers) are intended to ensure stakeholders engagement and grassroots representation. Supporting the professional development needs of faculty and staff is paramount to increasing their DEI capacity, improving their pedagogy, and transforming our campus climate and culture. Investments in the recruitment, retention, and success of *all* students, faculty, and staff is funding worthy, and for those from underserved groups it can make a world of difference.

This five-year strategic plan *will unfold in phases* and starts by building the transformation infrastructure through the ADOs and in collaboration with all divisions. In consideration of your feedback, the following modifications were made to the plan:

- Plan initiative 3.1 and 3.2.2 were combined to eliminate redundancy.
- Plan initiative 3.2.1 references the UNK policy statements, which includes the diversity and inclusion statement e-mailed by the SVCAA. Inclusion of these university policies in all course syllabi is required; some faculty either exclude the statement or modify it, which is a concern. The language related to the addition of learning objectives to the statement was modified to allow flexibility, but this may be less relevant as faculty adopt culturally responsive practices. This warrants the tailored approach of having ADOs assess the needs and the orientation of their respective college.
- Language was modified for 1.2 to promote consistency between divisions and colleges.
- Strategic goals 2.1 and 4.2: These focus on strengthening UNK's recruitment, onboarding, and retention of all faculty and staff to support their sense of community, belonging, and retention.

Thank you for your work and representation. Your support of this plan will demonstrate our institutional commitment to inclusive excellence and becoming a "university for everyone".

The Journey Towards Inclusive Excellence
University of Nebraska at Kearney
Five-Year Strategic Plan

Introduction

The University of Nebraska at Kearney (UNK) is committed to being a premier undergraduate university with a vision for providing, “a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society.” This vision values academic quality, student-centered learning environment, people and their diversity, and responsible stewardship. Mission imperatives emphasize the recruitment, retention, and need for supporting diverse students, faculty, and staff; intentional strategies to serve the needs of all stakeholders on and off-campus and within our region and state.

Realizing the aspirations and strategic priorities of the University of Nebraska System and UNK related to diversity, equity, and inclusion (DEI) requires sustained and purposeful commitment and accountability strategies that engage all stakeholders. Inclusion and belonging greatly matter and promote the recruitment, retention and well-being of students, faculty, and staff while ensuring institutional sustainability.

The Case for a UNK Diversity, Equity, and Inclusion Strategic Plan:

- Highlights compliance with The Higher Learning Commission (HLC) accreditation requirements for equity, diversity, access, and inclusion.
- Demonstrates UNK’s strategic alignment with the University of Nebraska System’s DEI priorities.
- Responds to regional and national demographic changes and the increasing diversity of students.
- Establishes a roadmap that communicates to all stakeholders UNK’s vision, commitment, and initiatives to achieve DEI strategic priorities.
- Provides a campus-wide structure for transformation that includes leadership commitment; campus climate and culture; faculty and staff; student recruitment, enrollment, retention, and success; curricular and co-curricular experiences; and regional and statewide collaborations.
- Nurtures ongoing assessment and data-driven decision making to inform recruitment, retention, and successful outcomes for students, faculty, and staff.

The 2018 Kaleidoscope Group Report: In 2017, UNK contracted with The Kaleidoscope Group to conduct a DEI campus-wide review, which included surveys, secondary documents, and focus groups with students, faculty, staff, administrators, and community representatives. The outcome revealed significant gaps in the recruitment and retention of diverse representation of African American and Hispanic students, faculty, staff and administrators. The 125 page report also

provided a good number illuminating findings and helpful recommendations to advance DEI on campus. This proposed DEI plan addresses the findings and the recommendations, which calls upon the university, “to expand and enhance policies, practices, and procedures to foster diversity and inclusion.” Most importantly, it documents our individual and institutional responsibility as a agents of change to promote an education that serves all constituents.

<https://www.unk.edu/about/files/unk-diversity-and-inclusion-report.pdf>

The University of Nebraska System Five-Year Strategic Plan

Under the leadership of President Ted Carer, the University of Nebraska System updated its five-year strategic plan on June 23, 2022. The mission statement highlighted the university’s commitment to “transform lives and communities in Nebraska and around the world. The four campuses of the University System bring unique strengths together 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 addm “ 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.”

[University of Nebraska Five-Year Strategy Updated June 2022.pdf](#)

University of Nebraska at Kearney 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 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 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 facilitate the implementation of DEI policies and initiatives.

Success Metrics:

- The CDO will collaborate with stakeholders within colleges and divisions to appoint an ADO to spearhead DEI institutional priorities by the end of year one.
- ADOs will collaborate with the CDO to advance DEI best practices within their college/divisions and serve as representatives on the DEI Leadership Council.
- The ADOs in collaboration with the CDO will establish a process for fostering the integration of DEI institutional priorities through mission statements, goals, policies, and practices by end of year one.
- The integration of DEI into mission, goals, policies, and assessments of colleges, departments, and divisions will be achieved *by the end of year two*.

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 support the role of ADOs, within colleges, Graduate Studies, and divisions to support 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 support the role of ADOs within colleges, Graduate Studies, and 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 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 and implement 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: Administrative support will be provided 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 course content and delivery, experiential learning (EL) designated courses and other experiences such 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 and experiences 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) to promote equity and access for all students, faculty, and staff with all abilities. 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 assess needed improvements to UNK structures, policies and practices that impact 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 impact 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 Counsel 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)

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

Plan Initiative 3.1: provide professional development opportunities to foster implementation of inclusive curriculum and pedagogy to address the diverse needs of students.

Success Metric: The CDO and ADOs will assess the professional development needs of faculty and staff related to inclusive and provide professional development opportunities to build their capacity and foster their preparedness for inclusive excellence in teaching on an annual basis.

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

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 3.2: (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: Ensure the inclusion of *UNK Syllabus Statement of diversity and inclusion* in all course syllabi and explore the addition of DEI learning outcomes to the same syllabus statement to encourage faculty to encourage culturally responsive teaching.

(https://www.unk.edu/academic_affairs/asa_forms/course-policies-and-resources.php)

Success Metric: Engage Deans and Department Chairs to ensure the inclusion of the *UNK Syllabus Statement of Diversity and Inclusion* in 100% syllabi by the end of year one.

Success Metric: Engage college ADOs in exploring the addition of DEI learning outcomes to the current *UNK Syllabus Statement of diversity and inclusion* to encourage faculty adoption of culturally responsive teaching by end of year two.

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 pursuit of external 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 to support diversity, equity, and inclusion in the classroom and on-campus.

Success Metric: Support faculty research on diversity, equity, and inclusion to inform teaching, advising, mentoring, more inclusive classrooms and students centered services.

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: Assess 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.



University of Nebraska at Kearney
Faculty Senate Resolution
In Support for the Diversity, Equity and Inclusion (DEI)
Five-Year Strategic Plan

WHEREAS, the University of Nebraska system has 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;” and

WHEREAS, 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;” and

WHEREAS, the plan highlights academic quality, access and success, an emphasis that people matter, and responsible stewardship as core institutional values that drive campus initiatives; and

WHEREAS, 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 of the classroom that is grounded in the principles of academic freedom and academic responsibility;

NOW, THEREFORE, BE IT RESOLVED that the University of Nebraska at Kearney Faculty Senate, as the official voice of the UNK faculty, herein expresses its support for the DEI Five-Year Strategic Plan and extends its support to the implementation of the DEI Strategic Plan Priorities and Goals across all university structures.

Derek Boeckner, Faculty Senate President

Date: October 6, 2022

Executive Committee Members: Chris Exstrom, President-Elect, Martonia Gaskill, Past-President; Christina Sogar, Secretary; Alejandro Cahis, Faculty Representative; Dawn Mollenkopf, Parliamentarian.