I. Call to order
II. Roll Call
III. Approval of Agenda
IV. Action on Faculty Senate Minutes: 06April2023
V. Special Presentations
   A. Jon Watts
   B. Resolution: Martonia Gaskill
VI. Reports of Faculty Senate Standing Committees
   A. Oversight Committee:
      i. Election of officers and Oversight
   B. Executive Committee: 10April2023
   C. President’s Report:
   D. Academic Affairs: 20April2023
   E. Academic Freedom and Tenure Committee: Spring 2023
   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: 31March2023
   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: 13April2023
   B. General Studies Council:
   C. Diversity, Equity, and Inclusion Leadership Council
   D. Strategic Planning Committees:
IX. Unfinished/Old Business
A. Climate Survey Response Presentation Follow-Up
X. New Business
   A. Plan of Action Discussion
XI. General Faculty Comments
XII. Adjournment:
7:00 p.m. – April 6, 2023
Antelope Room – Nebraskan Student Union
Faculty Senate Website:
http://www.unk.edu/committees/faculty_senate/index.php

I. Call to order

II. Roll Call. **Present:** Sens. Abbey, Agrawal, Armstrong, Bauer, Bell, Boeckner (president), Cahis, Exstrom (recorder), Gaskill, Ghazi Saidi, Himmerich, Hobbs, Hoehner, Johnson, Louishomme, Ludwig, Mollenkopf, Nies, Rapien, Shaffer, Strain, Van Ingen, Wadkins, Ziolkowski. **Absent:** Sens. Borchard, Borden, Chaffin, Clark, Sogar

III. Approval of Agenda (**Sens. Louishomme, Hoehner – unanimously approved**)  

IV. Action on Faculty Senate Minutes: 02March2023 (**Sens. Hobbs, Louishomme**)  

**Sen. Louishomme:** AVCSA George Holman said Nebraska population is decreasing. According to state statistics, Nebraska went from 1.8 to 1.96 million people. Public and non-public high school graduates increased from 2011 to 2022. What statistics were AVCSA Holman representing?

**Sen. Armstrong:** Population is decreasing outside Lincoln and Omaha.

**Sen. Louishomme:** Maybe recruiting efforts should focus on where high school students are graduating.

**Pres. Boeckner:** Will ask cabinet for clarification.

**Minutes passed unanimously**

V. Special Presentations

A. Kelly Tuttle Krahling, Assistant Director of Student & Family Transitions – informational presentation on 2023 Blue Gold Welcome (BGW)
4 phases – Programming will be created for the first six weeks of the semester. In response to previous student feedback saying they were pushed to join organizations in first six weeks before they knew about their academic demands

Evaluate after Oct. 1 (survey)

Phase 1 (New Student Enrollment (NSE) to August 17) – Students will receive eight emails that come in chunks, social media reinforcing, parent portal. The #1 driver of students being involved in something was parent/family encouragement. Student will receive a take-home checklist from NSE that includes conversations that should happen over the summer to help students and their families be ready at start of fall.

Phase 2 (BGW) – Friday move-in. The following are planned: academic open houses, parent meetings, parade of Lopers/convocation, Blue Gold (BG) showcase/picnic, legacy/first-gen events, concert with hired band and party

Looking for all of our academic departments to participate. If any department wants to have family meetings, this is a good time

Saturday consists of mostly student affairs/engagement events. Students will not dictated to go to things but instead incentivized. Micro-events have been shown to be effective. Many will be offered simultaneously (34). We are taking suggestions, no maximum except for physical room limits,

“Verified first-day ready” activities – students get badges for completing. Labeled L, O, P, E, or S

Sunday – Saturday overflow, service project (sharing positive messages around campus), “last-chance” for bookstore, etc. to be ready for classes

Sen. Van Ingen: Last year there were big college meetings and a lot of location confusion.

Ms. Tuttle Krahling: That won’t happen this year, We want faculty in their departments.

Sen. Van Ingen: On Friday?

Ms. Tuttle Krahling: Yes

Sen. Strain: What does work 1 on 1 mean?

Ms. Tuttle Krahling: We expect students to arrive in small group in contrast to big college gatherings. (Sen. Van Ingen: Faculty were at tables with students.) Students will move at their own pace with scavenger hunts (to find advisors, depts., etc.). Probably small group interactions (5 or so at a time.)

Pres. Boeckner: Do we just talk about usual academic recommendations? Should we expect students who come to us to be in our major or general students?
Ms. Tuttle Krahling: Both. Goosechase software to guide scavenger hunt (check pics, etc.)

Sen. Ghazi Saidi: Will departments have their own displays/presence or will larger initiatives (e.g., UG research) have tables across departments?

Ms. Tuttle Krahling: Can vary – go with whatever makes more sense.

Sen. Ghazi Saidi: Each department may look different?

Ms. Tuttle Krahling: Yes

- Phase 3 (first 6 weeks of the semester) – 6 themes, 1 per week, connected to the Be The Difference Curriculum and run primarily through Presence. For example, Youthrive, gives students skills to get through tough times. Students will get an e-mail every Monday with a theme and what they can do.

Pres. Boeckner: What are the themes?

Ms. Tuttle Krahling: Personal growth, prof development, community engagement (will break into 6 with more specific names)

- Phase 4 (semester week 7 and beyond) – 6-week survey, shift focus to impacts/outcomes, 0-4 Likert scales

- Questions?

Sen. Van Ingen: What is the same as last year?

Ms. Tuttle Krahling: We still have the convocation, parade of Lopers leading into convocation, BGW showcase, concert (moving to Friday), Playfair (moving to Saturday). We are showing the same videos but they are moved up into summer, photo shoots, transfer students event (moving to Saturday).

Sen. Ghazi Saidi: Working with younger students, they are shy, having friend along would help – can students bring a friend even if they aren’t going to UNK?

Ms. Tuttle Krahling: We may be hesitant about non-UNK students. Loper Leaders are there to help shier students. Parents/families may still be with some students.

Ms. Tuttle Krahling: Reach out to me if you think of anything we are missing.

Pres. Boeckner: Saturday seems overwhelming.

Sen. Himmerich: Will groups of activities be tracked under LOPES categories?
Ms. Tuttle Krahling: Yes. E-mails will highlight specific paths to start on. Some events will only attract a small number of students anyway.

Pres. Boeckner: Are events scheduled one every 15 minutes or repeated sessions throughout the day?

Ms. Tuttle Krahling: Both

Pres. Boeckner: Are all events at the same place on campus?

Ms. Tuttle Krahling: Concentrated in Ponderosa rooms and large lecture halls in Copeland

Sen. Ghazi Saidi: If departments participate, they must go to those spaces?

Ms. Tuttle Krahling: On Saturday, yes – on Friday, they stay in their academic departments.

Sen. Strain: I have online students watch two videos – one for pts and one is optional. Almost no one watches the optional one. Is there a way to ensure the students see important videos?

Ms. Tuttle Krahling: Yes, can track videos to a point – check if e-mail opened and video click-through.

Sen. Van Ingen: Can you put the videos on Canvas?

Ms. Tuttle Krahling: We can look into it. It’s good to get it in as many places as possible.

Sen. Gaskell: Videos are for students who are coming to campus – they are excited. Class videos may not be as popular because they are for learning.

Sen. Van Ingen: How many videos?

Ms. Tuttle Krahling: Eight e-mails, most with one video, some with two.

Sen. Ludwig: How is the library involved?

Ms. Tuttle Krahling: We’d love for you to be involved on Friday & Saturday but we are aware of renovation. Around the middle to end of next week, e-mail will go out asking for groups to sign up for events/programs, any suggestions about things missed.

VI. Reports of Faculty Senate Standing Committees
   A. Oversight Committee:
Pres. Boeckner: Oversight continues to work on updates to constitution – these will come forward in the fall.

B. Executive Committee: 20 March 2023 (no comments or questions)

C. President’s Report:

Sen. Louishomme: What was the urgency for Amy Rundstrom’s termination? Bad timing with John Gibbs on parental leave.

Sen. Exstrom: John Gibbs is back in the office

Pres. Boeckner: Administration did not say, we can keep pressing.

Sen. Louishomme: It is the worst possible time to let that person go

Pres. Boeckner: Agree

Sen. Louishomme: Bizarre, inexplicable

Pres. Boeckner: We can expand on that discussion – put off later

Sen. Strain: What was the general discussion on where advising is housed?

Pres. Boeckner: We will discuss what advising will look like in fall

Sen. Wadkins: They will make decisions without long-term staff in place?

Pres. Boeckner: There will be faculty involved, CTE will be incorporated – yes, Amy was a great resource.

Sen. Shaffer: Has the climate survey committee met with the administration?

Pres. Boeckner: They will on the 12th

Sen. Shaffer: The administration is worried about throwing the word “morale” around?

Pres. Boeckner: They ask specifically what does morale mean? What impacts it?

Sen. Shaffer: We’ll get that across in climate presentation?

Pres. Boeckner: They want to make sure that what we think will improve morale will actually improve it.

Sen. Himmerich: Did admin agree that morale is down?
Pres. Boeckner: We haven’t presented it to them yet – here, I think we make a pretty strong case. Feels like that’s the right word. We have communication, other categories – we want actionable things.

Sen. Johnson: How does that connect with low turnover compared with other campuses?

Pres. Boeckner: I was asking a question about that. We need to track down more specific data.

Sen. Ludwig: In some areas, there is a lot of turnover.

Pres. Boeckner: We can reach out to Scott Benson for data.

Sen. Ghazi Saidi: We tend to hire lots of local people – they may not leave UNK if they like Kearney.

Sen. Shaffer: Disagree – I hope we would agree on our mission that is different from UNL and UNO.

Sen. Ghazi Saidi: UNL has more non-local faculty.

Sen. Agrawal: Climate survey was done last year – with only one snapshot it is difficult to determine trends.

Sen. Strain: 74 faculty voluntary left in last 5 years

Pres. Boeckner: 25% - 5% per year.

Sen. Gaskill: The goal is to collect longitudinal data – the survey will be repeated periodically.

Pres. Boeckner: Are we expecting a climate survey next fall?

Sen. Gaskill: Every year or every other year

Sen. Hoehner: Evaluation criticism – too many home-grown faculty but when we have diversity, we really bring them into the community.

Pres. Boeckner: Maybe we bring them into the community which they like.

Sen. Louishomme: Why the long lag time since the last survey?

Pres. Boeckner: Can find out when next one will be conducted.
Sen. Van Ingen: Microsoft is going to incorporate ChatGPT 4, underscores urgency for faculty to take position on plagiarism and AI.

Pres. Boeckner: ChatGPT 4 is improved over 3. Turnitin now has AI checker.

Sen. Strain: Do we have access to that?

Pres. Boeckner: Don’t know

i. Annual Faculty Senate Status Report (no comments or questions)

VII.
A. Academic Affairs: 23 March 2023

Sen. Van Ingen: 6-week grade check voted in? Faculty Senate disapproval registered?

Sen. Shaffer: Yes and yes.

B. Academic Freedom and Tenure Committee:
C. Academic Information and Technology Committee:
D. Artists and Lecturers Committee:
E. Athletic Committee:
F. UNK Online Committee:
G. Faculty Welfare Committee:
H. Grievance Committee:
I. Library Committee:
J. Professional Conduct:
K. Student Affairs:

VIII. 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:

IX. Reports from Academic Councils
A. Graduate Council: 09 March 2023
B. General Studies Council: 02 March 2023

Sen. Louishomme: I’m concerned about the changes in voting. It is not just nor democratic to not have proportionate voting rights.

Pres. Boeckner: SVCAA Majocha doesn’t necessarily need/want it to be democratic.

(Some discussion on comparisons between democracies and republics)
Sen. Louishomme: We collectively can differ from the SVCAA.

Pres. Boeckner: The Faculty Senate ad-hoc General Studies Governance committee is also working on recommendations – we have a mission statement, working on governance language, should have something by end of semester. Will take to the committee the note about representation.

C. Council on Undergraduate Education:  
D. Student Success Council:  
E. Equity, Access, and Diversity Committee 
X.Unfinished/Old Business

Attendance policy

Pres. Boeckner: We will put this through academic affairs in fall.

A. Faculty Welfare Recommendations on Overload Policy

Went to Deans Council for recommendations – some changes made to item #3

Sen. Shaffer: We were under the impression that you couldn’t get overload if you had any release time.

Pres. Boeckner: I thought that a department Chair and SVCAA could grant special overloads.

Sen. Johnson: Where do summer classes fit in?

Sen. Shaffer: Summer operates differently – so things are up to the Dean?

Motion to approve (Shaffer, Wadkins) – no discussion, passes unanimously

Sen. Strain: Where does this go after passing – can we ensure that it is enacted if administration approves?

Pres. Boeckner: We’ll track it

Sen. Strain: Which office uploads it to website?

Pres. Boeckner: Webmaster’s office? We will figure it out.

XI.New Business
   A. AFT Recommendations on Post Tenure Review Policy

Sen. Exstrom (chair of the AFT committee that drafted the 2014 document): We wanted to account for directors of programs that weren’t departments but still had independent rank & tenure processes (noted pairs of merged departments resulting from the 2002-03 budget cuts)

Sen. Johnson: What if Chair is reviewed?

Sen. Van Ingen: That’s accounted for in the policy

Sen. Van Ingen: How are “peer-review” committee and “rank and tenure” committee defined? (p. 45 of packet) (Discussed three options given on pp. 44-45 of packet)

Sen. Shaffer: We (Biology) had a separate review committee that the Dean approved/appointed. The faculty member being reviewed chose someone, I (as dept. chair) chose someone, and an external person was chosen. The committee made a recommendation, I gave a statement, and all tenured faculty voted. Being in such a large department, we didn’t want all tenured faculty knowing every detail of the review.

Sen. Van Ingen: Should an outside person be on committee for objectivity/consistency purposes?

Sen. Ghazi Saidi: Do we have clear criteria for tenured faculty?

Several senators: Left to department guidelines.

Sen. Van Ingen: 2023 option (p. 45 in packet) – should outside person be included in the five committee members stipulated?

Pres. Boeckner: Are there concerns about retribution if committee members are lower-ranked?

Sen. Shaffer: Can’t always help this – many chairs are associate professors.

Motion to approve the 2023 revised document with the committee composition amended to “five tenured faculty members, including one from outside the department”. (Hobbs, Wadkins)

Discussion

Sen. Strain: We are excluding lower-ranked faculty?
Sen. Van Ingen: No

Sen. Strain: Is a grievance avenue available? (Sen. Van Ingen quoted the end of policy.)

Motion passes unanimously

XII. General Faculty Comments

Sen Van Ingen: Amy Rundstrom was summarily dismissed. Carol Lilly wrote and circulated a letter that 215 people signed: over half were faculty, others included staff, retired faculty, 30-40 students, and 50 signed anonymously (many staff). This is in stark contrast to post-tenure review and to what VCEMM Kelly Bartling has told the Senate about building community. A lot of sentiment is circulating about how firing Amy was hurtful for morale. We don’t know particulars – Amy doesn’t either. I want to document this incident then follow up with discussion.

Sen. Van Ingen reads this letter (attached at the end of these minutes) into the record.

Sen Van Ingen: Comments/feedback?

Pres. Boeckner: We were not given a reason.

Sen. Wadkins: If we redirect faculty when they underperform, why not staff?

Sen. Gaskill: Staff have no protection – made the wrong person mad.

Sen Van Ingen: VCEMM Bartling has a lot of direct reports – who is holding her accountable for her job? Enrollment is one of our biggest issues. Is this dismissal a red herring? This discussion is not just about this dismissal. Where are the metrics for her performance? We have a new CRM. Are admits 500 greater than last year? Numbers seem to move around. The problem is not advising. Point of culture – UNK is unique, not too big not too small. Behavior of firing people without cause/consequence is problematic.

Pres. Boeckner: No one feels good about this situation – do we want to talk about VCEMM Bartling?

Sen. Ghazi Saidi: Is this a personal problem or systemic one?

Sen Van Ingen: Important to register that just because this is legal, it’s not necessarily ethical.

Sen. Ludwig: There are improvement plans in place for staff – maybe this was happening or not.

Pres. Boeckner: What directions do we have to move forward?
Sen Van Ingen: What are VCEMM Bartling’s metrics/accountability? Admit numbers are good but our department visits are down.

Sen. Wadkins: Are there problems with the admissions office? Lack of communication with departments?

Sen Van Ingen: We are not allowed to write follow-up letters to prospective students who visit our department. Is marketing following up? Following-up on where/why students are enrolling? It seems shocking that enrollments were down.

Pres. Boeckner: We can measure enrollment. What can we tie admissions to?

Sen. Shaffer: Campus visits, organizational outreach. Visits are passed to departments – what is the administration doing with this extra time?

Sen. Rapien: Lack of transparency, speculation runs rampant, brings down morale, all are connected.

Sen. Ghazi Saidi: About system issues, can we request evaluations of administrators?

Pres. Boeckner: We advocated for Dean evaluations a few years ago

Sen. Ghazi Saidi: something permanent

Sen. Rapien: Even the administration was lukewarm that anything would happen with the climate survey results.

Sen Van Ingen: We have administration and support staff – if everything was working well, we wouldn’t know their names, we could focus on faculty and students. We have to keep up our work with students while dealing with disfunction at both ends.

Sen. Rapien: And recruiting. I’m here for the mission but I feel like I can’t get to it.

Pres. Boeckner: We have data we can ask about: CRM, campus visits, enrollment, communication, transparency. Not sure how to measure some of that. Thoughts?

Sen Van Ingen: Enrollment numbers/results

Sen. Hoehner: Administrator evaluations (360)

Pres. Boeckner: Sign up for Faculty/Staff Club (4-6 pm, Friday, April 7). Comments on syllabus requirements – website for reference?

Sen. Shaffer: Use the HLC template for syllabi.
Letter of Concern regarding Amy Rundstrom
We the undersigned seek to register our growing concern over the policies carried out by the Executive Cabinet of the University of Nebraska Kearney. The immediate spark for this letter is the shocking and entirely unexpected removal (whether through firing or pressure to resign) of Amy Rundstrom from her position as Director of Academic Advising and Career Services. Faculty, Staff, and members of the broader Kearney Community all know Amy as one of the university’s most effective, intelligent, and dedicated employees.

A lifelong Kearney resident, Ms. Rundstrom began as a student at UNK receiving her B.A. and Master’s Degree from the History Department. She has been employed at UNK in the Office of Academic Advising since 1999 and has served as Director of Academic Advising since 2013. In those 24 years, she has never received a single negative Performance Evaluation. On Tuesday afternoon, without warning, she was informed by her supervisor, Kelly Bartling, that “one way or another we are parting ways today.”

Amy’s dismissal is an enormous loss to the UNK family. Faculty on campus see the Office of Academic Advising and Career Services as critical to the University’s mission largely thanks to Amy’s leadership and her unique ability to represent the interests of both students and faculty. As a former student, she understands and cares deeply about student needs and perspectives. But she also has a clear grasp of what faculty do and how they do it. Thanks to her extensive academic background and accomplishments, she has been asked over the years to serve as an adjunct instructor in four different departments on campus: History, International Studies, French, English, also teaching classes in English as a Second Language and Learning Skills.

Those experiences, along with her longevity and personal connections have made her a true asset to faculty, but especially to every student. She is extremely knowledgeable about every department and every major. That is why faculty are so happy to send students to her, why students and their parents trust her, and it is why she was tasked with the job of advising students in the Bachelor of General Studies major.

None of us are perfect; Amy has flaws as do we all. But the skills and strengths she brings to the university, its students, and faculty far outweigh any mistakes she may have made. Amy’s reputation is beyond reproach. By treating her as it has, the University’s Executive Cabinet has shown extremely poor judgement and done irreparable harm to our campus and the family that UNK once represented.

In fact, however, Amy’s dismissal is only the most recent and most egregious case in a long line of such decisions. Just in the last three years dozens of people, many of whom, like Amy, had worked at UNK for over 20 years were dismissed, forced to resign, had their positions terminated, or gradually found their jobs so uncomfortable that they retired or sought employment elsewhere. While few had as strong a reputation as Amy, many were treated with such disrespect and such a lack of transparency that staff on at UNK have come to feel entirely expendable and at constant risk.
UNK used to be a community, indeed a family, where faculty and staff felt respected, trusted, and valued. Sadly, many no longer feel that trust and respect, but we the undersigned feel strongly that the UNK administration must be made aware of the impact these decisions are having on morale. Many of us have worked here for well over 20 years. Never before have we heard such overwhelming despair expressed in comments like, “What is the point of even working?” “If they fire those who care the most and try the hardest, why bother?” “Do I really even want this job?”

We understand that much is expected of us; we expect it of ourselves! Accordingly, we have the right and responsibility to ask just as much of our administration.

We seek the right to due process for all UNK employees. Any member of staff, faculty or administration who underperforms or fails to live up to the standards of their job expectations should be able to expect that their supervisor will indicate any errors, provide guidance on how best to improve, and offer advance warning of the consequences in case of continued poor performance.

While such a response, may not be legally required, it is what we should expect from the family that UNK has always been to its employees. At the same time, employees who have not made serious mistakes or underperformed, should not be forced to resign “For no cause” as was Amy Rundstrom.

Finally, Amy’s dismissal, like the others, is a stark reminder of the need for more clarity and transparency about where we are heading as a university. If abrupt firings like Amy’s are part of a plan to increase enrollments, that plan is not working.

Thank you for your consideration.
Old Business

- Committee Updates
  - General Studies: Ad Hoc committee currently proceeding with small group work; will come back together to form cohesive response by the end of this semester. Proposing all courses meet an aspirational or practical goal. Focus is on the governance of the program.
  - Oversight: Continuing constitutional review.
  - Welfare: Overload policy reviewed by FS; moved on to Dean’s Council and Union for approval.
  - AFT: Post-tenure review policy will be sent to Cabinet and Dean’s council for feedback.
  - Bullying Prevention: all trainings have been tested.

- Climate Survey Response: Presentation to Administration on 4/12/2023. Another system-wide climate survey will be conducted in the fall.

- Administrative Evaluations: Currently Dean Reid and Dr. Falconer are being reviewed through 360 process.

- 6-week Grade Report: FS not in favor. Academic Affairs approved. Should policy go from AA to FS instead of reverse? Derek will check in with Deb Bridges and plan to revisit 6-week grade report.

New Business

- Agenda for Wednesday
  - Climate Presentation
  - Administration reviews
  - OSP/Personnel changes
  - Questions from FS:
    - Historical data on enrollment
    - Data on system-wide faculty turn-over

- Fall Retreat: Will invite John Gibbs to discuss Advising.

General Discussion
General Comments: Discussion on how to take nominations for Executive Committee. With the exception of parliamentarian (3 years), all officers serve a one-year term. President and Past-President not voted on. Executive Committee and Oversight has recommended ballot. Oversight will send out request for nominations for FS Representative, Parliamentarian, Secretary & President-Elect. Will also take nominations from the floor.
UNK Administration & FS Executive Committee
Meeting Minutes

April 12, 2023–2:00 – 4:00 p.m. Warner Conference Room (Chancellor’s Dining Room)

Members, UNK Administration
Chancellor, Doug Kristensen
SVC Kristen Majocha
VCBF Jon Watts (absent)
VCEMM Kelly Bartling
AVCSA George Holman
SACEA John Falconer

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

Guests:
DCBT, Tim Jares
DCAS, Paul Twigg
DCOE, Mark Reid
DCTRL, Evan Boyd
Assoc Dean Megan Adkins
(for DGSAO, Mark Ellis)

Personnel Updates

• AVC for Research Position search
  o One fully qualified candidate who declined offer, negotiations failed
  o Will likely fail the search
• AVC for Academic Affairs search – internal search, taking applications
• Dean of Arts & Sciences search – internal search
  o Reasons for internal search: expensive to hire a search firm, confidence in quality of internal pool, want to quickly resolve instability in that position

Update on Martin Hall
• Fraternity chapters do not want to move into Martin Hall, citing high costs – conversations with admin are ongoing
• Admin laid out Martin Hall rates and design to the fraternities in 2020
• The fraternities want their freshmen to be housed there, admin wants returning students
• Rates are equivalent to living in suites, higher than URN/URS, which were based on Men’s Hall
• General enticements for returning students include 12-month contract, junior/senior meal plan

**Discussion of increasing Nebraska population comments to Faculty Senate by AVCSA Holman at March FS meeting**

• Population of certain parts of Nebraska are decreasing, only in a few counties, population is increasing
• Rural population decrease expected to persist long-term with most people moving to Omaha, Lincoln, Sarpy County
  o In rural areas, Kearney and Grand Island are growing with Norfolk and Columbus stable or maybe growing a little – health care and business communities in Kearney are huge recruiting assets
• Admin asked how this affects targeting of marketing and recruiting
  o Generally covering all areas in the state – tend to prioritize high schools that we have relationships with
  o Difficult to get into Lincoln and Omaha – trying alternative ways to make contact through career fairs, etc.
  o Denver too expensive to market in
  o We must appeal to broader geographic region – advantage of addressing rural needs is that there are no “hard” boundaries
  o Noted the resident tuition for non-residents initiative, social media very important in recruiting
• Admin asked if the BOR would consider starting branch campuses in more remote cities (Scottsbluff, Norfolk, etc.) to spur growth.
  o No – the UNMC Nursing programs in Scottsbluff and Norfolk lose money but won’t be cut for political reasons

**Climate Survey Response from Faculty Senate presented by ad hoc Climate Survey Committee members**

[See enclosed Powerpoint slides]

Questions/comments from admin are in italics. Responses/comments from faculty senators and other discussion descriptions are in plain text.

*SVCAA Majocha:* This issue is taken very seriously by the cabinet and deans’ council. Will incorporate into the Academic Affairs strategic plan that is being developed. All of higher ed is
in crisis and under attack. The fact that you care is encouraging. This can be a moment to effect change.

VCEMM Bartling asked if there were areas where UNK faculty responses scored better compared to UNL and UNO?

Sen. Chaffin: Can’t recall any – other areas were comparable at best. We realize that it’s a hard situation managing tough decisions within a shared governance framework.

Dean Twigg confirmed that morale is talked about extensively at deans’ and chairs’ meetings. Noted that when hard decisions had to be made, transparency made it “easier” to take.

Sen. Borden emphasized that addressing these concerns should be a long-term endeavor.

Chancellor Kristensen noted that he sees the NU campuses from a different perspective and cares about UNK very much. Many people tell him UNK is a good place to work – this report says it’s not. The cabinet will look at this. What faculty does is very important and he is proud. He then noted that while he does not know how to run classes like faculty do, faculty do not know how to run a campus. It’s good that the cabinet meets with the FS executive committee every month – the questions raised are all legitimate. In the coming year, we have budget reductions to make and we are all short-staffed already. How do we decide? Input is one thing, decisions are another. How much communication do you want and from where?

Pres. Boeckner emphasized content of communication over quantity

Sen. Chaffin: This isn’t just a communication issue – survey results indicate that we’re making staff and administration happy.

Chancellor Kristensen noted that Staff Senate says we are making faculty and administration happy.

Sen. Ghazi Saidi said this survey was done in 2021. Annual evaluations are important but on this survey there were no questions to get at why people were unhappy.

VCEMM Bartling: Nor information on who individuals considered “administration” to be: chair, dean, vice-chancellor, chancellor?

Sen. Borden asked about the status of a second survey as well as access to the raw data from both surveys.

SACEA Falconer replied that the second survey was conducted by an undergraduate student for a research project. The analysis is not complete but data/results will be shared when they are ready. Admin does not have access to the 2021 survey raw data either. Questions were “standard” ones Gallup uses when surveying higher ed.

Pres. Boeckner stated that Faculty Senate does not view this as an issue just for admin to fix.
Chancellor Kristensen agreed and said that admin can provide a conduit. He views that managing is best done by discussions across a table instead of by survey.

Pres. Boeckner asked for suggestions on how to proceed. Dean Jares suggested continuing this conversation in the colleges to see how things look in different units. SVCAA Majocha repeated that these concerns will be addressed in the Academic Affairs strategic plans. There was general agreement across the table.

Regarding access to data that is used to help make administrative decisions, Sen. Borden described how important it is for admin to release everything possible – the standard being “unless there is a good reason not to”. Those who could be impacted by the data/decisions should have the opportunity to drill down and see what is behind the numbers.

**Discussion of Administrative Evaluations – schedule and basis of were requested from senators at the April 6 FS meeting**

- Every administrative staff and employee has annual evaluations, 360’s are scheduled less often
- Chancellor Kristensen evaluates all direct reports annually, is starting a process of 360’s – John Falconer and Marc Bauer undergo those this year
- President Carter evaluates the Chancellor and is evaluated by a BOR executive committee.
- Pres. Boeckner requested that admin share who is undergoing evaluations and their processes and bases in a regular fashion
- There was a brief discussion of advisory committees that some academic colleges and units have. Are there advisory committees in any of the non-academic divisions? VCEMM Bartling said the marketing division has an advisory committee with faculty representation. Sen. Exstrom asked for those faculty names. VCEMM Bartling said she would send us that information.

**Chancellor Kristensen Report**

- Budget cuts are on the horizon – we are already running “bare-bones”
- Legislature Appropriations Committee approved a 2.5% NU system funding increase
- 2023-2024 tuition rate still unknown – BOR will not determine until June
- At the system level, cuts will likely be allocated to the campuses in proportion to their existing budgets
### Background

- **Overview**
  - Major findings of note, regarding overall satisfaction:
    - UNK faculty scores were lower than UNK administration and staff on some important items.
    - UNK faculty scores were lower than those of UNL and UNO faculty on some important items.
    - UNK student satisfaction with faculty was at or above UNL and UNO on multiple items.

- **Background**
  - In Fall 2021, the Gallup Climate Survey was conducted across the NU System.
  - In Fall 2022 at request of Dr. Falconer, President Boeckner created faculty senate ad hoc committee to review results
    - We were charged with:
      - Examining the UNK data
      - Identifying themes from a faculty perspective
      - Offering ideas to address concerns

### Overview

- **Academic research on organizational climate** (Meyer et al., 2002) provides a model for interpretation
- The issues brought up by UNK responses can be examined in the context of:
  1. Trust
  2. Leadership
  3. Organizational support

### Benefits to the University

- These issues are important because they impact organizational commitment, which impact:
  - Firm performance (Budihardjo, 2014; Woznyj et al., 2018)
  - Productivity (Zhang & Zheng, 2009)
  - Retention (Ayuninnisa & Saptoto, 2015)
  - Reduced customer churn (Xiaobo Wu et al., 2012)

### Before we begin...

- **Intentions**
  - Start a genuine conversation about climate, shared responsibility
  - Building a bridge to increase perspective-taking
  - Advocate for faculty
- **Assumptions**
  - Good faith effort on both sides
  - Interest and willingness to collaborate to improve our climate
- **Friendly Reminders**
  - Some answers were not at UNK at the time of the survey, and some have changed positions
  - Everything presented today is based on factual data or experiences on campus
  - Goal is to provide "tangible" examples to help illustrate patterns in data
  - This is months' worth of work condensed into a very short time

<table>
<thead>
<tr>
<th>Table Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Table 1</td>
<td>Details of survey responses across campuses and UNK employee groups.</td>
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<tr>
<td>Table 2</td>
<td>Comparison of faculty satisfaction with other universities.</td>
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### Ad Hoc Faculty Senate Committee

- Daniel Chaffin, Karl Borden, Ladan Saidi, Christina Sogar, and Megan Strain
• Trust: Positive expectations individuals have about the intent and behaviors of multiple organizational members

Result of organizational justice (procedural, interactional, distributive)
– Fair and consistently applied policies and procedures are essential (Greenberg 1987, Tabibnia et al., 2008, Barsky, Kaplan Beal, 2011)

Leadership

• Leadership: walk the talk, create a vision, genuine concern for needs and feelings of followers, inspire creativity and innovation (Bass, 1999)
– Empowering people (values people)
– Humility (benefit from expertise of others)
– Authenticity (genuine integrity)
– Interpersonal acceptance (empathy and respect)
– Providing direction and stewardship (Van Dierendonck, 2011)

Organizational Support
**Organizational support:** The degree to which employees believe that their organization values their contributions, cares about their well-being, and fulfills socioemotional needs

- Important predictors of organizational support are fairness, supervisor support, organizational rewards, job conditions (Eisenberger et al., 1981)
- The organization cares about my opinion, about my well-being, organization considers my goals and values, help is available.

**Moving Forward**

- The committee believes that in order to see meaningful change, we (all of us) will need:
  1. An awareness/acceptance that there is a problem.
  2. A willingness to change processes, procedures, policies, attitudes, and behavior.
  3. A high degree of focused energy from all parties involved.

**Improving Leadership**

**Existing Strengths**
- How COVID was handled
- Managing our own risk
- Regular updates
- RF procedures followed
- Surgical and careful in decisions
- Aspects of shared governance
- Making difficult decisions, often “between a rock and a hard place”
- We know that some administrative decisions cannot or should not be shared with all of campus
- Boundaries

**Opportunities to Grow**
- Consider optics and faculty perspectives
  - Lack of information leads to negative attributions and uncertainty
  - Administrative lack of care or faculty concerns (e.g., COVID, RF/layoffs)
  - Administrative raises relative to faculty
- Communication
  - Transparency whenever possible, even if it’s “we can’t give updates until…”
  - Direct with faculty whenever possible (reduce opportunity for stoppages)
- Leadership training beyond just policies and systems, to lead well

**Increasing Organizational Support**

**Existing Strengths**
- Wellness efforts
  - EAP, human training
  - Wellness center
- Recognition of faculty efforts through awards
- Instructional designers, tech assistance, Canvas, continuing ed opportunities
- Grant opportunities and guidance
- Resuming CTE

**Opportunities to Grow**
- Workload expectations versus reality
  - Faculty being asked to add more to an already full plate
  - Breakdown of teaching vs. research vs. service may not be representative of weekly activities
  - Movement toward more faculty flexibility expectations and better work-life balance
- Increase consistency in ongoing recognition of faculty work across colleges
- Classroom tech “form over function”
- Equity coaches to better handle stressors and set up stronger departmental transitions

**Building Trust**

**Existing Strengths**
- Efforts to address this survey
- Involving faculty on campus committees
- Seeking feedback on CTE priorities
- Plans for faculty involvement in future strategic planning
- Being willing to meet with faculty leadership
- Asking for faculty input after candidate visits

**Opportunities to Grow**
- Approaches to seeking faculty input have often felt artificial
  - COVID, RF
  - Creation of climate survey itself
  - After-the-fact strategic plan approval from senate for HSC
- Mixed opportunities to use our expertise
  - Consistent policy use
  - Clarify on positions that are appointed vs. a campus search vs. a national search (e.g., admin positions, CTE director?)
  - When faculty assessment of student enrollment

**Evidence in Survey Responses**

- “In the last seven days, I have received recognition or praise for doing good work.”
  - Among UNK Employees:

**Evidence in Survey Responses**

- “How satisfied are you with your organization as a place to work?”
  - (% of respondents across campuses who are Satisfied)

**Action Items**

- Faculty climate being a priority in at least two ways:
  - A recurring topic on future agendas, decision-making processes
  - Extended future discussion session(s)
- Revisit and revise administration review processes
  - Occurring on an annual basis
  - Opportunity for administrators to demonstrate accomplishments
  - Creation of a faculty senate committee to review evaluations for transparency
- Recurring training to increase policy familiarity among faculty and administration
President’s Report for April 27, 2023

Overload and Post Tenure Review policy recommendations are back with Kristen and the Deans. They will likely be vetted by the Union as well. We are looking at how to proceed with updating these policies as the CBA was just approved this year (2023) and procedures on how to adjust policies that are tied to the CBA aren’t clear to all stakeholders at this point. The next negotiations take place in 2025, but we believe there are policies in place to allow for updates between negotiations.

Exec Committee also discussed how things are approved at the committee level vs the senate level as being slightly unclear. We’re working on clarifying that process and ensuring it is clear when something coming from committee is being approved.

Chris and I have a meeting with John Falconer, and General Council for the system this week to discuss how faculty, administration, and council see the roles of the FS standing committees in regard to conduct, grievance, and freedom and tenure issues.

Chris and I also will have a meeting with John Falconer, Scott Benson, and Todd Gottula to get more information about policies regarding communication of issues related to conduct, grievance, and freedom and tenure.

The Climate Survey Response team presented to the deans and cabinet and have been working with the deans to present to chairs and divisions. These meetings seem to be going well and administration looks to be engaged with what has been presented. We all understand that this is not something that can be fixed from top down, we need to actively pursue a workplace climate we wish to be part of as well, but administration does seem willing to support and play their part of improving the campus climate for faculty.

I met with Kelly Bartling last week to discuss concerns about and data from enrollment and marketing.

- Data
  - We have about 750 students already signed up for NSE. We had about 850 first time full time freshman for 2022, so optimistically are on track for at least that again.
  - Confirmation numbers are a little hard to compare year over year because the timing of when we asked for confirmation this year was later than last year, but it is up from 629 last year to 742 this year.
  - The number of out of state students admitted is down significantly year over year, but is inline with 2 years ago. Likely won’t hit the breakeven for New Nebraskan numbers.
  - The focus on health sciences looks to be working as those enrollment confirmations are way up. It’s not as clear about numbers for other departments.
- Concerns that were discussed
- Organization of recruitment events
- Communications from Admissions about what’s happening and how faculty can be involved
- Lack of transparency about what departments are doing/expecting and what admissions is doing/expecting
- Communication in general from EMM and timing of changes
- Seeming lack of accountability for perceived issues

- Takeaways
  - There is a Strategic Enrollment plan from 2020 that is being updated/reflectedor currently in a working document which Kelly has provided.
  - Distributing information about enrollment
    - Thoughts on how best to do this?
    - Suggested starting with attending Chairs meetings. Would we like more frequent updates at FS meetings? Invites to Department Meetings?
  - CRM is basically fully rolled out now, they are still adding new reports and functionality as we see need for it.
    - Cost is ~$500/license for 3 yrs. Discussed thoughts on if all chairs needed it. Training and more information about it would be helpful.
  - Faculty representation on advisory bodies/committees
    - Marketing already has this, discussed possibilities for enrollment and advising.
Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, April 20, 2023
Meeting held via Zoom

Present: Debbie Bridges (CBT), Steve Hall (CBT), Ralph Hanson (CAS), Kate Heelan (COE), Rachel Hammer (LIB), Joel Cardenas (AA), Lisa Neal (REG), Mark Ellis (AA)

Absent: Chance Bell (FS), Bailey Koch (COE), Julie Shaffer (CAS), Olivia Koenig (Student Senate); Zoie Jacobsen (Student Senate)

Guests: Derek Boeckner, Noelle Bohaty
*******

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

Bridges welcomed Committee members and requested a motion to approve the agenda. Hanson (Heelan) moved to approve the agenda. Motion carried.

Discussion moved to agenda items #255 - #291. Bridges noted that the subcommittee met last week and did not see any red flags. Bridges noted that the agenda items were all routine. Heelan (Hanson) moved to approve agenda items #255 - #291. Motion carried.

Neal asked the Committee for some input regarding the reporting of grades under the new Early-Term Grade policy. The timing of when grading would open and the deadline for submitting grades was discussed. Committee agreed that opening the grading on Wednesday of sixth week and submission deadline of the following Tuesday (seventh week) would be best option.

Bridges informed the Committee that the final wording of the Attendance Policy proposal had been received from Faculty Senate. Bridges reminded the Committee that the proposal will need to be sent to campus for review and feedback. Given how close we are to the end of the semester, Bridges suggested it might be a good idea to delay sending the proposal out until fall 2023. This would provide the College Committees time to meet and discuss the proposal and should increase likelihood of campus feedback. Hanson (Heelan) moved to delay sending Attendance Policy out for campus review until fall 2023.

Bridges informed the Committee that a proposal to change the Dean’s List policy has been received from Teacher Education. Bridges reminded the Committee that the proposal will need to be sent to campus for review and feedback. Given how close we are to the end of the semester, Bridges suggested it might be a good idea to delay sending the proposal out until fall 2023. This would provide the College Committees time to meet and discuss the proposal and should increase likelihood of campus feedback. Hanson (Hammer) moved to delay sending Dean’s List proposal out for campus review until fall 2023.

Neal informed the Committee of the need to address a request to deactivate the BA Art History program. The Coordinating Commission has informed the department that the program has not met requirements to continue; department submitted the proposal but college committee rolled it back. Administration expects the program to be taken down before fall 2023; thus, action on the proposal needs to be taken before the end of the semester. Bridges noted the Committee had two options – take an email vote on the proposal once it reaches the Committee level in the CIM system or to reflect approval of the deactivation in the meeting minutes and allow Committee Chair to move the proposal to the next level. Hanson (Heelan) moved to approve deactivation of BA Art History once it arrives at Committee level. Motion carried.

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

Bridges thanked the Committee for all of their hard work during the academic year and wished everyone
a successful end of the semester. Hanson (Hammer) moved adjournment. Motion carried and meeting adjourned at 3:45 p.m.

Respectfully submitted,

Ralph Hanson, Scribe
Approved via email, April 24, 2023

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2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
Academic Affairs Subcommittee 4/12/2023
Academic Affairs Full Committee 4/20/2023

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

Informational Item:

Courses approved by Beth Hinga to satisfy EXL requirement.
LNSK 217

Informational Item:

The Modern Languages department will replace the current subject code FORL with MODL. The language teaching profession writ large has moved away from the term “foreign” to provide a more accurate and inclusive term like “modern” or “world.” The Department of Modern Languages submitted a proposal to change the subject code from FORL to MODL. They’ve chosen MODL because it is a more transparent connection to the department. In addition, the prefix will make it easier for students to find relevant courses in the course scheduling and catalog. The CASC ed policy committee approved the new subject code on Tuesday, March 28, 2023. SVCAA Majocha is supportive of the change.

#255, Create, Minor, Statistics, MATH, CASC, This offering seems to be something missing from our programs of study that we can offer with not too much effort and is something relevant to current academics. There is reason to believe that with the new health sciences complex it will be beneficial to students to study statistics. There are also other areas in the natural sciences, social sciences, and business that might benefit from a statistics minor. Data science is also a hot area and students in CYBR has just introduced a Data Science Minor and this would complement that very well.

#256, Alter, Program, Aviation Comprehensive, B.S., ITEC, CBT, When changes were made last year to the Aviation program, ITEC 118 and ITEC 295 were added to the Flight Emphasis and mistakenly not added to the Management Emphasis. That has been corrected with this program change proposal.

#257, Alter, Program, Biology Comprehensive, B.S., BIOL, CASC, Change being made due to Chemistry changing the hours of Biochemistry and Lab (CHEM 351 and CHEM 351L). In addition, I noticed that BIOL 290: Evolution was not updated to BIOL 359: Evolution when the course number was changed.

#258, Alter, Course, Prerequisites, BIOL 401, BIOL, CASC, Principles of Immunology, We are change the prerequisites of the course due to Chemistry changing the hours of CHEM 351 and CHEM 351L; Change prerequisites, Old Value: BIOL 309 or CHEM 351 and CHEM 351L, New Value: BIOL 309 or CHEM 351.

#259, Alter, Program, Biology, B.S., BIOL, CASC, I noticed that BIOL 290: Evolution was not updated to BIOL 359: Evolution when the number changed last year. This has been fixed.

#260, Alter, Program, Business, Marketing, and Information Technology 6-12 Teaching Field Endorsement, B.A.Ed., MGT, CBT, Add additional options to the Management and Marketing course
selections to match department offerings. Removed Footnote 4 about a 400-level marketing course since this is not a program requirement. Updated CYBR courses to match their department changes.

#261, Alter, Course, Title, Catalog Description, BSED 402, Career Education Multimedia Applications, MGT, CBT, The CYBR department is making changes to their course offerings which will impact the BMIT program. To accommodate these changes, BSED 402/802P is adapting to include more technology preparation for teachers to remain aligned to the Rule of 24 Matrix for technology standards for BMIT preservice teachers. The career development and stakeholder engagement piece is no longer included in this course; Change title, Old Value: Career, Business, and Technology Principles, New Value: Career Education Multimedia Applications; Change catalog description, Old Value: This course is designed to prepare business education students by examining career and technical development, stakeholder engagement, and new and emerging business and computer technologies to promote learning. Subject integration, application of standards, use of web-based sources and resource management is applied. Hands-on experience in desktop publishing and a variety of software programs related to business are provided, New Value: This course is designed to prepare business education students to use new and emerging business and computer technologies to promote learning in the classroom. Subject integration, application of standards, use of web-based sources, and hands-on experience using multimedia programs is applied.

#262, Alter, Program, Pre-Cardiovascular Perfusion, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#263, Alter, Program, Chemistry, B.A., CHEM, CASC, Updating for CHEM 351/CHEM 351L change.

#264, Alter, Program, Chemistry Comprehensive, B.S., CHEM, CASC, Updating for credit hour changes of CHEM 351, CHEM 352, and CHEM 352L.

#265, Create, Course, CYBR 400, Exploring Computer Science Principles, CYSY, CASC, There is a growing need for computer science fundamentals in all fields. In the last year, the Nebraska legislature endorsed computer science standards for K-12 schools. All K-12 students in the state of Nebraska are now required to take at least one computer science course—excluding software tools courses like Microsoft Office. Computer science pervades everything that we do from putting gas into our car through an automated machine and analyzing marketing data for a company. This course seeks to fulfill the beginning steps towards enhancing knowledge about the broad field of computer science.

#266, Alter, Minor, Dance, MUS, CASC, Adding DANC 200 and fourth-level techniques courses to elective options. This change reflects current curricular options following addition of courses.

#267, Alter, Program, Pre-Dietetics, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#268, Alter, Minor, Gerontology, CSPFS, COE, Justification for moving this minor from CAS Psychology to COE Counseling, School Psychology, and Family Sciences (CSPFS). Although Gerontology as a field of study (and in this case our minor) is still part of some psychology programs, Gerontology has emerged as its own discipline and is often housed within or in conjunction with Family Science programs. As long as the minor has been in the psychology department, it has only served 2-3 students each year. The CAS department of Psychology and CSPFS believe that the program and the students will be better served if it is housed in the CSPFS. Faculty in the Family Science program have excellent relationships with colleagues at UNO which currently houses Graduate Programs where advanced classes in Adult Development and Aging are cross-listed in Psychology and Gerontology programs. In 2016 a student from our FAMS program was the first student from UNK to earn the NU certificate of Gerontology which is additional evidence for the success of FAMS in supporting their students’ focus on aging issues. Although the majority of the courses for the minor are currently housed in CAS, and we hope that several of these classes will continue to be part of the program, we expect that there will be curriculum changes moving
forward that will result in more classes being housed in COE.

#269, Create, Course, LNSK 217, Sophomore Seminar, COE, LNSK 217 is intended to meet the developmental needs of students during their second year of coursework. The focus of the course is to promote and explore the selection of majors and career pathways, identify and apply CliftonStrengths, and build career ready skill sets. Drawing on research from the Promoting At-Promise Student Success Research Study the course will include holistic practices such as the model of ecological validation and major and career self-efficacy. Additionally, this course uses the National Association of Colleges and Employers (NACE) career readiness goals as a framework; the curriculum is designed to provide competency in each of NACE objectives while encouraging students to maximize their individual professional development through programs, services, and experiential learning opportunities available to them at the University of Nebraska at Kearney. This course was designed by faculty and staff in the Thompson Scholars Learning Community (TSLC) in conjunction with the staff if in the Office of Academic Advising and Career Development (AACD). While the TSLC staff are planning to move ahead with the course if approved, it is the hope that the AACD will be able to offer sections as well. We believe this course would be of broad interest and value to UNK students regardless of academic major.

#270, Alter, Program, Pre-Medical, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#271, Alter, Program, Pre-Medical Laboratory Science, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#272, Alter, Program, Molecular Biology Comprehensive, B.S., BIOL, CASC, Changing CHEM 351 and CHEM 351L due to Chemistry changing the number of hours. In addition, I noticed that BIOL 290 was not updated to BIOL 359. This has been corrected also.

#273, Alter, Program, Pre-Optometry, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#274, Alter, Program, Pre-Osteopathic Medicine, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#275, Inactivate, Course, PE 188, GS Portal, PEREC, COE, This course is no longer offered as part of the GS curriculum.

#276, Inactivate, Course, PE 220, Teaching Aerobic and Anaerobic Activities, PEREC, COE, This course is no longer offered by the KSS department.

#277, Discontinue, Course, PE 495, Special Problems in Nutrition, PEREC, COE, This course is no longer offered by the department for the nutrition minor.

#278, Alter, Minor, Philosophy, PHIL, CASC, Changes have been made to the Philosophy curriculum; new courses have been added, others have been discontinued or made dormant, and others have been revised and renumbered.

#279, Alter, Program, Pre-Physician Assistant, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4 credit hours.

#280, Alter, Program, Pre-Podiatry, HSCI, CASC, This change form is being submitted to reflect the change made by the Chemistry Department to remove the lab from CHEM 351 and make the lecture 4
credit hours.

#281, Alter, Program, Professional Chemist’s Comprehensive, B.S., CHEM, CASC, Updating for credit hour changes of CHEM 351, CHEM 352, and CHEM 352L.

#282, Alter, Course, Prerequisites, Catalog Description, PSY 406, Theories of Personality, PSY, CASC, remove recommended prerequisite of PSY 370, add prerequisite of PSY 203; Change prerequisites, Old Value: None, New Value: PSY 203; Change catalog description, Old Value: Personality theories from Freud to contemporary theorists are discussed. Prior completion of PSY 370 is recommended, New Value: Personality theories from Freud to contemporary theorists are discussed.

#283, Alter, Course, Department Consent, Prerequisites, Co-requisites, Catalog Description, PSY 408F, Intro to Clinical Psy Field Exp, PSY, CASC, So prerequisites and corequisites accurately reflect admission requirements; Change department consent status, Old Value: N/A, New Value: Yes; Change prerequisites, Old Value: PSY 203 and junior standing and permission of instructor, New Value: PSY 203 and permission of instructor; Change co-requisites, Old Value: PSY 408, New Value: PSY 407 or PSY 408; Change catalog description, Old Value: Students will visit a clinical facility for three hours a week and process their learning experiences in a one hour weekly lab. Opportunities to interact with patients and staff are included. Must be taken concurrently with PSY 408. Permission of instructor required, New Value: Students will visit a clinical facility for three hours a week and process their learning experiences in a one hour weekly lab. Opportunities to interact with patients and staff are included. Permission of instructor required.

#284, Alter Program, Psychobiology Comprehensive, B.S., PSY, CASC, Reflects change in the Biochemistry offering.

#285, Alter, Minor, Recreation and Park Management, PEREC, COE, Removing REC 453 and replacing it with PE 369.

#286, Create, Course, SPCH 102, Special Topics in Oral Communication, SPCH, CASC, Requests from other Departments for Lopers 3 specific to areas.

#287, Alter, Course, Prerequisites, SPCH 435, Introduction to Health Communication, SPCH, CASC, When we developed this class, we mistakenly thought it would benefit only Juniors and Seniors. The class is of particular benefit to health science students, some of whom are already working in health care during their first two years at UNK. KHOP students would especially benefit from taking the class early in their academic career as some KHOP programs (including nursing) do not require 4 full years on the UNK campus; Change prerequisites, Old Value: Junior or senior standing, New Value: None.

#288, Alter, Program, Special Education 7-12 Teaching Subject Endorsement, B.A.Ed., TE, COE, Removing PE 220 from the Health and Physical Education Concentration choice options. PE 220 is being discontinued by the Kinesiology Sports Sciences Department.

#289, Alter, Course, Title, Catalog Description, THEA 226, Acting II: Developing a Character, MUS, CASC, With a realignment of our curriculum. We are bringing all of our courses into a more focused definition of what is in each class. This name and description change moves us in that direction; Change title, Old Value: Acting II, New Value: Acting II: Developing a Character; Change catalog description, Old Value: Continued refinement of acting techniques through the study and final performance of selected scenes, with a focus on character development and script analysis. Coursework will also include the development of emotional realism through work with modern playwrights such as Ibsen, Chekov, Strindberg, and Shaw, New Value: Continued refinement of acting/performance techniques through the study and final performance of selected scenes, with a focus on character development and deeper script analysis. Students will perform various “object” exercises to give them an even stronger foundation from which to build a character. A realistic scene will have students “splash” in and out of the scene as they learn hyper-movement, the joker and inner monologues. Coursework includes the development of portraying emotional realism through the works of a modern playwright such as Strindberg, Chekhov or
Ibsen.

#290, Alter, Course, Title, Catalog Description, THEA 425, Acting Styles, MUS, CASC, With a realignment of our curriculum. We are bringing all of our courses into a more focused definition of what is in each class. This name and description change moves us in that direction; Change title, Old Value: Acting III, New Value: Acting Styles; Change catalog description, Old Value: Advanced training in specific acting styles and techniques such as Greek Drama, Shakespeare, Comedy of Manners, Commedia dell'Arte, Theatre of the Absurd, Augusto Boal's Theatre of the Oppressed, and the Meisner Technique. Study will include vocal and physical work, New Value: Advanced training in various acting styles and techniques. Course could include experience exploring the acting techniques in the following: Greek Drama/Chorus, Shakespeare, Comedy of Manners, Commedia dell'Arte, Theatre of the Absurd, Augusto Boal's Theatre of the Oppressed, and the Meisner Technique. Study will include vocal and physical work culminating in monologues and scenes.

#291, Alter, Program, Pre-Veterinary Medicine, BIOL, CASC, We are removing the CHEM 351L as a requirement as the schools no longer require it.
The AFT committee was charged with reviewing the 2014 suggestions for revision to the university's post-tenure policy. These revisions were approved but never implemented.

The AFT committee met four times (on 2/10, 2/24, 3/10, and 3/24) to review the suggestions and propose changes. The AFT committee submitted a draft document to faculty senate for its initial April meeting; the document was discussed and voted on by the senate at that April 6 meeting.
FACULTY SENATE LIBRARY COMMITTEE

MEETING MINUTES

31 MARCH 2023

PRESENT: Heather Meyer, Chair; Evan Boyd, Judy Henning, Will Stoutamire

ABSENT: Andrea Childress, Michelle Beissel Heath, Noah Shackelford

The meeting convened at 2:02pm.

Library Strategic Planning – Boyd reported that work on Library Strategic Planning has been delayed a bit. A draft SWOT document was distributed to the Library Committee. He hopes to have a report for the Library Committee and Faculty Senate by the end of spring semester. A Strategic Planning workshop for Library Staff has been scheduled for April 11, 1:00-4:00pm, in CMCT Room 101. Library Committee members were invited to attend.

Budget – Boyd reported there are no expectations of budget cuts, however, there will be no new money, either. NU Libraries applied for a budget increase for the next biennium. If the increase makes its way through the approval process, it will be voted on by the Board of Regents at their June meeting.

Costs for the library’s electronic resources and collections continue to increase. Due to rising costs, some electronic resources will need to be cut. Departments and faculty will be notified in the next few weeks if there are databases or resources in their disciplines that will be cut. The Library is exploring alternative, less expensive ways of obtaining some resources. The VCAA is aware of the situation. If departments want to pay for databases out of their budgets, rather than have them eliminated, that’s fine. Some databases may be required for accreditation.

Staff/Faculty changes and searches – Boyd announced that Sam Doubet, Workstation Support Specialist, resigned his position in February 2023. The search for his replacement is underway, and the Search Committee will bring two Finalists to campus next week for on-campus interviews.

A search for a new Coordinator for Access Services was launched just before the Christmas break. The Library didn’t interview the two people who applied. The position will be reposted in a few weeks.
Bobbi-Jean Ludwig, Coordinator for Library Technology Services and eResources Librarian, resigned her position effective the end of spring semester 2023. This position will be restructured before a new search is launched later this spring or early summer.

Moises Castillo Negrete, LS Associate/Night Shift Supervisor, resigned his position effective the end of spring semester 2023. Moi will be completing a summer internship in Omaha as part of his degree program.

Colleen Lewis, Administrative Associate, is retiring on June 30, 2023, after 45 years of service.

Library renovation – Boyd reported that the library renovation project is still on track. He will meet with the project coordinator soon. A lot of preparation is needed before Phase II starts. Planning and organization ahead of time will prevent having to rush things at the last minute. Phase I will wrap up in September 2023, right after the start of fall semester. Learning Commons and Communications staff won’t be returning to the library building until after the renovation project is completed in fall 2024.

Henning, who serves on the library’s Strategic Planning Committee, commented that the Library Strategic Planning work is going well. While completing her assigned committee tasks she learned that a lot of campuses across the country have construction projects going on in their libraries right now.

Boyd again mentioned the Library Staff will have their Strategic Planning workshop on Tuesday, April 11. He hopes to have input from the workshop consolidated by Monday, April 17, and a report prepared after that.

The next Faculty Senate Library Committee meeting will be held on Friday, April 28, at 2:00pm.

There being no further business to discuss, the meeting adjourned at 2:18pm.

Respectfully submitted,

Colleen M. Lewis

Scribe

Approved via email on 04/14/2023.
MEMBERS: Megan Adkins, Kazuma Akehi, John Bauer, Ngan Chau, Michelle Beissel Heath, Matt Bjornsen, Ben Brachle, Anne Foradori, Martonia Gaskill, Grace Mims, Austin Nuxoll, Whitney Schneider- Cline, Chris Steinke, Michelle Warren, Laurinda Weisse, Mallory Wetherell, Kelcie Burke, Tawny Moore, Jada Ruff, and Linda Johnson

I. Approval of the March 9, 2023 Minutes – approved via email.

II. Graduate Dean’s Announcements

   A. Research Day – April 13
   Graduate Council is having asynchronous meeting due to Research Day. There are 32 graduate students participating in the event.

   B. New Student Representative
   The Council welcomes Kelcie Burke as a new student representative. She is in Early Childhood.

   C. May Graduate Council Meeting
   The May Graduate Council meeting will be an in-person meeting on May 11, 2023 in CMCT 101.

   D. Applications were made available for Online Innovation Research Fellow and due May 4.

   E. Accepting nominations for Outstanding Online Innovation in Teaching Award and due May 4.

III. Committee Reports –

   A. Policy & Planning Committee – the committee reviewed the current revision of the GPC Policy Handbook and, with minor changes, returned to Adkins.

   B. Academic Programs Committee – Adkins provided a video with instructions on the voting procedure.

For Graduate Council Action – motion to approve by Bauer/Akehi. Motion carried unanimously.
<table>
<thead>
<tr>
<th>Program/Certificate Name</th>
<th>Nature of Request</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-MBA: Business Administration, Master of Business Administration</td>
<td>Update the MBA admission criteria- Click link: <a href="#">MBA Admission Criteria Change_02-27-23.docx</a> or see doc in folder</td>
<td>Approved</td>
</tr>
<tr>
<td>PEMSTR-MAE: Physical Education, Master of Arts in Education</td>
<td>Name change increase marketability, admission requirement revision, course change request to fix an error in the catalog. PE 845 should be listed in the required not elective section in the catalog. Click link <a href="#">Physical Education Program Title and Admission Requirements Changes Spring 2023.docx</a> or see doc in folder</td>
<td>Approved</td>
</tr>
<tr>
<td>ENGLISH-MA: English, Master of Arts</td>
<td>Update the English admission criteria- Click Link: <a href="#">English MA application changes.docx</a> or see doc in folder</td>
<td>Approved</td>
</tr>
<tr>
<td>ART-MAE: Art Education, Master of Arts in Education</td>
<td>Update the MA Art admission criteria- Click Link: <a href="#">MAE Art Ed Admission Requirement Revisions (1).pdf</a> or see doc folder.</td>
<td>Approved</td>
</tr>
<tr>
<td>HISTORY-MA: History, Master of Arts</td>
<td>The department is removing “Option C:” Public History, for it is now a standalone program. The removal of Option C will decrease confusion for the student who is wanting to pursue a degree in Public History. In addition, a change to admissions is being completed: Info listed below. Reduce undergrad min GPA to 3.0, eliminate the GRE, allow substitutions of up to 18 hrs, instead of letters ask for reference contact information. Link to review the changes: <a href="#">history-ma-admissions-changes.docx</a></td>
<td>Approved</td>
</tr>
<tr>
<td>SUSPED-MAE: Supervisor of Special Education, Master of Arts in Education.</td>
<td>Reduce the admission recommendation requirement from three letters to two</td>
<td>Approved</td>
</tr>
<tr>
<td>SPRK8-MAE: School Principalship PK-8, Master of Arts in Education</td>
<td>Reduce the admission recommendation requirement from three letters to two</td>
<td>Approved</td>
</tr>
<tr>
<td>SPR712-MAE: School Principalship 7-12, Master of Arts in Education.</td>
<td>Reduce the admission recommendation requirement from three letters to two</td>
<td>Approved</td>
</tr>
</tbody>
</table>
SCHSUP-EDS: School Superintendent, Education Specialist.

Reduce the admission recommendation requirement from three letters to two

Approved

SPED-MAE: Special Education, Master of Arts in Education.

Current catalog does not match the exact endorsement names.

Courses 876P & 887P are being replaced with TESE 872 and TESE 875P.

Approved

Health Sciences, Master of Science - HSCI-MS

Program Change Request.

BIOL 827, Reproductive Physiology should be listed as an elective.

Approved

Public History – MA (PUBHIST-MA)

Change to admissions requirement.

Reduce undergrad min GPA to 3.0, eliminate the GRE, allow substitutions of up to 18 hrs, instead of letters ask for reference contact information.

Link to review the changes: Public History MA Admissions Changes Courseleaf.docx

Approved

Certificate: Public History - Graduate Certificate

Update to the current certificate needed to make it more relevant and useful. Certificate in Public History - justification.docx See doc in folder

Approved

For Graduate Council Information – the following courses have been approved by Committee II.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Nature of Request</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYBR 812P: Fundamentals and Security of Mobile Networks</td>
<td>New Course Proposal</td>
<td></td>
</tr>
<tr>
<td>Creating 812P from will allow us to offer the 412 course at a graduate level with adjustment to graduate level assessment</td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

| SPCH 876: Public Communication Thesis | Course Change- update of pre-reqs |
| 18 credit hours complete in the program or permission from the director of graduate studies | Approved |

<p>| TE 810: Instructional Design for Learning | Better describes the current learning and teaching trends in educational technology. |
| Course Change request- Name Change, Course Description, Objectives | Approved |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Changes</th>
<th>Approval Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 831: Professional Skills &amp; Knowledge I</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group.</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 832: Professional Skills &amp; Knowledge II</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group.</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 833: Context of Education</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 834: Clinical Practice 1: Introduction to Transitional Students</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 835: Clinical Practice 2: Transitional Student Teaching</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 836: Clinical Practice: Student Teaching</td>
<td>Course Change- Revised Catalog Description, added Pre-Req, Course Objectives</td>
<td>Based on the addition of a Transitional Certification Program student group</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 876: Integration of Curriculum and Digital Technology</td>
<td>Course Change- Title Change, Revised Catalog Description, Course Objectives</td>
<td>Updated to align with current trends in educational technology.</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 878: Leadership in Design and Technology</td>
<td>Course Change- Title Change, Revised Catalog Description, Course Objectives</td>
<td>Updated to align with current trends in educational technology.</td>
<td>Approved</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Course Change</td>
<td>Approval Status</td>
</tr>
<tr>
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<tr>
<td>TE 880: Administration of Educational Technology Resources</td>
<td>Course Change- Title Change, Revised Catalog Description, Consent, Course Objectives</td>
<td>Terminology is outdated and does not match the course content. A new course title and description will make the course more competitive and aid in student enrollment initiatives.</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 882: Professional Development and Training in Learning Design and Technology</td>
<td>Course Change- Title Change, Revised Catalog Description, pre-req, Course Objectives</td>
<td>Broaden the scope of the course content and better align it with current trends in education.</td>
<td>Approved</td>
</tr>
<tr>
<td>TE 886P: Digital Technology for Educators</td>
<td>Course Change- Title Change, Revised Catalog Description, Course Objectives</td>
<td>Better reflect the evolving and comprehensive nature of technology in education.</td>
<td>Approved</td>
</tr>
<tr>
<td>TESE 887P: Teaching Functional Academics to Individuals with Exceptional Needs</td>
<td>Discontinue the Course Replaced with TESE 872.</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>TESE 881: Characteristics and Strategies for individuals with Emotional and Behavioral Health Disorders</td>
<td>Course Change- Name of Course Changed. Course Objectives updated.</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>TESE 861: Legal Issues in Special Education and IEP Development.</td>
<td>Course Change- Name of Course Changed. Course Objectives updated</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>ART 812: Curriculum Development &amp; Assessment in Pk-12 Classrooms</td>
<td>Course Discontinued. Replaced with Art 890.</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>BIOL 823: Environmental Biology</td>
<td>Course description change only. Removal of “offered online, Fall of Even numbered years. Added “no consent“ from department</td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>BIOL: 858: Physiology of Stress</td>
<td>Course description change only. Removal of “offered online, Summer only. Added “no consent“ from department</td>
<td></td>
<td>Approved</td>
</tr>
</tbody>
</table>
C. Faculty & Student Affairs Committee – committee worked on the selection for Graduate Faculty Mentor Award and Graduate Student of the Year Award that is given out at Research Day. They are working on the Reichenbach Scholarship selection for the May meeting.

D. DEI Subcommittee – action items included 1) the development deployment of a survey to online students to elicit feedback on students’ needs and possible gaps on the services provided; 2) discussion on ideas on how we can serve online students better through online design and pedagogy; 3) online programming/activities that foster belonging to student; 4) development of a calendar of events/activities for online students; and 5) professional development for faculty for growth in inclusive online teaching.

E. Graduate Review Editorial Board Subcommittee – developed a list of tasks needed for successful publication of the May 2023 issue and created timeline to accomplish tasks; decision that journal should move to a rolling publication schedule for future to spread out work and so work is published more quickly. A number of longer-term planning issues, primarily dealing with policies and procedures as well as with development of a review list, were tabled for future discussion.
IV. Other Business
   There was no other business.

Respectfully submitted,
Janna Shanno
Faculty Senate Plan of Action Outline – April 27, 2023
Christopher L. Exstrom, 2023-24 Faculty Senate President

Key Words:  MOMENTUM, TRANSPARENCY, PROACTIVE

MOMENTUM

• Oversight Committee – formulating revisions to FS Constitution and Bylaws
• Academic Affairs Committee – will send out proposed Attendance Policy out for campus comment in the fall
• Student Affairs Committee – charged to review Academic Integrity Policy
• General Studies governance being reviewed by ad hoc FS committee
• ad hoc Bullying Prevention Committee – continues work, rollout of Bridge training
• ad hoc Climate Survey Committee – April 12 presentation to administration, conversation moving to the colleges, issues must be addressed regularly

TRANSPARENCY

• Executive Committee – FS Sharepoint site, Issues & Faculty Representation webpage, make functions/responsibilities more transparent, foster future leadership
• HLC Accreditation visit in October – strongly encourage faculty input and forum participation
• 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
• 5.A. Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.
  o Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
  o The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.
The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

- Administration evaluations – schedule and metrics
- Short- and Long-range Planning – academic, recruiting and retention, budget, facilities
- Personnel changes – impact on resources and organization
- Policy implementation and its impact on faculty responsibilities and resources
- CTE development and functions – governance, academic advising, teaching support, others?
- FS policy recommendation tracking
- Partner with Staff Senate and Student Government on common issues

**PROACTIVE**

- Staying informed – overcoming “silos”
- Be prepared to formulate recommended actions in areas of concern
- FS Committees – proactively identify issues of concern and propose solutions
  - (example) Academic Information Technology Committee – student access to computers, enable more “laptop-ready” study room/spaces

Comments and suggestions are strongly encouraged from you, your departments and committees.
Contents
Introduction
Section 1: Recruitment/Conversion
Focus Section 2: Academic Focus
Section 3: Graduate Recruitment
Focus Section 4: International Recruitment Focus
Section 5: Communication and continuing EMM
Focus Section 6: Retention Focus
Introduction

UNK Enrollment Management has evolved since the development of the initial 2019-2020 Strategic Enrollment Plan, and so has the institution. Several key changes or initiatives necessitate an update to the plan. When introduced, the SEP was recognized as a working/living document. This update recognizes the continuing change required in enrollment management, responding to predicted and unpredicted changes during 2020-2023. These are summarized below.

- Hired a new director of undergraduate admissions
- Moved “First-Year Program” to Student Engagement as a retention function
- Established a vice chancellor for Enrollment Management and later consolidated student affairs with enrollment management and marketing
- Implemented the New Nebraskan Scholarship
- Developed a feasibility and study to become a Hispanic Serving Institution and established a position for Diversity Outreach and Partnerships
- Rebranded and organized eCampus to UNK Online within Graduate Studies and Academic Outreach
- General Studies reform to the LOPER program and accepted AA and AS as completing the GS requirement
- Transitioned from Talisma database to TargetX/Salesforce student lifecycle CRM and established Enrollment Technology Strategies unit
- Established an Enrollment Steering Committee to track accountability and react to changes
- Participation in the First Gen Scholars and First-gen Forward Cohort
- Participation in the Professional Learning Community project under the Promoting At-Promise Student Success research project
- Resource challenges surrounding living-learning communities
- The impact of COVID 19 and associated effects on student recruitment and retention, particularly preparation, decisioning behavior, mental health and resilience; associated impacts from the economic response – inflation, low unemployment, higher wages and financial pressures impacting students/families.
- Challenges in obtaining retention data to respond and adjust, because of personnel and resources.
- Strategic emphasis on recruiting for health-science majors to support development of rural health education complex
- Hired chief diversity officer with strategic diversity plan
The Enrollment Steering Committee continues to adjust operations and approaches outlined in the initial 2019-2020 plan. The sections below provide updated recommendations and activities for focused improvement, and development of action plans. Red ink is proposed updates to the plan. Blue in is progress toward goals, particularly areas needing to be re-evaluated. Strikethrus are proposed removals from the plan. Appendices referenced require updates.

Section 1: Recruitment/Conversion Focus

Strategy SCHOLARSHIP OFFERING/PACKAGING: Set remissions budget and explore, using best data, packaging and offer strategies to stay within budget while increasing enrollment 1.5 percent annually

- Analysis of housing waivers and strategic plan for Housing and on-campus Housing offerings as a decision-influencer for enrollment. Move toward flat Housing package for on-campus-only Housing and move away from Board waivers.
- Identify strategic growth populations/student types and pilot programs for investment in scholarships or institutional remission. Change ODI scholarships to increase diversity and promote aggressively
- Meet monthly with VCBF, VCEMM, Director Financial Aid and EMM research analyst to examine remissions, scholarship packaging and effectiveness relative to goals
- Create reports on enrollment predictions at quarterly intervals as needed. Update Cabinet and Enrollment Steering Committee weekly or monthly depending on stage
- Invest resources into reports and predictive modeling to assure maximum conversion – making adjustments as needed and evaluating effectiveness. Hire Blue Icon Advisors and update scholarship strategies/policies for automatic awarding and adjust annually. Review return rates and student success.
- Working with respective deans and vice chancellors/asst vice chancellors, develop comprehensive scholarship budgets and plans to market and award for International, Graduate, Transfer and Non-traditional students, as part of enrollment management strategies for each group.
- Prioritize the identification of additional scholarship/funding sources and aggressively pursue all options to increase scholarship funding, both merit- and need-based
- Promote/Market scholarships as a total (4 year) rather than per-year and market aggressively

Strategy VISITS/EXPERIENCE
Increase number of prospective students who visit UNK by 1,000 per year and develop a plan to increase applications by 150 and convert or yield 2.5 percent of that visitor population who otherwise would not have come to UNK, by improving the visit/tour experience. New admissions director and staff organization has been effective in this area. Quantify change in volume and report responses to visit survey.

The Campus Visits/Experience will be a campus-wide project that encourages students to visualize themselves at UNK. Students and parents who come to UNK on an official visit have already
established an intent with UNK. To encourage their visualization, the entire campus staff and faculty must view themselves as a recruiter. Actions that support this project are:

- Revamp campus visit program to include more interaction with current students by department/college. Prospective students will interact with a current student that would host them for a tour of their respective college/department before an optional faculty appointment. Start with a general tour prior of Union, Wellness Center, Library, and Residential options.
- Work with colleges and departments to create Ambassador-like programs, workshops, sponsored tours, and develop their own tour experience and materials; support with mar/comm/admission resources. CBT and some departments (KSS, KLOP, Honors, Health Science) have student ambassadors and focused experiences/materials, with mar/comm, Admissions and CRM support. We can grow this area.
- Expand more yield type events that are offered on campus like accepted student events, housing showcases: Junior Day, Admitted Student Day, Multicultural Seniors Day implemented.
- Partner with academic colleges/departments to create more visible “outcomes stories,” alumni or current student features in or around department offices/hallways Needs work and resources
- Improve campus branding in every building, campus signage (directional and wayfinding along with building identities) Needs work and resources
- Welcome Center or Welcome space – renovate current or find better location for campus welcome or “tour start.” We’ve started the tour in the Union – good feedback on this.
- Mass customization: Develop “Gold” Day, “Blue” Day or “Bold” Day based on Science/Humanities vs. CBT vs. Education. These are focused workshops and tours based on identified interests Needs work. An education day or career exploration day?
- Add more weekend/after hours visits - Done
- Add more Spanish tours (Conozco) - Done
- Develop campus “brand blitz” plan with appropriate investment in resources (light pole banners, welcome signs, way-finding, walk-off mats etc.); extend if possible into community. Marketing has maxed its resources: New light pole banners, signage, and the downtown billboard. Continue working on resources for this.

Promote events, conferences and camps across campus to enable capturing names, contact information and interests of students of all ages who come to campus through various functions. (Coordination of camps and conferences – every event on campus that brings in external audiences is coordinated to ensure a positive campus experience)

Identify opportunities within the event/conference/camp to directly access UNK faculty and staff

- Develop and carry out a package or activity: quality hands-on experience, experiential learning, and outcomes, example: GIS scavenger hunt, walking tour or workshop
- Develop plan and budget support for Facilities and Res Life staff to check in/turn over residences and provide meeting space for guests. Continually collaborate to assure quality
experiences and availability of resources. We are challenged by our facilities needs and renovations occurring. With support from IT, the Union, West Center and Discovery invested in digital boards and meeting scheduling tablets.

Develop annual UNK Spring Open House for all stakeholders, promoting interaction between departments and public. Cancel classes and host interactive/engagement opportunities in each department – students give presentations, performances, teach; have admissions fair and waive application fee on that day, drawing for books/bookstore gift cards, host a picnic.

- Develop plan and budget support for event and support for departments and guest experiences. Have not done/resource challenge; re-visit for budget and targeted strategy

Continue investment and/or Increase consultancy and “search” project to add prospective-student names in predictive way and increase outreach to HS sophomores and consider adding freshmen

- Assure funding for name-buying and search continues; evaluate effectiveness semi-annually and report ROI. Ongoing – no permanent resources. We are purchasing more out-of-state names in response to New Nebraskan strategy – also added strategy of buying every name in our priority market (home base).

**Strategy: INCREASE DIVERSITY**

Increase student diversity as evidenced in minority student numbers to become 25 percent students-of-color by 2030 and to improve minority student success rates by 10 percentage points by 2030.

- Develop and execute comprehensive, data-driven D/I student recruitment plan **APPENDIX**
  - Target areas outside region for student recruitment and develop comprehensive plan for outreach and yield success (Lincoln, Omaha etc.) Jodi has updated territories; we have a new regional event program. Evaluate and update
  - Identify ways to accommodate noncognitive variables (leadership, determination, creative thinking, special talent) in admission scholarship decisions
  - Increase D/I training campuswide making good progress
  - Increase percentage of Safe Zone offices and departments to 25 percent by fall 2021 and to 50 percent by fall 2023 check on progress

- Develop an annual campus report that provides students, faculty, staff and stakeholders a transparent assessment of both progress and shortcomings in achieving a diverse campus community, including measures for student success. Will work with ADOs and CDO on this. New DEI webpages have been developed

- Enhance athletics/talent recruitment and strategic scholarship opportunities by developing a comprehensive plan and identified donor/grant opportunities. Athletics has a strategic plan. Admissions and coaches work closely on tours; FA staff (Brad Green) working with coaches and AD office to maximize scholarship awarding, including room waivers. There is room for additional fund-raising.

- Establish a UNK Hispanic Association of Colleges and Universities (HACU) committee with the goal of promoting best practices campuswide for the recruitment and retention of Hispanic students Done- needs continual updating, now led by JC Guzman
- Develop comprehensive Hispanic-serving recruitment and retention plan to analyze capability of becoming an HSI by 2035 with budget and calendar – for Cabinet consideration DONE
- Leverage the increasing Hispanic population in Nebraska, and increasing Hispanic alumni of UNK, by developing recruitment strategies (communication plans, scholarship opportunities, targeted recruitment and campus visits programs) focused on this population of students and their families. DONE – Making good progress. Successful in obtaining a WIN grant of $92,000 to fund activities for one year.

- Initiate strategies early in the recruitment process by intentionally connecting prospective students from diverse backgrounds with current students, staff and faculty, and alumni. Needs more work – we have a comprehensive Spanish program, including a bilingual admissions counselor and Spanish materials.
- Examine the potential impact of an early entry pipeline program targeting students who have been historically underrepresented at UNK and develop a plan for this action by fall 2022. Challenged by resources and COVID. New Summer Bridge program piloting in summer 2023

STRATEGY Increase high-achieving student recruitment (26+ACT)
- Develop campaign to promote new STEM building and start recruiting aggressively (with targeted outreach) on STEM majors, cybersystems, and experiential learning opportunities and impacts in new facility DONE
- Working with Strategy 1A, identify scholarship opportunities or gaps in funding for high-achieving students We analyzed scholarship yield and student success, and adjusted our scholarship awarding to use high school GPA. We continue to adjust in this area.
- Develop a High-Achiever ambassador program (connecting current students and/or recent alumni to prospective students) – Working with Honors to effectively position current students in recruiting
- Develop a campus visit program for HA students that includes personalized campus tours that reach all areas of interest, using ambassadors mentioned above
  - Identify Honors students for additional scholarship or grant to organize HA student outreach and connections. Ongoing

- Plan a High-Achiever Day, celebration, workshop/panel, lunch at UNK. Needs work
- Offer instruction for faculty conducting academic visits. Need more consistent messaging on quality/excellence and the opportunities and successes here for HA students. Ongoing – would benefit from ongoing training and greater communication with faculty, particularly chairs
- Host Educator workshop at UNK Needs resources; we developed a HS counselor/educator web page and offer content via email newsletter. The NCUC conference includes educator sessions.
  - Breakout sessions promoting High Achieving opportunities/outcomes
  - Share specific program highlights
  - Panels from current students, alumni, staff/faculty
  - Experience class, lab or hands-on learning opportunity
• Develop a marketing campaign targeting HA prospects, using testimonials. (We currently focus on promoting the Honors program, but not much else related to HA students). Needs more work/resources
  o HA students can excel individually through research, experiential learning, study abroad, etc. There is a proven track record of success, high retention rates, and strong outcomes for HA students at UNK.
    ▪ Need theme, budget and timeline
  o Maximize relationships/opportunities with dual enrollment and early entry Needs more work/resources

Strategy NON TRADITIONAL: Increase enrollment and success of non-traditional, degree-seeking students in all areas by developing focused plans to increase awareness, RFI submission, conversion and graduation rates. Set growth goals and action plans for each sub-strategy area. Goal – increase total nontrad by 5 percent annually (75 students) Needs more work/resources

Transfers from CC
Transfers from other universities Stop-outs
Commuters Adults over age 30
Military/veterans families

Study all non-traditional student data to better understand where they are coming from and what they are demanding. Needs more work/resources Use the results to
  • Develop targeted recruitment/travel plans
  • Develop targeted marketing campaigns
  • Develop targeted marketing material with scholarship, placement, and salary information
  • Identify budget and action steps, timeframe for targeted campaigns

Enhance scholarships for transfer students
  • Explore a restructured award system based on academic standing (Fr,So,Jr,Sr) at time of transfer based on transfer credits In progress
  • Enhance spring awarding Attempting
  • Create a transfer living and learning community with potential for remitted or discounted housing cost

Explore and develop efficient “pipeline programs” with community colleges (e.g., 2 + 2 programs, 3 + 1 programs)
  • Identify programs, meet with faculty/chairs and deans to focus pathways/co-branded agreements for 2+2 or 3+1. EMM to develop plan with colleges and do targeted outreach/meetings with CC partners over 2020-2022. We have increased our 2+2 greatly, primarily from initiative of departments. Need more work in this area.
• Promote/market opportunities for transfer more aggressively – co-brand, develop web pages and landings for digital ads/html emails. Piloted a co-promotion activity with Central Community College, from a grant. Need more resources.
• Develop database of transfer prospects and target with email and texts if able; evaluate effectiveness. Plans and activities continue to evolve.

Increase commuters
• Expand radius for commuting to release FTF on-campus Housing requirement and/or increase opportunity to petition/appeal for on-campus Housing requirement waiver to VCEMM. Needs evaluation and research. Without support for commuter student success, this may not be in students’ best interest.

Explore and develop partnership opportunities with local companies – create plan to serve local/area industry or school needs for training, certification and higher-education. Dean Jares is working this area; Juan Carlos is doing outreach for HSI; Needs a strategic plan.
• Identify companies and develop “grow your own” model – to support funding for tuition for specific programs (start with CBT as a pilot) and plan programs for development by fall 2021
• Identify options needed: In-person, night, weekend or online options
• Certificates, microcredentials or one-hour courses, badges
• Investigate or examine possible credit for years of service/certifications/accelerated degree
• Identify and develop communication/marketing plan for partner programs

Understand and improve the ‘change of NU campus’ process
• Identify steps and barriers of current process; Limit as much of the reapplication process as possible. Investigate whether this is still a concern

Explore how UNK could meet the continuing education requirements for teachers by utilizing existing partnerships/relationships: Needs a focused plan working with dean Reid
• Garden City, KS teacher initiative
• Houston, TX teacher initiative
• Identify new continuing ed relationships by working with College of Education and alumni in schools

Evaluate the skills/knowledge gaps for non-traditional students and offer easier access to support either online or in person
• Redo Transfer web pages with clear Transfer journey - DONE
• Develop resources/supports web page for non-traditional students We've changed the focus for site visitors interested in applying... “who am I...” We need more content, checklists and a CRM flow
• Establish mentor network or support organization Needs work
Staff a space in the Library or Union one day per week to be available (especially at beginning of semester) for questions/support. Study for opportunities following COVID/Library closed.

Communicate this information to the students and advisors. Needs work

Consider one Transfer or non-traditional Advisor for every academic department – someone with most experience with this group. Needs discussion; Advising improvement plan being developed

Develop at-risk student interventions and resources. Making progress with advancement of TargetX Retention. Student Success Coordinator position being added to assign to this task.

Develop “bootcamp” type classes or tutorials so these students can quickly get up to speed. Summer bridge under development; improved transfer orientation and advising for LNSK 103

Increase visibility and promotion of military/veteran services and successes at UNK to increase enrollment of military/veterans-served students by 2.5 percent per year (5 students). Need to check data

- New Military/Veteran Student Center developed DONE
- Enhance website and develop handout for use in recruitment DONE
- Seek to strengthen student peer to peer leadership of student veterans association New student worker hired and is planning new programming, SVO constitution

Strategy OUT OF STATE: Increase enrollment and success of on-campus U.S. students not from Nebraska by selecting and targeting growth-population states and initiatives with targeted marketing campaigns and offers.

- Transfer: Create additional pathway programs (articulation) with key community colleges in contiguous states (Northeastern Junior College, CO; Colby CC, Hutchison CC, Goodland, KS; Iowa Western, etc). Visit regularly and focus on communicating with students in pathway programs. New Transfer specialist; we’ve visited with most Nebraska CCs – need to work on the out-state ones
- Promote Advantage New Nebraskan scholarships to high schools, community colleges and alumni in strategically targeted areas using marketing budget and on-the-ground recruitment in Undergraduate Admissions. Colorado recruiting has increased, including attendance at key college fairs; need additional opportunities in Kansas. Jodi developing an out-of-state recruitment plan and budget.
- New markets for on campus students: Analyze Texas, Arizona, and other high population centers. Identify other population areas in which UNK has a presence that could increase enrollment with similar advantage programs, develop plan and identify budget for outreach/marketing Need support from alumni association in this space.
- Using data team, evaluate expanded Advantage Scholarship or in-state tuition rate for other states/markets. Evaluate for ROI $$. New Nebraskan Scholarship implemented and promoted using existing resources. Need more work in recruitment and marketing for this.
- Research potential markets and other tuition initiatives within MIAA or Midwest Student Exchange States (IL, IN, MI, MN, MO, ND, OH, WI). New Nebraskan Scholarship implemented and promoted using existing resources.
Increase online out-of-state students by 10 percent per identified program per year

- Consider decreasing eCampus UNK Online tuition to increase demand – analyze for ROI and scalability of offerings affected by increased demand We have not evaluated this yet
- Develop and share comprehensive marketing and communication plans for online programs for new undergraduate and graduate students based on market demand and identified locations of interest. Making progress. New funding model implemented. Marketing and UNK Online working collaboratively on awareness-building campaigns and program promotion
- Create and study targeted digital ad campaign and retargeting efforts to follow prospects and leads Making progress; Lydia and Kyle working on warming leads and using analytics to retarget with digital ads and other methods (email, SMS)
- Identify new markets and tuition initiatives for on campus and online programs for new undergraduate and graduate students. UNK Online engaged RNL in recruitment/marketing planning.
- UNK alumni who take an online graduate degree program; offer a discount incentive. Have not visited

Alumni Engagement Program

- Communicate strategically with alumni to provide information by department on student and faculty research, recent job placements, career opportunities and new programs along with UNK initiatives to help in recruitment. Train and empower alumni to recruit.
  - Send periodic campus newsletter to all alumni with information and other strategies focused around the UNK brand. Messaging to alumni needs to be consistent with that provided to campus visitors. Needs alumni support and planning
  - Expand UNK Alumni pennant initiative (for display in classrooms and offices) to reach all alumni and include market specific recruitment initiatives for their area. Needs alumni support and planning
  - Develop webpage that outlines ways in which alumni can help with recruitment; referral program, including offers for swag or support for small events. Needs alumni support and planning

Section 2: Academic Focus

Strategy EXPERIENCE FRIDAYS: Introduce, in program led by faculty, a course schedule with no classes on Fridays. Fridays reserved for student experiential opportunities, internships, workshops, tutoring, study groups or other student/faculty projects to provide maximum opportunities for student experiences.

- Market/promote Experience Fridays to support the UNK brand and differentiate from competitors – our unique selling point – supporting “experiential learning.”
  - Develop three-year promotion campaign as an investment of $75k, $50k and $30k that contributes to a 25% increase in visits to an RFI, increasing prospective student names by 10 percent per year, resulting in an increase of applications of 500 per year and 50 enrollments.
Increase retention 1% per year

**Strategy FIRST YEAR EXPERIENCE:**
- Study and develop plan for Academic First Year of Excellence, or Loper First Year, led by task force with guidance from Dr. Bicak—to be examined during AY 2020-21 for deployment AY 2021-22.
  - Establish guidelines for developing experiential learning activities and outcomes for specific courses within the GS curriculum and within each major/program
  - Promote Experiential Learning and the Loper First Year to prospective students in a way that demonstrates the value of the UNK experience. Identify/plan advertising campaign and themes Made progress
- Integrate and create expanded collaborations for a Student and Family Transitions Office that bridges Admission to NSE to FYP, second-year and beyond, including Transfer, Military, Non-traditional, FG, online and other student groups to fully transition from admission to enrollment to graduation. Made progress with some populations by developing Student and Family Transitions. Need greater emphasis on populations that are not first-time residential students.
- Research and identify orientation or transition to college success modules to be delivered as a stand-alone class (short or long) or as modules within the GS first-semester class. Increase enrollment in LNSK 103/Foundations for Learning class. Track enrollment and success. Some progress; We are advising at-promise students for fall 2023 NSE using TargetX and sharing information with advisors who will proactively enroll students in LNSK 103. Need to work to include LNSK 103 as a Loper 1
- Develop training and consistent standards of successful advising for all new student advising, and make advising part of the evaluation for promotion and tenure review. Assess/evaluate advising for quality and increased persistence. Ongoing discussion
  - Reward excellent advising through recognition program In proposal stage – collaborative with the PASS PLC and the CTE

**Strategy CURRICULAR OFFERINGS:** With leadership by SVCAA and Faculty Senate, Deans Council, identify and develop new curricular offerings (certificates, micro-credentials, badges, workshops – online/blended and in-person) – that increase credit-hour production and encourage continuing education. Work with Faculty Senate and deans to develop/enhance opportunities and market/promote
- Dual Enrollment Growth (see appendix 5) – get area high school students credits by working within existing DE structure and agreements – expand to 350 students per year by fall 2021 (Note that DE students do not count in headcount) Challenged by educator qualifications and the competition
- Early Entry – high school (DO count in headcount) Needs more work
  - 8:00 classes targeted to HS populations – 1 existing class – expand to 6 by fall 2020 and to 10 by 2021. Needs more work
  - Develop “UNK Now” page to outline for HS students and parents opportunities to get an early start through DE or EA – summer project?
Streamline process for enrolling in DE or EA courses Progress made; students are in CRM and automated communication for parents and students
Create additional online bachelor’s classes in GS/Gen Ed core to offer to HS, transfer or non-traditional students – “early start” or “quick start” program Needs work
Distance: Develop/increase Zoom or other delivery method to provide opportunities to students outside Kearney Substantial progress made during COVID
Research and consider micro-credentials, badges, and MOOCs to tie to a larger goal (certificate, credit bearing classes, etc.) and offer to HS, transfer, non-trad or any other prospective student audience as professional development Needs more work
1-hour “pop-up” classes for undergrads and professionals – create committee to explore, develop and pilot – evaluate for success Needs work
Offer Fin Aid opportunities for micro options. Many successful programs align their offerings to professional licensure or certification. Not started
Offer One price (pay for all now, take later)
Increase availability of short terms (8 weeks, 10 weeks, 4 weeks) Needs more work
Increase offering of weekend or night/after hours certificate programs by first surveying or researching student demand – what programs, when offered, to whom? Not started

**Strategy: Restructure GS/GenEd curriculum to a manageable 30 hours and accept an AA, AS or 2-year transfer package from another university as meeting the GS requirements, removing barrier to transfer or re-enrolling DONE!**
Requires significant investment in curriculum management and approval from General Studies Council and colleges/departments. DONE
Once approved, can be promoted/marketed and all materials (transfer, adult learners, stop-outs etc.) can be re-contacted. Needs more work
Communicate to and update agreements and transfer materials with/among CCs and on Transferology etc. as needed. DONE
Develop communication pieces: “Start here/finish here” (Why) + “Why is general education important?” + “I want to transfer” Needs more work

**Strategy: ONLINE GROWTH** Identify growth areas for online programs that are strategic, based on market demand and faculty expertise and capacity, and efficiently/aggressively market programs with a marketing plan and appropriate budget. Deans and departments develop committee/plan to increase.
Online undergraduate Online graduate
Target current undergraduates for recruitment to existing graduate programs. Develop materials, talking points/pitches, lists, and follow up at department level and through brief marketing blitz at end of each semester, juniors in particular. Utilize mail/print to complement CRM campaigning.
Engage students at commencement rehearsal
Develop programmatic partnerships with business partners - businesses help with scholarship or tuition assistance or create package deals (10 students = x price)
• Increase funding for online high-demand programs to foster more rapid growth/scale-up (some online programs aren’t able to grow for lack of funding)
• Increase UG Online course offerings
  o Create a course rotation that would offer most general studies classes online/at night to accommodate the non-traditional UG student. – some success in this area.
• Offer 8-week online courses. Started; Needs more work
• Set up study/development of Micro-credentialing: allows for students to become familiar in other topics outside of their general discipline.
  o Both career and life advancement courses. These differ from certifications because students receive an actual micro-credential that is listed on their transcript.
    ▪ Suggested areas for UNK to pursue: Coding, quality assurance, human resources, marketing, business communication, financial accounting, marketing, introduction to business, entrepreneurship, and management.
  o Could also occur at undergraduate level— badging initiative as a way to structure general studies; a competency-based, self-paced type of model
• Guaranteed-cost online degree (a round number) – easy/appealing to market – changing approach to program price-promotion
• Invest in marketing of new or existing “campus-based” graduate programs, including development of a comprehensive marketing plan for campus-based grad programs
• Leverage pathway programs by expanding marketing
• Invest in marketing of online bachelor’s programs and coordinate recruitment/promotion between eCampus UNK Online and Undergraduate Admissions
• Pursue/push Early start program for high school students to take online courses
• Establish comprehensive marketing communication plan and “journey map” for all online programming, including lead to enrollment mapping and assured delivery of quality prospect communications through CRM and texting platform and analyze for ROI. Evaluate and adjust quarterly. Progress being made through TargetX
  o Utilize chatbot and texting capabilities to improve communication, as necessary.
    Chatbot utilized during COVID, removed because of performance issues; studying AI SMS chatbot implementation

Restructure/transition of faculty who assume the role of coordinators to online and graduate program coordinators. Progress made
• eCampus UNK Online provide a centralized coordinator for multiple programs. Allow faculty to be released for teaching
  o Reduce personnel costs and overload expenses
  o Enhance student experience; Help identify potential student barriers; assure speedy answers to questions and service.
  o Streamline communications and enhance the story of UNK
  o Enhance ability to make immediate corrections in course demand
  o Reduce added expectations for faculty coordinators who are also teaching full loads which in turn will allow for better student satisfaction
  o Create a community among online-only students
Have the background knowledge of multiple disciplines and understand the curriculum to better fit with student needs

Strategy LIVING LEARNING COMMUNITIES: Develop academic and student-success Learning Communities that target and increase interest and success in specific programs or among specific types of students who benefit from a community. Learning community investment abandoned for lack of resources

- Health Science Explorers becomes premier learning community to support health science recruitment; promotion and staffing investment made and return analyzed

Replicate success of Thompson Scholars, Kearney Bound, Honors, Health Science and Gender-Inclusive living/learning communities by studying and identifying new LLC opportunities/possibilities:
  - Explorers (Deciding students)
  - Trailblazers (first-generation)

And:
  - CBT or other major/college LLC (need colleges to identify and provide programming and support)

Recruitment
  - Design recruitment to Gen-Z and appeal to parent.
  - Parent/student video on website that addresses safety, retention/completion tied to cost savings.
  - Highlight advantages of LCs to students and parents
    - Campus activities
    - Forever friends/relationship building
    - Safety
    - Students won’t go it alone: courses, tutoring, hanging out, study abroad, internships,
    - Internship opportunities
    - Tutoring/advice from peers and mentors

Programming:
  - Live in same floor in residence hall
  - Field trips to area businesses
  - “Speed-dating” types of conversation/activities with programs/faculty/staff to explore careers and scholarly/creative activities
  - Mentors and peer advisers
  - Service-learning
  - Gallup Strengths-Finder, personality testing/workshops
  - Leadership training
  - A culminating activity (examples: Trip to NYC, Denver, Washington DC, Chicago; Day of Service, camping/outdoor adventure etc.) (Maybe the students raise funds for the trip or it is sponsored, or covered in a fee)
  - Take at least one 3-hour class together per semester
- Study hours, group/individual tutoring and academic referrals
- Advisers (2-4) plan activities and support academic and social learning
- Advisers recruit faculty and staff mentors; second-year students can earn privilege of mentoring incoming students (scholarship?)

**Strategy FIRST GENERATION: Develop campuswide program and effort to establish UNK as THE PLACE for first-generation student success, to increase FG number by .25% per year and increase retention rate of FG students by .15% APPENDIX**

- Initiate committee of highly engaged faculty, staff and students and launch Nov. 8, 2019 (National Celebrate First Generation Day) with marketing and continue to evolve and add program elements **DONE - ONGOING**
  - Launch “First Gen Lopers” campaign with stickers/badges/door tags at event **DONE - ONGOING**
  - Promote First Gen Loper in marketing messages and initiate proactive engagement with first-generation. **DONE - ONGOING**
- Celebrate successes throughout UNK experience (coffees, barbecue, wear cord at graduation) **DONE - ONGOING**
- Establish scholarships or one-time completion grants, awards or honors – identify funding source for donations or grants to support an endowed scholarship program or “emergency” funds for FG students of all types **Needs some work**
- Work with LLC Strategy to encourage involvement with FG Living/Learning Community
- Identify opportunities to work with Increase D/I strategy to enhance both strategies – host events **DONE - ONGOING**
- Establish FG success teams to proactively intervene with FG students to offer assistance. Participate in national affiliations and partnerships; attend conferences and promote ongoing data collection and analysis. **DONE - ONGOING**
- Identify specific FG advisors or staff resources in each academic program. Identify HA student mentors who are FG to lead study groups. **Needs some work**
- Utilize chatbot and texting capabilities to improve communication, as necessary. **Needs more work**

**Section 3: Graduate recruitment focus**

**Strategy GRAD GROWTH: Increase graduate student numbers by 10% per year by creating and supporting integrated recruitment, marketing and retention plans for graduate students utilizing strategies in 2B for online-only. APPENDIX**

- Support development and execution of CRM, lead-generation and lead-fulfillment programs (online and Face to Face) **Progress made**
- Identify budget and marketing plan for graduate marketing and promotion (online and Face to Face) **Progress made**
- Identify and build scholarship programs for graduate students; work to align remission strategies and Grad Admission support systematically
• Develop pricing strategy for fixed-cost or “round figure” cost ($12,000, $14,000) for specific programs, and market using price as promotion. **Abandon? Evaluate.**
• Utilize chatbot and texting capabilities to improve communication, as necessary. **Chatbot abandoned, texting increased**

**Section 4: International student focus**

**Strategy INTERNATIONAL ENROLLMENT AND SUCCESS:** Through an integrated international student recruitment, marketing and retention plan, increase international student numbers by 3%, 5% and 7% annually for fall 2020, 2021, 2022 respectively. **APPENDIX**

- Support development and execution of CRM, lead-generation and lead-fulfillment marketing/communication activities utilizing targeted sources, RFI and digital advertising through enhanced website and detailed marketing plan. **Progress made: Ongoing**
- **Utilize recruitment agent partnership Progress made; Ongoing**
- Identify and build scholarship programs for international students; work to align remission strategies and International support systematically. **Progress made with International Loper Scholarship; Ongoing**
- Maximize agent networks **Needs more work and evaluation**
- Initiate partnerships and collaborations with Office of Diversity & Inclusion to share recruitment and retention resources, programs and supports. **Partnership developed with EM to create Diversity Outreach and Partnerships role.**
- Systematically engage partners across alumni, campus and community to support recruitment initiatives **Needs more work**
  - Establish International Education advisory group of internationally minded or affiliated individuals to be chaired by Asst. Vice Chancellor of International Affairs **Needs work**
  - Collaborate with University of Nebraska Foundation to generate private support for department initiatives. **Needs work**

**Section 5: Collaboration and Communication Communication/socializing the plan**

– All responsibility of VC, Enrollment Management and Marketing

**Work to articulate mission imperatives and change campus-culture focus from traditional first-time freshmen to include transfers, part-time, non-traditional, commuter, senior, “comeback/complete”, second bachelors etc.**

- **Move away from “one size fits all” product and promotion and away from over-emphasis on FTFTF as sole strategy – Ongoing**
- **Continue to aggressively coordinate and manage UG recruitment strategies utilizing best practices, continual evaluation and goal-setting for enrollment counselors. Ongoing under new UG Admissions director and staff**

Increase communication and understanding campuswide among faculty, staff and students about the SEP, including the importance of integrated recruitment and retention strategies.
• Publish and hold forums on plan – incorporate “after-action/evaluation” opportunities to tweak plan at least annually (post-census, fall/spring breaks) Needs more work
• Create cadre of recruiters/outreach staff and faculty that are trained and tasked with message-delivery and outreach strategies Needs more work
  o Expand to include alumni and key supporters/stakeholders
• Continue meetings with task force: Monthly to begin, then quarterly Ongoing
  o Observe data and report on progress, identify issues and respond appropriately, take key issues to Cabinet, Faculty Senate, Deans Council, Staff Senate Ongoing
  o Align recruitment/marketing plans in colleges and departments and continually converse, report and analyze successes/barriers and adjust Ongoing
  o Advocate for continual review and investment in marketing promotion, including investment in product-enhancement Ongoing

Develop task force to identify customer-service and customer-experience recruitment barriers and work with administration on strategies that lower costs through efficiencies and improve experiences by remediating issues such as: facilities/physical environment, parking/transportation, food, student service (“nobody is helping me”… getting runaround)
• Identify issues with campus physical environment (buildings, accessibility, landscaping, direction/way-finding), parking, and plan to create a physical environment plan to fix priority situations and invest strategically in beautification and maintenance/upgrades. Needs work/resources
• Develop “customer service” survey or focus groups to evaluate/adjust. We conducted the RNL Student Satisfaction Inventory in February 2023 – reviewing for trends and recommendations

Continually review, identify and fund high-impact communication strategies that improve connections and belongingness for all prospective and current students.
• Examples: SMS/MMS delivery, chatbot, CRM, web/multimedia enhancement and delivery Ongoing; needs work

Study staffing and support for CRM in all uses: eCampus, Undergraduate Admissions, Graduate Admissions, International, including CRM staff and ITS support staff (business systems) and other data support.
• Workload for Talisma is overwhelming – at this point have 1.0 FTE – probably need 3.0. This will get even more critical as we transition to a new CRM (2020-21). We have marketing promotions and recruitment messages for undergraduates and eCampus UNK Online students that are not going out; International is onboarding now and the 1 Talisma staff position is beyond stressed. We reorganized into Enrollment Technology Strategies and hired a new 3-person team, implemented TargetX Recruitment and working on Retention. Need more resources.

Section 6: Retention Focus
Strategy RETENTION: Develop and continually execute a Strategic Retention/Student Success Plan with a campuswide Student Success Council, to increase first, second and third-year retention and 4-, 5- and 6-year graduation rates overall and among specific target student populations. APPENDIX

- Student Success Plan under final development in spring 2023. We reorganized to develop an associate vice chancellor role, consolidated positions and oriented the division around student recruitment and success.
- Clearly identify integrated/collaborative efforts between the colleges, EM and Student Affairs Engagement and outline accountability measures; meet monthly, then quarterly for issues and responses
  - Create calendar for key touchpoints, with assignment of responsibility (avoid duplication or redundancy, maximize resources) In progress
  - Map all student journeys In progress
- Improve communication among current students by implementing texting platform, “HelpU,” hotline and chatbot technologies. Develop strategic/integrated plan for use of communication tools for student success. In progress
- Clarify and communicate about retention as a function of SEM; continue involvement of SEP/SEM task force to involve student success Ongoing

Address success hurdles/barriers specific to non-traditional students:
- “Avoid ‘one-size-fits-all’ approach to success – need personal attention; student types and journeys being mapped and flows created
- Provide mentors (peers, faculty/staff, alumni) for support/advice. Loper2Loper growing in scope
- Develop non-traditional-specific enrollment, transfer or tour days Needs more work
- Identify a gathering space or opportunities for developing networks of supportive peers, establish a community. Difficult because of construction and facilities issues
- Create Transitions office as a go-to point for non-traditional, Military/Veterans services and advising Needs more work. Development of Military/Veteran Student Center changes this focus
- Work to address class availability and scheduling issues – seek input on night classes, shorter terms, Zoom, online (synchronous and asynchronous) Needs work
- General Studies requirements may appear as barrier Resolved
- Promote opportunities for federal childcare aid Needs work
- Offer non-traditional scholarships Needs work
- Increase content and promotion within a website/landing page that serves as resource. Needs work
- Utilize texting or chatbot platforms Integrating with TargetX Retention, identifying AI SMS chatbot

Address success hurdles/barriers specific to international students:
- Provide mentors (peers, faculty/staff, alumni) for support/advice. Needs work
- Struggle to acclimate to U.S. and academic life in general – develop online orientation and additional experiential-orientation to community. Replace jargon, acronyms and other terminology to provide better explanation and access to critical information Needs work
• Transportation: Seek volunteers or identify opportunities for public transportation, or hire shuttle service to greet at airport Needs work
• Identify additional ways to engage in student activities and domestic peers in student events. Needs work Encourage all student groups to actively recruit international students; partner with ODI.
• Over breaks, identify networks of supportive individuals to relieve boredom, barriers to meals and transportation. Needs work
• Establish additional scholarships or increased availability of short-term grants or loans to relieve financial pressures/constraints Needs work
• Identify a gathering space or opportunities for developing networks of supportive peers, establish a community. Needs work
• Provide academic success workshops specific to international student needs; host “lunch and learn” series (could be hosted by student organizations) Needs work
• Provide training/support for academic/faculty as academic advisors or support system. Establish staff liaison in Academic Advising and Career Development as primary point of contact/support. Needs work
• Increase content and promotion within a website/landing page that serves as resource. Needs work
• Utilize texting or chatbot platforms. Needs work
• Provide translation on unk.edu; Progress, needs more work

Address success hurdles/barriers specific to transfer students:
• “Avoid ‘one-size-fits-all’ approach to success – need personal attention Developing through student success plan and communication
• Streamline transfer-evaluation process Progressing
• Elevate importance of advising for transfers – have transfer liaison in Academic Advising and Career Development Needs work
• Provide mentors (peers, faculty/staff, alumni) for support/advice Loper2Loper, Student and Family Transitions
• Identify a gathering space or opportunities for developing networks of supportive peers, establish a community Needs work
• General Studies requirements Progress with acceptance of AA/AS
• Promote opportunities for federal childcare aid Needs work
• Offer additional scholarships or one-time completion grants In progress, needs work
• Increase content and promotion within a website/landing page that serves as resource. Progress made on transfer website
• Utilize texting or chatbot platforms Needs work

Address success hurdles/barriers for deciding students:
• Encourage taking full 15-hour semesters – the fifth semester is the critical decision point. Needs work
• Advisors/faculty generate awareness for this and intervene to offer assistance without urgency to stay within the advisee’s major. Assure that students are getting best advice (not from peers, family, websites etc.) Needs work
• Offer career-exploration opportunities in many different ways: first-year courses, experiential learning activities, workshops Needs work
• First-year course(s) or first-year experience as helpful/solutions Needs work
• Destigmatize “deciding” while offering advice on career opportunities and identifying strengths. Advising deciding students within AACD is most productive Needs more work
• Elevate importance of intake, first-year advising and advisor training Needs work
• General Studies requirements Progress made
• Consider “explorer” learning community (See LLC strategy)
• Develop “deciding” website/landing page that serves as resource. Needs work

Address success hurdles/barriers for online-only students:
• Mandate that online courses must be published first day of semester Needs work
• Online coordinators as a model for advising/coaching campuswide
  o Or require training for advisors of online students
  o Consider personal liaison, success coach, librarians or tutors to support online students
    Hiring more online coordinators – evaluate effectiveness
• Develop online course as orientation/training Needs to be updated
• Identify additional courses, shorter courses, interim courses Needs work
  o Publish course rotation/availability for online degrees
• Develop online-specific informative emails, texts or news items that promote community, alert to specific deadlines, resources; Needs work, evaluate effectiveness
  o Make sure early alert notifications are specific to resources/help for online students
• Identify opportunities for eCampus UNK Online or Grad scholarships, tuition remission, success grants or other financial aid Needs work
• Actively (or pro-actively) identify students at risk for failure and intervene with options to transition to another program, “stop out” or re-enter the program while protecting GPA and course credits Needs work

Address success hurdles/barriers for FG students:
• Activate First-Gen Lopers campaign and elevate successes of FG students through encouragement and awareness, promoting a celebration of UNK as a supportive place DONE-CONTINUE
  o Share swag/show pride DONE- CONTINUE
  o Identify/self-volunteer leadership (administration, faculty/staff/students) DONE- CONTINUE
• Identify FG awards or scholarships and announce/celebrate DONE- CONTINUE
• Develop website/landing page and promote; share FG success messages through activities, newsletter and other mechanisms (social media and events) DONE- CONTINUE
• Reminder on best-practices related to terminology, phrasing and welcoming language for all FG students and families DONE- CONTINUE
• Provide additional people/resources to advise, guide, support FG students throughout admission, enrollment and into transition to academic success, Housing etc. DONE- CONTINUE
• Consider FG (Trailblazers) LLC
• Develop course (require?) for FG students to improve transition experience. 
  Recommending LNSK 103
  Utilize texting or chatbot platform
2023 DAVID STEVENSON

FACULTY SENATE

DISTINGUISHED SERVICE AWARD

This annual award to a past or current UNK Faculty Senator recognizes exceptional commitment to the Honor, Integrity, Importance, and Seriousness of Serving as a UNK Faculty Senator

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2010: DAREN SNIDER, CFHA
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2013: SCOTT DARVEAU, CNSS
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2018: DAWN MOLLENKOPF, COE
       CLAUDE LOUISHOMME, CAS
2019: ROGER DAVIS, CAS
2020: WILL AVILES, CAS;
       KARL BORDEN, CBT
2021: MARTONIA GASKILL, COE
2023:
Nomination Ballot: 2023 David Stevenson UNK Faculty Senate Distinguished Service Award

Please return/mail ballot to Faculty Senate Secretary Christina Sogar (sogarca@unk.edu) by May 13, 2023

Date:

NOMINEE (Past or Current UNK Faculty Senator):

Nominated by Outgoing, Continuing or Incoming Faculty Senator:

Seconded by Outgoing,Continuing, or Incoming Faculty Senator:

Please provide a brief statement below in support of nomination:
The David Stevenson Hamster Wheel Award for service to the Faculty Senate

The Hamster Wheel award was begun by Senator David Clark, following the death of David Stevenson on Jan. 12, 1997. Professor Stevenson was a member of the History Department for 30 years and served as Secretary of the Faculty Senate and chair of the General Studies Committee. He was a spokesperson for the ideals of intellectual discourse, who challenged us to live up to our academic values in a way that demonstrated decency and civility while engaged in rigorous debate. Professor Stevenson was a loyal senate supporter and strong believer in the principle and practice of shared governance which is the core of the Faculty Senate’s mission.

Professor Stevenson wrote a satirical review following each Senate meeting called the “Hamster Wheel,” where he reviewed the meeting, and also lampooned the foibles of the Senate. His self-deprecating sense of humor reminded us to not take ourselves too seriously. The Stevenson “Hamster Wheel” was a welcome and anticipated read across the campus.

In 2012, the name of the award was changed to the David Stevenson Faculty Senate Distinguished Service Award.

In his memory, we present this award to a senator who has demonstrated honor, integrity, and seriousness while serving on the Faculty Senate.