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Faculty Senate Packets

Faculty Senate

4-6-2023

April 2023 Faculty Senate Packet

University of Nebraska at Kearney Faculty Senate

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7:00 – 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
III. Approval of Agenda
IV. Action on Faculty Senate Minutes: **02March2023**
V. Special Presentations
    A. Kelly Krahling – Blue Gold Welcome
VI. Reports of Faculty Senate Standing Committees
    A. Oversight Committee:
    B. Executive Committee:**20March 2023**
    C. President's Report:
        i. Annual Faculty Senate Status Report
    D. Academic Affairs:**23March2023**
    E. Academic Freedom and Tenure Committee:
    F. Academic Information and Technology Committee:
    G. Artists and Lecturers Committee:
    H. Athletic Committee:
    I. UNK Online Committee:
    J. Faculty Welfare Committee:
    K. Grievance Committee:
    L. Library Committee:
    M. Professional Conduct:
    N. Student Affairs:
VII. Reports of Senate Representatives to Non-Senate Committees
    A. Assessment Committee:
    B. Women, Gender and Ethnic Studies Advisory Committee:
    C. International Studies Advisory Council:
    D. Parking:
    E. Safety Committee:
    F. World Affairs Conference Committee:
VIII. Reports from Academic Councils
    A. Graduate Council: **09March2023**
    B. General Studies Council: **02March2023**
    C. Council on Undergraduate Education:

        D. Student Success Council:

        E. Equity, Access, and Diversity Committee

IX.   Unfinished/Old Business

        A. Faculty Welfare Recommendations on Overload Policy

X.   New Business

        A. AFT Recommendations on Post Tenure Review Policy

XI.   General Faculty Comments

XII.   Adjournment:

7:00PM – March 2, 2023
Antelope Room, Nebraskan Student Union
Faculty Senate Website:
http://www.unk.edu/committees/faculty_senate/index.php

XIII. Call to order
XIV. Roll Call: Karl Borden, Bryce Abbey, Claude Louishomme absent.
XV. Approval of Agenda – Alejandro Cahis first; Nick Hobbs second
Derek Boeckner moved to move Special Presentation D to closed session at end of regular senate meeting, Dawn Mollenkopf second, none opposed.
XVI. Action on Faculty Senate Minutes: **02February2023**
All in favor, none opposed.
XVII. Special Presentations
A. Chancellor Kristensen
- BOR appropriations meeting tomorrow at State house. There are 9 people on the committee. In the past, they have been generally supportive of the UNK, however, now there are several new members. Chancellors no longer speak, instead the President speaks for everyone. Making a 3% budget request. Committee penciled us in for 2%; that will not work. Expect Rural Health Medical Center to be fully funded. It will be fully open in 2025; recruiting but not yet hiring. There are opportunities for each college to partner with Med Center.
- Appreciate patience with overstaffing process. We're done. Doesn't mean it won't be done again. Using us as an example of what should be done on other campuses. Will probably have budget cuts. 17 of the years that I've been here we've had budget cuts. Late May when session is over, we'll know budget.
- Last 2 years have had tuition freeze. Good for students but not good if we can't recruit and keep people and have facilities to teach. Need moderate and predictable tuition increases. My hope ½% or so tuition increase and put toward deferred maintenance. State funds 58-59% of UNK's budget.
- Yung Gravy concert in the spring – students excited for 'normal' activity; student engagement up, good for retention.
- Need budget for rural health campaign; have $21-22 million raised so far. Total $5 billion campaign. Our goal is $70 million dollars; we have raised about $30 so far, anticipate $100 million in five years. Student scholarships, faculty support, library, athletics are priorities.
- Appreciate engaging Maha and her efforts; she has met with genuine support and engagement from faculty. Some students are scared to walk across campus

because of who they are; all students should feel welcome here.
- AI & Cheating – goes to integrity of what we do. Faculty own academic integrity. We are aware of it and will help. Probably need to start addressing AI now and coming up with our answer to it.

Questions?

- Daniel Chaffin – What have you learned about way to execute RIF? Fear can be detrimental.

  It started with people being nervous and fearful, not knowing what the numbers would be. Ended up being 6. Every department needs to be concerned with their number of majors, teaching capacities. Much different exercise than budget. 10 years ago we had the same number of faculty but more students. What about liberal arts? Important but less interest. Overstaffing done for now, need to look at budget. It is an issue of fairness. Some faculty overwhelmed with teaching load, can't get any help, while other areas are overstaffed. I recommend you have Jon Watts here next month to talk about budget.

- Pat Hoehner – Going forward with joint doctoral program with UNL and UNK.

B. George Holman

- In new role as Assistant Vice Chancellor for Student Affairs. Working with Dr. Majocha to create Student Success Coalition, a retention plan. Enrollment is declining everywhere; very important to retain students we do have. Some students questioning value of degree. Nebraska has had a decrease in total population; most counties have seen the population decline.
- Student Affairs – increasing staff retention. When I started, 25% of staff were in new positions. We have had a focus on educating ourselves on DEI. Also focus on mental health, staff, students & campus. Students in HS reporting more mental health issues than current UNK students. Wendy Schardt received a grant. Collaborative Care model – students who go to student health will receive counseling and screenings.
- New building – Martin Hall open. This fall, another new building will open. We will be able to close Louie's and there will be other savings with URS /URN closing.
- Our retention last year was 74%. While this is better than many similar institutions, we are hoping to get back to 80%. Aim for consistent 80% retention from freshman class. We are seeing more students coming in at-risk and needing supports to be successful. Starting Bridge Program this summer. 1-2 weeks before classes start, students come to prep for math and English, classroom skills, general 'how to be successful' information. Retention of students who take LSNK 103 (Learning Skills) is high.

- Care Team Manager position no longer an associate dean position. Taking those funds to hire Care Team. Previously had 55-60 student referrals a semester; last semester 130 student referrals.
- Student Success Coordinator position – working specifically with at-risk students. Will model Kearney Bound, Trio to assist with their retention.
- CTE could play a role in helping faculty work with at-risk students. Our 4 year graduation rate is a bit below peers but 6 year rate is higher.
- Target X – retention software platform. Hoping it will help us dial in what we can do to retain students. RML advisory a few years ago – noted students 200+ miles away less likely to be retained. We spent more time and resources on students further away – in the end found that the majority of at-risk students were from in-state.

Questions?

- Linda Van Ingen– are 8 week classes part of retention plans?

   We're not really looking at that. We're looking at how can we align services to support students and address barriers to retention.

- Derek Boeckner – support services for on-campus students, what about for online? Learning commons is great, but is there a version for online?

- Dawn Mollenkopf - yes, we created it. Programs serve about 200 students. Pathway to Math, English, PRAXIS. Not just specific to education.

- Bobbi Jean Ludwig – a lot of services moved online during COVID, many still are. Need to be better advertised.

- Megan Strain– how much contact do people in student affairs have with people in high schools, such as guidance counselors?

   We're barely able to cover campus.

- Daniel Chaffin – why is there a trend of low retention among young men?

   Men can go into trades and make a decent living. Labor market our biggest challenge, get your education on the job. Fewer men enrolled, don't retain them at the same level.

- Dawn Mollenkopf– know who is dropping out but do you know why?

   With Target X, we hope to. Identify risk factors – can then identify students who might need additional supports from day 1.

C. Renae Zimmer
- I am the Director of Student Engagement; office in NSU. Focus is on student connection & belonging, helps with retention to create inclusive campus community. Oversee 150 student organizations, here to support SO advisors. 15% of students participate in Greek Life. 2022 Blue Gold Welcome - 4700 students in 3 days. New program - Loper Family Connection
RSO – Recognized Student Organizations. Need a minimum of 5 members, staff or faculty advisor, constitution renewed every 4 years.
Here to support faculty advisors. Have handbook available, trainings, can assist with by-laws. Funding for organizations. Assist with event planning. Assess organization, planning. Build up new student leadership. Reserve tables. Student work fairs. Offer trainings – next one on March 8th, 3 p.m. at Student Engagement Office.

D. Ad Hoc Committee for Climate Survey Response
XVIII.   Reports of Faculty Senate Standing Committees
A. Oversight Committee:
B. Executive Committee:**20March2023**
C. President's Report:
D. Academic Affairs:**16February2023**
- Linda Van Ingen– will J-term continue?

Next two years will have J term. Doing student survey first, and then eventually faculty survey. Will make decision after those results are gathered.

- Julie Shaffer– for a 6-week grade report, some type of assessment would need to be provided. If 6 weeks, students could drop and get into an 8 week class. But there are not many 8 week courses offered.

- How big of a problem is this? That students would have dropped and gotten into an 8-week course if had gotten grade earlier.

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- Would a mandatory 6 or 8 week grade report require SVCAA approval or is this something that the registrar's office can do automatically without faculty approval? Derek will follow up on this.

E. Academic Freedom and Tenure Committee:
F. Academic Information and Technology Committee:
G. Artists and Lecturers Committee:
H. Athletic Committee:
I. UNK Online Committee:**14February2023**
J. Faculty Welfare Committee: **06February2023**
K. Grievance Committee:
L. Library Committee: **27January2023**
M. Professional Conduct:

N. Student Affairs:
XIX. 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:
XX. Reports from Academic Councils
    A. Graduate Council:
    B. General Studies Council:
    C. Diversity, Equity, and Inclusion Leadership Council
XXI. Unfinished/Old Business
XXII. New Business
    A. Resolution in support of Appropriations for NU
       Derek sent out, passed unanimously.
    B. Recommendation regarding Overload Policy
- Couldn't have overload for on-campus course. Didn't make sense and policy not followed.

- Proposal to create an Ad Hoc committee to look at welfare policies. Will faculty welfare put together a plan, summary of what is needed? Is Ad Hoc committee warranted?

- All policies have to be approved by the union. Likely long process. Would need UNKEA on Ad Hoc committee.

- Ask faculty welfare for more specific recommendations on what needs to be revised and if we need a more representative committee.

- Agree to eliminate item 2? None opposed.

XXIII. General Faculty Comments
XXIV. Adjournment: 9:57

FS Executive Committee Meeting
March 20, 2023 – 1:30pm

Faculty Senate Executive Committee
Derek Boeckner, President
Chris Exstrom**,** President Elect
Christina Sogar, Secretary (notetaker)
Martonia Gaskill, Past President (absent)
Alejandro Cahis, Representative
Dawn Mollenkopf, Parliamentarian

Old Business
- Committee Updates
  - General Studies: Ad Hoc committee has been created and given charge from Derek; each member will give feedback on what his/her division sees as the mission and purpose of general studies.
  - Climate: Will schedule a time for the committee to present findings to the cabinet and deans.
  - Attendance: Policy still under review.
  - Student Affairs: Given the charge to look at academic integrity in light of ChatGPT 4 development.
  - Oversight: Continuing to review constitutional changes.
  - Faculty Welfare: Reviewing overload policy & 3 linked policies to see if changes are needed.
  - AFT: Post-tenure review policy being reviewed.
  - Other: Anti-bullying trainings will be piloted soon.
- Artificial Intelligence and Academic Integrity
  - GPT4 is out and looks to be significantly improved as expected.
  - Microsoft has announced they are beginning to incorporate ChatGPT into Office 365 and will eventually include it with their Office 365 subscription services.
  - Student Affairs is looking at definition of plagiarism and relationship to AI. Do faculty need to explicitly state that AI cannot be used for the use to be considered cheating?
- I Love NU Day
  - Campus day April 3:Student table and small event at NSU
  - Day in Lincoln April 5

New Business
- Faculty and Staff Friday Afternoon Club

- o Derek will send out a signup-genius or other thing to the senators for our April 7 FAC by Faculty Senate. Keeping in mind that it is Good Friday, will provide non-meat snack option.
- Topics for Discussion at Cabinet meeting (Friday March 24, 10:30)
    - o Legislative Update
    - o Recruitment update
    - o CTE Update
    - o General review of the year
    - o Issues for the coming year

UNK Administration & FS Executive Committee
Meeting Minutes

March 24, 2023 10:30 – 11:50 a.m. Warner Conference Room (Chancellor's Dining Room)

Members, UNK Administration	**Members, FS Exec Committee**
Chancellor, Doug Kristensen (absent)	Derek Boeckner, President
SVC Kristen Majocha	Chris Exstrom, President-Elect (recorder)
VCBF Jon Watts	Christina Sogar, Secretary
VCEMM Kelly Bartling	Alejandro Cahis, Representative (absent)
AVCSA George Holman	Dawn Mollenkopf, Parliamentarian
SACEA John Falconer (absent)	Martonia Gaskill, Past President (absent)

Discussion Items

- Legislative Update
  - President Carter has asked the legislature for a 3% increase in state funding for the next biennium. That is in the legislative budget draft. The governor prefers 2% - no veto expected for anything under 3.0%.
  - NU system cash-on-hand is $100K up from last year at this time

- Recruitment Update
  - Undergrad admits and NSE registrations (513) are way up compared to this time last year
    - 970 NSE spots planned, 100 more than last year
    - Transfer admits up 41%
    - More stabilized admissions staff has helped

- Personnel Updates
  - OSP, 3 candidates interviewed on campus, search committee meets next week

  - Other
    - Academic Advising & Career Development – Amy Rundstrom is no longer at UNK, John Gibbs is Interim Director
      - Discussed the sudden departure's effect on morale, Rundstrom generally viewed as a great supporter of faculty

- Discussed concerns about faculty not knowing who to contact with advising questions – VCEMM Bartling will e-mail an announcement about this
- Some general discussion of whether advising should be housed in Academic Affairs vs. Enrollment Management – a number of academic and non-academic support considerations brought up

  - UNK Global (new name of international programs office)
    - Chance Bell hired as part-time Assistant Director
    - New international advisor hired
    - Recruiting and advising positions still open
    - Satoshi Machida overseeing recruiting
    - Beth Montag is still ELI coordinator

  - Peter Longo stepping down as AVC of Academic Affairs June 30

- CTE Updates
  - Where are we in the process? What else can faculty help with?
    - Will name new AVCAA and CTE director by end of April
      - Plan for both to be appointed positions
      - CTE director will report to AVCAA
      - Components of CTE will be put in place over the summer, emphasis with onboarding new faculty

  - Advising Discussions/Advising and CTE?
    - Anticipate discussions will take about a year with faculty having seats at the table
      - Start with "What is good advising?"
      - Paradigm of "meeting students where they are"
    - Possibility of faculty advising evaluation is at least a year away

- General Review of the Year
  - VCBF Watts on construction projects, fundraising, budget
    - New UNMC building - $34.5M fundraising in progress, approx.. $25M pledged
      - Proposals submitted to Kiewit and Scott Foundations
      - Naming asks have been sent out
    - Campus deferred maintenance needs presentation
      - Several Bruner Hall repairs/replacements planned to start this summer
        - If faculty/labs need to be displaced, a committee will be formed to establish the phasing
        - Due to a flood, some redesign will occur in the Health Science area
    - Library project going well

President's Report for April 6, 2023

The proposed overload policy was reviewed by the deans and SVCAA. The language was updated to incorporate their feedback and given back to FW for review. It is now in the packet for discussion here and then will be given back to the AVCAA for final approval.

The AFT committee has produced updates to the post tenure review process based on documents produced in 2014 that never made it past the finish line. They are in the packet for discussion and approval by the senate. They will then move to the SVCAA's office for consideration and review by the SVCAA and Deans.

The attendance policy drafting committee has agreed to a draft. It will go out for public comment from the FSAA in the Fall.

The General Studies Recommendation Committee is working on their recommendation to the SVCAA. We have identified a few general themes that the campus sees as the mission for general studies and are looking at governance policy built around ensuring the general studies program supports the campuses vision of the mission.

The Senate will be hosting the Faculty Staff Club tomorrow (Friday April 7 from 4-6.) If you haven't signed up please do so, or just show up to the Alumni house with some refreshments tomorrow around 4:00.

Maha has asked if the Senates (Faculty and Student) would like to get together to host a Loper Circle. I feel like it is a good opportunity to build community on campus which I think is one of the keys to overcoming some of the malaise that is building discontentment. There will be a new batch of student and faculty senators installed at the end of April, perhaps early in May would be a good time to host something for new senators and old to get together and engage in discussions about UNK and the issues both bodies are looking at for the coming year. If we feel this would be worthwhile I'll work with the student senate to get something planned.

Personnel –

1. The CAS Deans search is proceeding. All applicants will be fully considered. The decision to move on this now instead of waiting until the 18 months of an interim are up is because they want and need someone permanent in place for items of concern like our climate survey issues, the roll out of the CTE, fund raising for the rural health and other rural centers of _____, etc. The decision to keep the search internal is for similar reasons of stability and continuity as we continue to work through the melding of Fine Arts & Humanities and Natural & Social Sciences into CAS and what that looks like for the campus.
2. Amy Rundstrom - There were reasons and evidence to back up the decision. It wasn't done lightly. Legal obligations prevent much more discussion about it. Rumors that it was due to a conflict with individual cabinet personnel seem to be false.

CTE and AVC

1. Peter Longo will be stepping out of the roll of AVC. He will still advise, chair search committees, perform admin duties on an as needed basis, but will be stepping back from the full role of AVC.
2. Dr. Majocha will ask for cover letters and CVs from faculty across campus and then appoint a new AVC yet this semester. This position will likely be in charge of the roll out of the CTE.

Climate and Morale

1. Looking forward to hearing from the climate response committee.
2. Wary about throwing the word morale around, vague word, looking into what it means for campus and how it effects all of us. As something intangible and internal to individuals, it is difficult to address broadly and treating symptoms isn't necessarily an effective long term solution.
3. Would a bulletin like CAS produces be something faculty would like from the SVCAA for getting information out to campus? I thought it would be good to have another means of delivering information rather than through cabinet->execs->senate
4. It seems we have (maybe superlatively) low turnover ratios for faculty and staff compared to the other campuses. This seems to be a conflict with the apparent disparity in that data vs the idea that morale is low. Why one and not the other?
5. Cabinet discussions are taking these issues seriously and look forward to any thoughts and actionable items faculty can bring forward to help with them.

Annual Faculty Senate Status Report For AY 2022-23

I.   Policy Recommendations
    A. Approved Recommendations
        i. Finals Week Policy (approved March 2023)
    B. Current Recommendations
        i. Overload Policy (pending April 6 FS meeting approval)
        ii. Post Tenure Review Policy (pending April 6 FS meeting approval)
    C. Policy Still Under Senate Review
        i. Attendance Policy (will go to FSAA in the Fall for campus comment period)
        ii. Academic Integrity Policy (Student Affairs under charge to review the policy)

II. Senate Initiatives
    A. Academic Integrity and Artificial Intelligence
        i. Senate recommended four concurrent actions
            1. CTE – Training, Methods, and Best Practices for classroom use and avoidance of student academic integrity issues
                a. CTE in part of their rollout are looking into addressing these concerns
            2. Student Affairs – Look at Academic Honesty Policy and Consequences
                a. Currently under charge to review the policies
            3. Cabinet – Historical Data and their views on the issues
                a. Current policies collect data for all reported incidents
                b. Faculty can ask Tami Plugge for reports when dealing with new incidents.
            4. Student Government – How do they see the issue
                a. Non-issue, they feel students on campus are generally concerned with their own education and not trying to cheat the system
                b. Feel the current consequences are adequate deterrents
                c. Note- student senate is maybe not the demographic that faculty are worried about and might not understand/see the issues among other student groups
    B. General Studies Recommendations
        i. Ad hoc committee formed for recommendations regarding the mission and vision of general studies and governance suggestions
        ii. Committee has found broad themes regarding how campus sees the mission of general studies and are looking at governance policies that will effectively guide the general studies program to accomplish its mission
    C. Campus Climate Survey Response
        i. Have identified themes in the survey data
        ii. Have research based suggestions for addressing and alleviating the issues suggested by the survey data
        iii. Presenting to the Cabinet and Deans April 12
    D. Resolution in Support of the Biennium Budget Request

        i.   Passed a resolution supporting the university in its request for funding from the legislature (March 2023)

E. Strategic Plan Resolution

i. Passed a resolution regarding the 2021 strategic plan update that includes increased transparency in the strategic planning process through regular reports of the strategic planning committees to the faculty senate

F. RIF completed
        i.   Met with Cabinet to review the RIF process
        ii.   No one felt good about the process, but policy was followed
        iii.   No plans on going through Restructuring or RIF again

G. DEI Strategic Plan Resolution of Support
        i.   Passed a resolution of support of the DEI strategic Plan (November 2022)

H. Ad Hoc Bullying Prevention Committee
        i.   Continues to work
        ii.   Rollout of Bridge Trainings beginning (February 2023)

I. Oversight Committee
        i.   Continues to compile needed revisions to the FS Constitution and Bylaws

Faculty Senate Academic Affairs Committee
Minutes from Meeting
Thursday, March 23, 2023
Meeting held via Zoom

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

Absent: Chance Bell (FS), Steve Hall (CBT), Olivia Koenig (Student Senate); Zoie Jacobsen (Student Senate)

Guests: Ben Brachle (ITEC)
****
Bridges called the meeting to order at 3:31 p.m.

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

Discussion moved to agenda items #188 - #254. Bridges noted that the subcommittee met before spring break and did not see any red flags. Bridges noted that the agenda items were all routine. Hanson (Hammer) moved to approve agenda items #188 - #254. Motion carried.

Discussion turned to the proposed Early-Term Grade policy considered at February meeting. Bridges reminded the Committee that the proposal was sent out to campus and the College Ed Policy / Academic Affairs Committees for review and input. Bridges noted that the feedback received thus far indicated limited support for the proposal. One question was whether a "not applicable" option could be made available for those classes where the grade may not be known until further in the semester. In reviewing the comments received, many argue this is already being done in early warnings and is not needed for those already doing their jobs; those in support argue this is for the benefit of students for those who do not grade in due time so students are unaware of their status. Discussion focused on the importance of student-centered policies and what's best for them. Bridges reminded the Committee that the policy proposal is at the request of the SVCASA's office and not the Registrar's office – based on the comments received, there seemed to some confusion over who was responsible for initiating the proposal. Hanson (Koch) moved to approve the Early-Term Grade policy as written. Motion carried (Yay – 5; Nay - 2).

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.

Shaffer (Heelan) moved adjournment. Motion carried and meeting adjourned at 4:00 p.m.

Respectfully submitted,

Bailey Koch, Temporary Scribe
Approved via email, March 27, 2023

2022-2023 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING
Academic Affairs Subcommittee 3/8/2023
Academic Affairs Full Committee 3/23/2023

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

Informational Item:

The KSS department will have two new subject codes (KSS and NUTR) to replace the current PE and REC courses. The subjects and course changes will appear on the September 2023 academic affairs agenda. Once approved by FSAA, the courses will be effective in the 2024-25 catalog. The COE ed policy committee approved the new subject codes. SVCAA Majocha approved the new subject codes as well.

#188, Academic Amnesty
The current Academic Amnesty policy requires a student to be a degree-seeking student at UNK to apply for Academic Amnesty. The UN registrars propose a policy change requiring degree-seeking status at a University of Nebraska campus. We have students attending UNL or UNO who decide to transfer to UNK for a better fit. As part of the UN system, grades earned in courses at another campus of the University of Nebraska are used to calculate the student's University/UNK GPA. Students who perform poorly at another UN institution and transfer to UNK cannot request amnesty at their first institution because they are not degree-seeking at the first institution. They have no intent to return to that 'first' campus and become 'stuck' with the GPA, negatively impacting the scholarship opportunity, and ultimately making it harder for success.

Current Academic Amnesty: https://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-amnesty/

#189, Inactivate, Program, Supplemental Endorsement in Adapted Physical Education, PEREC, COE, The program has not had a graduate with that endorsement since 2014, with 2 majors in 13 and 14 and 1 in 2010. In addition, when we did it was done all through independent studies as we never had a mass # of students to take the courses to justify an actual class. CCPE says we should have at least 5 graduates every so many years and we have not met that number in over 10 years.

#190, Alter, Course, Title, Prerequisites, Catalog Description, ENG 101, Introduction to Academic Writing, ENG, CASC, We have added a new placement survey because UNK is no longer requiring ACT/SAT scores and needs an alternate method of placement. We have developed a placement survey based on current research in the field of composition studies that should provide a more accurate measure. Because the registrar's office could not create a prerequisite based on the placement survey, we have worked with the office of admissions to require the placement survey for all new students before they register. Since all students must take the survey, no further prerequisite is needed. We also changed the description to make it more accurate to modern methods of teaching composition and changed the title to a better preposition; Change course title, Old Value: Introduction of Academic Writing, New Value: Introduction to Academic Writing; Change prerequisites, Old Value: ENG 100A or English ACT score of 17 or greater or department permission, New Value: None; Change catalog description, Old Value: A study of the art of composition with special emphasis on the writing process and on essay form. Students study methods of invention and arrangement and hone their stylistic, grammatical, and punctuation skills, New Value: A study of the art of composition with special emphasis on the writing process and academic genres. Students study methods of invention and arrangement, develop basic research knowledge, and hone their stylistic and grammatical skills as appropriate to varying audiences and contexts.

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

#192, Alter, Course, Prerequisites, ENG 220, Introduction to Film Studies, ENG, CASC, Any student who completes their GS composition requirement should be eligible to take this course; Change prerequisites,

Old Value: ENG 102, New Value ENG 101 or ENG 102 or instructor permission.

#193, Alter, Course, Prerequisites, Catalog Description, ENG 235H American Studies, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: General Studies course for Honors students. Students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied, New Value: In this General Studies course for Honors students, students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life, which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied.

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

#195, Alter, Course, Prerequisites, Catalog Description, ENG 250, Introduction to Literature: British Literature, ENG, CASC, We are updating our catalogue descriptions to make them more engaging and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Introduction to authors, genres, and periods from the British literary tradition. Some emphasis will be placed on recurring themes, literary devices, and close reading of texts, New Value: This course offers students the opportunity to read, discuss, and write about carefully selected British literary texts. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of selected British authors provides.

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

#197, Alter, Course, Prerequisites, Catalog Description, ENG 252, Introduction to Literature: Western Civilization, ENG, CASC, We are updating our course description to make them more engaging and grammatically correct; Change prerequisites, Old Value: ENG 102, New Value: ENG 101 or ENG 102 or

instructor permission; Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world, New Value: This course offers students the opportunity to read, discuss, and write about Western literature. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of representative literary works from the ancient to the modern Western world provides.

#198, Alter, Course, Prerequisites, Catalog Description, ENG 253, Intro to Literature: Non-Western Civilization, ENG, CASC, We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Examines representative literary works from the ancient to the modern world which have either shaped or reflected contemporary thought and are thus important to what are generally identified as non-western cultures, New Value: This course offers students the opportunity to read, discuss, and write about an exciting range of World literature from Africa, Asia, the Americas, the Middle East, or Oceania. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a study of literary works which have either shaped or reflect contemporary thought provides.

#199, Alter, Course, Prerequisites, Catalog Description, ENG 254, Introduction to Literature: Special Topics, ENG, CASC, We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 101 or ENG 102, New Value: ENG 101 or ENG 102 or instructor permission; Change catalog description, Old Value: Introduces types of literature and techniques used in writing and reading texts; works will differ in genre, style, source, and context from section to section, New Value: This course offers students the opportunity to read, discuss, and write about literary texts that address a particular theme. As they engage with the readings, students will hone their powers of perception and analysis to support any area of further study. They will also acquire the skills necessary for clearly articulating the greater insights into the human condition that a thematic study of literary works provides.

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

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

#202, Alter, Course, Title, Prerequisites, Catalog Description, ENG 311, Advanced Writing, ENG, CASC, We are changing the title from "Advanced Writing I" to "Advanced Writing" because we will no longer be offering "Advanced Writing II," so this is the only course with that title. We are updating our course descriptions to make them consistent and grammatical. We are adding "instructor permission" to the

prerequisites so that students know they can contact the instructor for permission to register if they have a good reason. We are updating the course objectives to fit the way both of the typical instructors teach the course; Change course title, Old Value: Advanced Writing I, New Value: Advanced Writing; Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: A study of writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies, New Value: In this course, students will study writing processes as they have been described by professional writers and rhetoricians. The purposes of this course are to familiarize students with various conceptions of the writing process, to introduce them to composition research methods, and to give them ample opportunity to investigate and experiment with various writing strategies.

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

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

#205, Alter, Course, Prerequisites, Catalog Description, ENG 337, Special Topics in Popular Literature, ENG, CASC, We are changing the prerequisites of courses in our minors to make them more accessible to students from other majors. We are updating the catalog descriptions to make them more consistent and grammatical; Change prerequisites, Old Value: ENG 234 or department permission, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: A study of popular literary taste as reflected in such genres as the detective story, science fiction, adult fantasy, and others, New Value: This course promotes an understanding of the term "popular literature" through a study of texts, genres, or traditions that have enjoyed broad and continuous audience appeal. It may focus on a genre (fantasy, the detective story, science fiction) or a particular myth or legend that enjoys widespread recognition in popular culture. It may be taken twice provided the topic offered is different each time.

#206, Alter, Course, Prerequisites, Catalog Description, ENG 373, Film Genre, ENG, CASC, We are updating our catalogue descriptions to make them more engaging, consistent, and grammatical. We are adding "instructor permission" as one of the prerequisites so that students know they can approach instructors directly; Change prerequisites, Old Value: ENG 102, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: Study of the various film genres, such as the Musical,

the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. Course concentrates on a particular genre depending on the semester. Weekly film screenings, New Value: Students in this course will study various film genres, such as the Musical, the Western, the Gothic, and Film Noir, from their inception in the early twentieth century to the present day. This course concentrates on a particular genre depending on the semester. Course material will include weekly film screenings.

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

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

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

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

#211, Alter, Course, Prerequisites, Catalog Description, ENG 429, Theory and Pedagogy of Writing, ENG, CASC, We are combining the goals of this class with the similar class ENG 411 (which we are making dormant) so that we can have one advanced writing class that we offer more regularly. We are also changing the prerequisite so that students who are interested in writing but not studying literature are able to take the class; Change prerequisites, Old Value: ENG 102 and ENG 234 or equivalent, New Value: ENG 102 or instructor permission; Change catalog description, Old Value: Theory and Pedagogy

of Writing will study topics and issues in teaching writing in the middle and secondary schools. The course will focus on the history and theory of composition rhetoric, the various sub-genres of writing, the writing process elements, language and language conventions, workshop techniques, technological resources, and strategies for assessment, New Value: Theory and Pedagogy of Writing addresses the theory and teaching of writing as a social act. The course will focus on theories of composition and rhetoric, rhetorical genre studies, language and language conventions, writing technologies, workshop techniques, and strategies for feedback and assessment.

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

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

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

#215, Alter, Course, Title, Catalog Description, HIST 484, The United States: 1898-1945, HIST, CASC, Updating the course title to reflect contemporary scholarship that identifies 1945 as a historiographical turning point that marks the end of an era; Change course title, Old Value: The United States: 1898-1941, New Value: The United States: 1898-1945; Change catalog description, Old Value: The rise of America as a world power and the problems of reform and industrial expansion in early twentieth century America, New Value: This course studies the rise of the United States as a world power and the challenges and opportunities of reform and industrial expansion in the early twentieth century through World War II.

#216, Alter, Course, Title, Catalog Description, HIST 485, The United States Since 1945, hanging the title of the course (from 1941 to 1945) to better reflect the scholarship that identifies 1945 as a historiographical turning point that places the United States in the Cold War following WWII. The course description is edited to reflect this adjustment, expanding this history from the Cold War era to the recent past; Change course title, Old Value: The United States Since 1941, New Value: The United States Since 1945; Change catalog description, Old Value: A detailed study of some of the more important aspects of the history of the period, New Value: A study of significant topics in United States history since 1945, including the Cold War and its origins, the end of the Cold War, and the rise of globalization in the 21st Century.

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

#218, Alter, Program, Industrial Distribution Comprehensive, B.S., ITEC, CBT, We are proposing the

addition of BSAD 295 in the Industrial Distribution program to help improve student's professional communication skills. These skills are seen by the faculty as lacking at this time. ITEC 475B will be reduced from 6 credits to 3 credits so as to not increase the core major hours.

#219, Alter, Course, Grading Type, MATH 271, Field Experience in Middle and High School Mathematics I, MATH, CASC, This was initially meant to be Credit/No Credit which is inline with most field experience courses. This change is to rectify that; Change grading type, Old Value: Traditional Grades, New Value: Credit/No Credit.

#220, Alter, Course, Grading Type, MATH 471, Field Experience in Middle and High School Mathematics II, MATH, CASC, As a field experience, this should be credit/no credit as typical of field experiences. It was inadvertently put in with traditional grades and this change is meant to rectify that; Change grading type, Old Value: Traditional Grades, New Value: Credit/No Credit.

#221, Alter, Course, Prerequisites, MGT 233, Business Statistics, MGT, CBT, Change of prerequisites to ensure that students taking this class have basic spreadsheet skills; Change prerequisites, Old Value: Either MATH 102 or MATH 120 or MATH 123 Students with a Business major must also take BSAD 100 or ITEC 130, New Value: MATH 102 or MATH 115 or MATH 120 or MATH 123 and BSAD 100 or ITEC 130.

#222, Alter, Course, Prerequisites, Catalog Description, MGT 450, Population Health Management: Systems and Policies, MGT, CBT, The MGT 450 prerequisite has been slightly modified by now adding MGT 350 as a prerequisite. MGT 350 introduces important introductory healthcare concepts (with an emphasis on the U.S. healthcare system). These foundational concepts are necessary for the more advanced and interdisciplinary study of population healthcare management and health policies in MGT 450; Change prerequisites, Old Value: Junior Standing and STAT 241 or MGT 233 or PSY 250 or BIOL 305, New Value: Junior Standing and MGT 350 and STAT 241 or MGT 233 or PSY 250 or BIOL 305; Change catalog description, Old Value: This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care. Recommended Prerequisites: PSCI 110 and ECON 270 or ECON 271, New Value: This course is for health sciences students and students interested in health care management. Topics include 1) describing the determinants of population health that impact health outcomes in a community and applying this information to design low cost interventions; 2) exploring contemporary health care systems and the role of diverse stakeholders in the organization and delivery of models of care; 3) developing effective communication skills to help policymakers understand relevant health care issues; 4) understanding how concepts from economics and management can be applied to examine local public health agency efforts in assessing health needs, quality of services, and strategies for improving health services delivery. This course also examines issues in the health care industry, including the effect of government policies, and students will have the opportunity to critically evaluate current changes in health care policies in the United States and other countries and the effect of such changes on the quality of patient care. Recommended Prerequisites: completion of a 200-level course in Political Science and completion of a 200-level course in Economics.

#223, Alter, Program, Modern Languages, B.A., MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#224, Alter, Program, Modern Languages 7-12 Teaching Subject Endorsement, MODL, CASC, We would

like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#225, Inactivate, Course, PE 122, Sports Skills for Life and Leisure, PEREC, COE, Please make inactive.

#226, Discontinue, Course, PE 161, Adapted Activities, PEREC, COE, Course is no longer offered nor in any program of study.

#227, Discontinue, Course, PE 240, Non-Rhythmic Activities for Elementary Schools, PEREC, COE, Course is no longer offered nor in any program of study.

#228, Discontinue, Course, PE 246L, Foundation of Athletic Training Lab, PEREC, COE, Course is no longer offered nor in any program of study.

#229, Discontinue, Course, PE 270, Laboratory Experience in Intramurals, PEREC, COE, Course is no longer offered nor in any program of study.

#230, Discontinue, Course, PE 370, Administration of Intramurals, PEREC, COE, Course is no longer offered nor in any program of study.

#231, Discontinue, Course, PE 373, Field Experience in Secondary School Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#232, Discontinue, Course, PE 374, Field Experience in University Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#233, Discontinue, Course, PE 380, Diagnostic-Perspective Techniques for Adapted Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#234, Discontinue, Course, PE 420, Methods in Health and Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#235, Discontinue, Course, PE 426, Instructional Strategies in Adapted Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#236, Alter, Course, Prerequisites, Department Consent Status, PE 468, Public Health Aspects of Physical Activity, PEREC, COE, Changing prerequisites to allow students more flexibility; Change prerequisites, Old Value, A grade of "C" or above in PE 329 and PE 467 or permission of the instructor, New Value: A grade of "C" or above in PE 329 and PE 461 or permission of the instructor; Change department consent status, Old Value: No, New Value: Yes.

#237, Inactivate, Course, PE 471A, Field Experience in Elementary Physical Education, PEREC, COE, Making course dormant.

#238, Inactivate, Course, PE 471B, Field Experience in Middle School and Secondary PE, PEREC, COE, Making course dormant.

#239, Inactivate, Course, PE 471C, Field Experience in 7-12 Health, PEREC, COE, Making course dormant.

#240, Discontinue, Course, PE 488, Senior Seminar in Health & Physical Education, PEREC, COE, Course is no longer offered nor in any program of study.

#241, Alter, Minor, Public History, HIST, CASC, Reducing the total credit hours required from 24 to 18 hrs to address a bottleneck created by the large internship hours (will reduce from 6 to 3), to make consistent with other minor degrees offered by the History Department, and to better support the 120 cr hour

requirement for graduation.

#242, Discontinue, Course, REC 188, GS Portal, PEREC, COE, Course is no longer offered nor in any program of study.

#243, Inactivate, Course, REC 453, Therapeutic Recreation for Special Populations, PEREC, COE, Making course dormant.

#244, Inactivate, Course, REC 458, Recreation for the Aged, PEREC, COE, Making course dormant.

#245, Alter, Program, Recreation Management, B.S., PEREC, COE, Removing REC 453 and replacing it with PE 369.

#246, Alter, Program, Recreation, Outdoor and Event Management Comprehensive, B.S., PEREC, COE, Removing REC 453 and replacing it with PE 369. Increased Rec Mgt option from 18 to 19 to reflect the PE 121 credit hour increase from 2 to 3.

#247, Create, Course, SPAN 215, Introduction to Spanish Studies for Heritage Speakers, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both "native" or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly 40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language leaners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department. Once created, SPAN 215 will be submitted to General Studies for approval as equivalent to SPAN 205 (LOPERS 6 and 10).

#248, Create, Course, SPAN 318, Advanced Spanish for Heritage Speakers 1, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both "native" or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly 40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course

designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language leaners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department.

#249, Create, Course, SPAN 319, Advanced Spanish for Heritage Speakers 2, MODL, CASC, The Department of Modern Languages has been offering special sections of intermediate Spanish courses for heritage learners of Spanish for several years and now wishes to formally propose these courses as a distinct pathway through the intermediate curriculum (see proposals for SPAN 215, 318 and 319). Heritage learners of Spanish are students who were exposed to Spanish at home, but have typically experienced all or part of their schooling in English, and thus have varying degrees of proficiency in Spanish and English (Valdés 2001) when they enroll in Spanish courses. Evidence from across the field of heritage language study has established many pedagogically relevant differences between second language learners (L2s) and heritage language learners (HLLs). HLLs have repertoires of vocabulary, grammar and literacy skills that are different from both "native" or first language (L1) speakers and L2 learners (Montrul 2010, Kagan and Dillon 2009) and a diverse set of sociolinguistic characteristics, including language ideologies, attitudes, identity, and motivation for learning (Leeman and Serafini 2016, Carreira and Kagan 2011). Offering distinct courses to meet the different needs of these students is becoming common practice in post-secondary language departments. Beaudrie (2012) found that roughly 40% of postsecondary institutions with 5% or more Hispanic enrollment offer at least one Spanish course designed specifically for Spanish speaking students; this number continues to grow. In our current program, Heritage learners of Spanish typically skip introductory courses (100, 101, 200), take separate early intermediate courses (201, 308) and then rejoin with second language leaners in upper intermediate courses (310 and beyond). Creating separate courses in the catalog, rather than special sections of existing courses, will make it easier for students and advisors to enroll students in the appropriate courses and help our department update our curriculum in response to the changing demographics of the students in our department.

#250, Alter, Program, Spanish for the Helping Professions, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309). This is part of a change to all our Spanish programs. For this certificate, only SPAN 205/215 and SPAN 309/319 are affected by the change.

#251, Alter, Minor, Spanish Interpretation, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#252, Alter, Minor, Spanish, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#253, Alter, Program, Spanish Translation and Interpretation Comprehensive, B.S., MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

#254, Alter, Minor, Spanish Translation, MODL, CASC, We would like to add the heritage Spanish sequence (SPAN 215, 318, 319) as an option alongside the second-language sequence (SPAN 205, 308, 309).

Transcript of approved Early-term Grade policy (catalog):

Early-Term Grades

Early-term grades are for informational and advising purposes to ensure students receive early feedback

on course performance. They do not impact academic standing, grade point average, or official transcripts. Students whose early-term grades are below their personal expectations or below their academic or financial aid requirements should meet with instructors and advisors about steps for improving for the rest of the term.

Early-term grades are to be reported by the faculty in the fall and spring semesters for courses offered for the full length of the semester. Faculty are required to provide early-term grades for all students by the end of the sixth week of the course. Registered students who have ceased attending are to be assigned a grade as of the last date of attendance or best-determined participation; in this case, the last date of attendance is also to be reported.

If a faculty member has concerns regarding student performance, particularly before early-term grading, they are encouraged to contact the Advising and Career Development office.

Transcript of Feedback on Early-term Grades proposal:

CAS Comments:

CAS Ed policy was generally supportive of the proposal (vote was 4 in favor, 1 against, with 2 abstaining (chair didn't vote), but expressed concerns that as written, the mid-term grading may give students a false sense of security when the major grades for the course may not be available until later in the semester or even at the end of the semester (e.g. large point assignments during the final 6 weeks of the semester). We like the idea of having faculty provide a grade so the students can know where they stand, but faculty need to make sure that they tell the students of any caveats or circumstances that will alter the early-term grade that was reported.

CBT Comments:

CBT AA Committee: Committee members reported that minimal feedback had been received thus far; consensus of Committee is that little to indicate broad support or broad opposition to the proposed change. Committee members noted the lack of a solid rationale / reason for the introduction and implementation of the policy. Additionally, since the way grades are determined is already a required part of all syllabi, faculty who return grades in a timely manner already provide students with the information needed to calculate grades at any time during the semester. Reporting a metric based on the first 5 to 6 weeks of the course be given by the end of the sixth week risks discouraging students who started slowly or giving a false sense of confidence to students who are doing well with the early part of the course before the material has gotten more difficulty. Further, for some courses only a small percentage of the total points for the course have been determined by the end of the fifth week of the semester. Would there be an option for instructors to have an alternative metric, such as attending/not attending? Committee members suggested providing a "not applicable" or "no grade available" option should the policy be implemented.

Feedback from Faculty members:
Response 1: An ideal "compromise" or integrative solution might be this:
1. Grades are auto-imported from Canvas from all classes at mid-term (see exception below).
2. One and/or two weeks before the import, the registrar reminds faculty that they will be auto-imported on a specific date, unless faculty enter them prior to that date.
3. If faculty prefer to instead manually enter or import/export the grades from Canvas themselves, they can do so before the auto-import date, in which case, the auto-import will skip these classes.

This will help faculty like me and others who said that they already keep their Canvas grades up to date; there's not an additional benefit to taking time to upload them again. It will also give faculty who want more control to upload them on their own prior to the import. That should also cover people who don't use Canvas. It should also prompt faculty who don't do a good job updating grades, to get them entered at mid-term (the original stated purpose). It will also make it easy to identify the faculty who aren't reporting grades.

Response 2: Out of curiosity, I asked my students about their thoughts this morning. The most interest (from my students) in having a mid-term grade was for classes where students aren't getting their grades in a timely manner—or faculty aren't using Canvas gradebook. My students gave a few examples where they're having issues in CBT. However, students also said most of their instructors use Canvas and post grades in a timely manner. So they know their grades and don't necessarily see the need for a mid-term grade.

I see both sides. On the one hand I'm all for development and keeping students informed, and I appreciated Brooke sharing her experience with mid-term grades as a helpful tool to work with our students. On the other hand, I use Canvas, I post grades regularly (though sometimes slowly), and I give regular feedback on assignments and in class. I also use academic alerts in MyBlue to engage advisors and students when there are concerns. So, I also have a concern that mid-term grades will create more work—on top of what I am already doing—when the bigger issue may be one with select faculty who aren't posting grades in a timely manner or providing feedback.

While we are facing issues with retention of students, we are also facing issues with faculty engagement and satisfaction. Adding mid-term grades won't be a heavy lift, but I also think it's good to question if we're adding work to help students, to address issues with select faculty, or maybe both.

Response 3: I have no problem with this policy. I use the grading system in Canvas for all my courses and students are able to see their current grade at any time. For me it will just be a simple task of copying the grades from Canvas into the UNK MyBlue reporting system.

Response 4: I oppose the language of the policy which requires faculty to submit such a grade by the 6th week. I use Canvas for grading and all grades are posted on Canvas and available to students from day #1. This would be a duplicate of what I am already doing for the students and unnecessary for faculty that maintain course grades in Canvas on a regular and timely basis. The policy might have merit for courses where faculty do not provide current and periodic grades for students, but is unnecessary for those faculty who provide current, real-time grades in Canvas.

By the 6th week I have typically only had 1 of 4 exams so providing a grade at that time doesn't do a lot anyway. Presentations, Projects, Professionalism Activities, Papers etc. are all due well after the 6th week so this early grade requirement could end up having little relevance to a final grade and could actually work as a detriment to students by providing them of a false sense of success on a single exam. This is especially true if the material at the beginning of a class is more introductory in nature. I think the current Early Warning System is better because students who are in trouble early on get the warning. That system could use some updating because many times I want to list several problems the student is having such as attendance, missed assignments and low test scores and the system only lets you pick one of them. So if that could be fixed I think the Early Warning System is much better. A vast majority of my students are doing fine at the 6th week and both they know it and I know it because their Canvas Grade book shows it. Those that are not doing well are the ones that need to be notified and the Early Warning System or something similar makes a lot more sense.

The requirement that all faculty for all courses must do this seems a bit heavy handed and over the top. I would first like to know what specific problem the Registrar has identified that exists on campus. Then I would be interested in knowing why the Registrar thinks this is the best way to solve the problem. I have substantial doubts that this proposed requirement will have much of any positive, measurable effect on whatever problem it is attempting to address. If there is a problem, shouldn't it be the faculty who are developing possible solutions to the problem?

If the problem is that too many students are Withdrawing or Failing classes, then I'm sure there are a myriad of reasons for that and also much better solutions than this. Our retention rate for a public institution like ours (with near open enrollment) has traditionally been very good and if it has fallen in recent years then a deep dive into the cause would be time well spent and have much more value than this proposal.

If faculty are not providing appropriate feedback to students as to how they are doing in their classes then that should definitely be addressed by the Chair and or Dean. Lack of feedback to students goes directly to effective teaching and I would see that as an important part of a faculty member's annual evaluation. Effective teaching involves providing appropriate feedback to students but a single grade in the first 6 weeks of a class provides minimal information for the student. I'm not sure it really accomplishes much.

Faculty already are required to report a number of items throughout the semester and I'm wondering how long this list is going to get. We already have Correction Rosters, Lowest Possible Grades, and Final Grades. I could see the potential for a voluntary program of mid-term grade reporting or perhaps more teeth in an Early Waring program. But the program as proposed misses the mark from what I can tell. It involves a lot of reporting with minimal benefit. There surely are better solutions to whatever problem this proposal is trying to address.

COE Comments:
• With Canvas and Early Warning Referrals in place, I don't feel that Early Term grading is necessary. If student evaluations indicate that there is an issue w/not knowing grade status in the course until late semester, I feel this can be handled on an individual basis rather than mandate a policy that impacts all faculty.

• I hate the idea of one more thing today. HOWEVER, I do feel that this is a good plan. For those of us that keep up on our grading it probably seems unnecessary. With that being said, I know (based on experience of my children attending college) that not all instructors keep up on grading or use Canvas (believe it or not). I also feel it is one more accountability step that would not be terribly difficult to implement. I am in support of this proposal.

• This is a great proposal if students would have the opportunity to drop the course without penalty or minimum penalty after they receive mid term evaluation. Thank you.

• This is pretty redundant with the fact that we can already submit alerts when students aren't doing well. We also do roster corrections to indicate if students aren't attending class and we have to individually mark each student. This is ONE MORE THING that faculty are being asked to do to hold students' hands.

• My feedback is a hard no. We do not need another thing to do within that system. It's also the STUDENTS responsibility to be aware of their grades. If they choose not to, they have the logical consequence that comes to them.

• Is this just for undergrad courses, or for both grad and undergrad courses? I don't see this addressed in the document. If for both, might there be some differences in how this is addressed with grad students?

• We can already send Early Academic Alerts.

• this is very similar to progress reports that my old school district used to do every 3 weeks. My only 'concern' is that it should maybe be stated that these are not final grades and that a passing midterm grade does not guarantee a passing final grade, and the same about a failing midterm grade. I would imagine the biggest faculty concern would be a clear statement that midterm grades are not official and that the faculty member can not be held accountable if the grade changes dramatically.

• Why?

• How is this different than the student checking their current grade in canvas themselves?

• I am strongly opposed to this proposal. If faculty are correctly doing their job of grading and returning tests and assignments in a timely manner to students, the students should know how they are doing in a class. Reporting this information on MyBlue in the sixth week of classes will only further erode the need for university students to take responsibility and be aware of their academic performance. Furthermore, this will just be one more wholly unnecessary burden on faculty to complete this report, and another wholly unnecessary burden on dept. chairs to ensure that faculty are completing these reports.

• If individual faculty members are not grading and returning tests and assignments in a timely manner to students, then these faculty members need to be individually addressed. A university wide effort such as this proposal is just not a good use of anyone's time, and propagates the problem of handholding university students at a time when we need to be fostering their self-responsibility.

• Was there a particular reason for picking week 6 vs 7 or 8?

• "If a faculty member has concerns regarding student performance, particularly before early-term grading, they are encouraged to contact the Advising and Career Development office." Could you also mention the Early Academic Alert in MyBlue, or is that going away?

• I don't know if this is going in the catalog but just in case—"Create instructions for student son where to view midterm grades." –Needs fixed

• Will an email also go to advisor of students that receive a grade below C?

• Can this early term grading be done at the same time as correction rosters? So, either move correction rosters forward another week or two into the semester and move early term grading back from the 6th week to the 5th? Although correction rosters has a different purpose than early term grading, it may be simpler to do them at the same time.

Faculty Senate Comments (provided by FS Representative to FSAA):
• For a 6-week grade report, some type of assessment would need to be provided. If 6 weeks, students could drop and get into an 8 week class. But there are not many 8 week courses offered.

• How big of a problem is this? That students would have dropped and gotten into an 8-week course if had gotten grade earlier. Will faculty be required to have grades posted by 6 weeks? That is a concern.

• Would a mandatory 6 or 8 week grade report require SVCAA approval or is this something that the registrar's office can do automatically without faculty approval? Derek will follow up on this.

• Among Faculty Senate there was an overwhelming disapproval of the policy. Many believed it was an overreach by Registrar, and put more work on faculty. Some voiced that if there is a problem with some faculty not having their grades in Canvas or available to students, then this needs to be addressed with the individual faculty. I shared some of the reasoning behind the proposed policy and this did little to assuage their disapproval.

GRADUATE COUNCIL
MINUTES
Thursday, March 9, 2023 -
Asynchronous Meeting

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, Tawny Moore, Jada Ruff, and
Linda Johnson

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

II.**Graduate Dean's Announcements**

A. *Research Day – April 13*
Abstracts are due March 10.

B. *Graduate Council Elections*
Elections are currently underway with nominations due March 17.

C. *April Graduate Council Meeting*
The April Graduate Council meeting falls on Research Day. The council will be
notified on details of the April meeting.

D. *Thesis Embargo*
An ad-hoc committee is currently working on this project.

E. *Reichenbach Scholarship*
The process for the scholarship is currently underway and due April 1.

F. *4 + 1 – Accelerated Masters Program Update*
This program would allow a student to use graduate hours to apply toward both the
undergraduate and graduate degree. An overview and additional documentation
were distributed to the council for feedback.

III.**Committee Reports –**

A. Policy & Planning Committee – the committee has drafted
a Graduate Program Student Advising Policy and provided feedback on possible
guidelines for graduate student grade appeals.
Action items for April: review GPC handbook and provide feedback by next
meeting, develop grade appeal protocol based off recommendations from the student
affairs feedback.

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

For Graduate Council Action – motion to approve by Bauer/Bjornsen seconded. Motion carried.

Program/Certificate Name	Nature of Request	Recommendation
Program: CRINST-MAE: Curriculum and Instruction, Master of Arts in Education	Program Change Request – improve clarity for students between C & I STEM and STEM Master by adding to the STEM title "K-8"	Approved
Certificate: Communication Instructional Development	New Proposal	Approved

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

Course Number	Nature of Request	Recommendation
BIOL 801P: Principles of Immunology	Course Change – pre-req modification	Approved
BIOL 829: Ecological Anthropology	Course Change – to dormant	Approved
BSED 802P: Career Education Multimedia Applications	Catalog Course - new title, description, objectives	Approved
STEM 888: STEM Education Capstone	Catalog Course Description Change Only	Approved
CYBR 800: Exploring Computer Science Principles	Course Change – title, abbreviation, catalog description, course objectives	Approved
CYBR 800P: Exploring Computer Science Principles	New Course Proposal	Approved
PE 879P: Research Methods in Exercise Science	New Course Proposal	Approved
ENG 855A: Contemporary American Literature	Course Change – course description only	Approved
SPCH 800: Philosophy of Communication	Course Change – make course dormant	Approved
SPCH 857P: Contemporary Rhetorical Theory	Course Change - make course dormant	Approved

SPCH 875: Public Communication Practicum	Course Change – description, credit hours, & pre-reqs	Approved
SPCH 896: Thesis	Course Change – description, objectives, credit hours, & pre-reqs	Approved
TE 816A: Practicum Education	Course Change – credit hours, course objectives	Approved
TE 853B: Improvement of Instruction in Mathematics Grades PK-8	Course Change Request – course title, was dormant/want to make active, update syllabus	Approved

    C. Faculty & Student Affairs Committee – nothing to report at this time.

<u>Action items for April</u>: develop grade appeal protocol & graduate student advising protocol.

    D. DEI Subcommittee – initial meeting next week.

    E. Graduate Review Editorial Board Subcommittee – developed list of tasks needed with timeline.

IV. Other Business

There was no other business.

Respectfully submitted,

Janna Shanno

General Studies Council
March 2, 2023
3:30 PM, Warner Conference Room
temporary location for 2023 is in the Chancellor's Dining Room, second floor of NSU
** Approved Via Email **

Present: Joel Berrier, Joan Blauwkamp, Jeremy Dillon, Sherri Harms, Toni Hill, Miechelle McKelvey, Tim Obermier, Rochelle Reeves, Sri Seshadri, Rebecca Umland, Melissa Wuellner, Greg Brown, Lisa Neal, Jessie Bialas, Joel Cardenas, Beth Hinga, Tristan Larson, Mark Ellis

Guests: Amanda Wilson, Nanette Hogg, Derek Boeckner, Suzanne Spencer, Jacob Howe

Absent: Nita Unruh, Amy Rundstrom, Noelle Bohaty

I. Call to order:

- **Approve Agenda: Obermier/Dillon moved to approve the agenda. The motion carried by unanimous vote.**

- Minutes from February 2, 2023 meeting (approved via email)

II. Old Business (Open Items):

- Course proposals (review for final approval):
  - None at this time

- Assessment plan discussion
  - Develop ad-hoc committee consisting of Beth Hinga (UNK Director of Assessment) and 1 GSC Faculty Member for each of COE, CAS, CBT to evaluate GSC assessment plan and spring 2022 assessment report to make recommendations regarding changes.
    - The Council discussed the CAS members' proposal to modify the reporting of assessment results, which had been postponed from the February 2 meeting agenda when time ran out. The CAS proposal is to use the data we are collecting from the instructor spreadsheets to calculate the percentage of students in each section and aggregated across sections for each category that scored 3, 4, or 5 (grades of C through A) on the assessment rubric for each learning objective. That percentage would be compared to a target set by the Council (e.g., 70% proficiency). The assessment report would summarize student performance across sections and report the number of sections that met or failed to meet the target for each learning objective in their category. The CAS members believe this method of reporting and analyzing assessment data will be easier for all faculty to understand, whatever their discipline or

background in statistics (versus the current reporting of means and standard deviations), and the comparison of results to a target for student proficiency better aligns with the assessment reporting that departments do for their academic programs in Weave Online. Hinga stated that HLC should be fine with the change since it does not involve collecting different data.

- **Blauwkamp/Reeves moved for the GS Director to run the analysis using this method for the Spring 2022 assessment data, so that the Council can compare the proposed approach to the current approach, which is documented in the Spring 2022 Assessment Report. The motion carried by unanimous vote.**

- The Council discussed the creation of an ad hoc committee with Hinga and a member from each academic college to evaluate the comparison reports and make recommendations to the Council regarding assessment. Some details would need to be worked out if the Council decides to proceed with the proposed approach, such as setting the target percentage and deciding whether to count 0 scores (non-submissions) in the calculation of the proficiency percentage. No motion was made at this time, but an ad hoc committee to work on the assessment plan may be considered at the next meeting.

- Several members noted that COE and the Art & Design Department are piloting collection of assessment data through Canvas, and we expect that General Studies instructors also will be able to do that, perhaps beginning as early as Fall 2023, with some basic training from ITS (estimated at around 30 minutes).

III.   New Business:

- Course proposals (new):
    - SPCH 102 for LOPER 3
        - **Blauwkamp/Wuellner moved to send SPCH 102 to campus for review for LOPER 3. The motion carried by unanimous vote.**
        - In the discussion, it was noted that since SPCH 102 is designated as a special topics course, a student would need to take the same topic for grade replacement, as is policy for all special topics courses. Students will be able to see the topic for a particular section listed on MyBlue when registering for classes.
    - BIOL 102 for LOPER 8
        - **Dillon/McKelvey moved to send BIOL 102 to campus for review for LOPER 3, pending submission of a syllabus of record that includes instructor office hours. The motion carried by unanimous vote.**

- Update from Ad-Hoc committee on Governance Document

- The ad hoc committee has been meeting twice weekly and is making significant progress on SVC Majocha's charge (see Feb. 2, 2023 meeting minutes for details). The committee submitted to the Council, seeking comments, their drafts of the vision and mission statements. They also plan to recommend changing the program name (and hence the Council's name) to 'General Education' rather than 'General Studies' as this appears to be the updated term that is most commonly used. Several Council members thanked the ad hoc committee for their work and spoke favorably about the proposed vision and mission statements.

IV.   Other:
- Director Brown noted that the Jacob Howe, who will replace Tristan Larson on the Council for next year, was in attendance.

V.   **Adjournment: Obermier/Berrier moved to adjourn the meeting. Meeting adjourned @ 4:11 pm.**

Next meeting: April 6, 2023 @ 3:30 pm- Chancellors Dining Room (Temporarily designated as the Warner Conference Room during remodeling in Warner Hall) or via Zoom

To: Faculty Senate President Derek Boeckner From: FS Ad Hoc Attendance Policy Committee Thursday, March 30, 2023. Prologue:

The members of the committee received their charge from the Faculty Senate President to review and revise the UNK Attendance Policy and Attendance Policy Appeal Process on September 29, 2023. The committee has invested significant time and attention to this charge. The committee met ten times from September 29, 2022, through March 24, 2023.

The committee produced an attendance policy with unanimous support on October 28, 2022. The committee produced an attendance appeal process with unanimous support on November 21, 2022.

The Chief Diversity Officer requested an adjustment in language on November 29, 2022. The colleges and FS Academic Affairs Committee requested adjustments in language on January 30 and February 6, 2023.

Since that time the committee has met five times and taken all requests and concerns into account. The attached final policy update is a document that responds to those requests and concerns, including combining the Attendance Policy and the Appeals Policy into one document. This document was voted on and received unanimous support of the committee on March 28, 2023.

It is to the credit of the members of this committee that they fully took their charge to heart and

engaged in hours of dialogue and discussion to find an honest and equitable balance of interests for faculty and students alike.

On behalf of the FS Ad Hoc Attendance Policy Committee, Roger Davis, History, CAS, Committee Chair

FS Ad Hoc Attendance Policy Committee Chair: Roger Davis, CAS Scott Unruh, Faculty Rep. to Athletics Bennett Davis, Student Affairs Wendy Schardt, Health and Counseling Bruce Elder, CBT Bryan Artman, COE Dana Vaux, CBT Nick Hobbs, CAS Ladan Ghazi Saidi, COE Anthony Donofrio, CAS Jenny Kelly, Student Aidan Weidner, Student Allie Daro, Student

FS Ad Hoc Attendance Policy Committee Final Report Attendance Policy

The University of Nebraska at Kearney is invested in supporting students and promoting their success. This requires communication between instructors and students and setting clear attendance guidelines.

The university maintains that attendance is critical to allow the student to reach their full potential in their coursework. Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students are expected to be aware of attendance policies for all of their classes.

Instructors hold the right and responsibility to establish attendance policies for their courses consistent with this UNK Attendance Policy. Each instructor must inform and explain to all classes at the beginning of each semester their attendance policies in their syllabus. Students who are unable to meet the requirements of the course due to attendance issues may consider withdrawing or request an incomplete. (For incompletes, students should refer to the university's incomplete policy.)

Excused absences include official university sponsored activities as well as documented serious health concerns, medical or personal emergencies, and religious observances. Students are expected to inform faculty in advance of scheduled absences and to inform faculty within 24 hours or in as timely a manner as possible of unscheduled absences.

Instructors shall seek to make reasonable accommodations for a student with an excused absence. Students should also recognize that not every course activity (assignments, exams, labs, group discussions, etc.) can accommodate excused absences, and neither absence nor notification of an absence relieves them from meeting the course requirements. In such circumstances it is the obligation of both the faculty member and the student to work together to ensure that the student is held responsible for the work and provided the opportunity to engage in an equivalent or alternative assignment, if possible. In the event the instructor and student cannot come to an agreement on the terms of such, the parties will then proceed to the Attendance Policy Appeal Process.

Attendance Policy Appeal Process

The typical procedure for appealing an attendance policy issue involves the following:

If a student feels that an attendance policy has placed their grade(s) in jeopardy, they must initiate contact with the instructor of record or in the absence of the instructor, with the appropriate department chair, within 30 days of the perceived incident. The typical procedure for an appeal involves contacting the following individuals in this order:

1. The Instructor

2. The Department Chairperson

3. The College Policy Committee or Dean

4. The Senior Vice Chancellor for Academic and Student Affairs

Failure to notify the instructor/department chair within the allotted time will render the issue moot.

Unanimously approved- 28 March 2023

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On behalf of the FS Ad Hoc Attendance Policy Committee,

Roger Davis, History, CAS, Committee Chair

FS Ad Hoc Attendance Policy Committee

Chair: Roger Davis, CAS
Scott Unruh, Faculty Rep. to Athletics
Bennett Davis, Student Affairs
Wendy Schardt, Health and Counseling
Bruce Elder, CBT
Bryan Artman, COE
Dana Vaux, CBT
Nick Hobbs, CAS
Ladan Ghazi Saidi, COE
Anthony Donofrio, CAS
Jenny Kelly, Student
Aidan Weidner, Student
Allie Daro, Student

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The university maintains that attendance is critical to allow the student to reach their full potential in their coursework. Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students are expected to be aware of attendance policies for all of their classes.

Instructors hold the right and responsibility to establish attendance policies for their courses consistent

with this UNK Attendance Policy. Each instructor must inform and explain to all classes at the beginning of each semester their attendance policies in their syllabus. Students who are unable to meet the requirements of the course due to attendance issues may consider withdrawing or request an incomplete. (For incompletes, students should refer to the university's incomplete policy.)

Excused absences include official university sponsored activities as well as documented serious health concerns, medical or personal emergencies, and religious observances. Students are expected to inform faculty in advance of scheduled absences and to inform faculty within 24 hours or in as timely a manner as possible of unscheduled absences.

Instructors shall seek to make reasonable accommodations for a student with an excused absence. Students should also recognize that not every course activity (assignments, exams, labs, group discussions, etc.) can accommodate excused absences, and neither absence nor notification of an absence relieves them from meeting the course requirements. In such circumstances it is the obligation of both the faculty member and the student to work together to ensure that the student is held responsible for the work and provided the opportunity to engage in an equivalent or alternative assignment, if possible. In the event the instructor and student cannot come to an agreement on the terms of such, the parties will then proceed to the Attendance Policy Appeal Process.

Attendance Policy Appeal Process

The typical procedure for appealing an attendance policy issue involves the following:

If a student feels that an attendance policy has placed their grade(s) in jeopardy, they must initiate contact with the instructor of record or in the absence of the instructor, with the appropriate department chair, within 30 days of the perceived incident. The typical procedure for an appeal involves contacting the following individuals in this order:

1. The Instructor

2. The Department Chairperson

3. The College Policy Committee or Dean

4. The Senior Vice Chancellor for Academic and Student Affairs

Failure to notify the instructor/department chair within the allotted time will render the issue moot.

Unanimously approved- 28 March 2023

Section VIII: Post-Tenure Review
Revised and Approved by Faculty Senate, February 6, 2014
Revised by FS Academic Freedom & Tenure Committee, March 28, 2023

Guidelines: Evaluation, Promotion, and Tenure

Approved Spring 1998 - Section VIII Revised Spring 2007; Approved October 2008. These Guidelines replace and supersede all previous policies addressing evaluation, promotion, and tenure.

VIII. Post-Tenure Review

A. General Information

1. **Purpose.** The annual review process is intended to assist faculty on continuous appointment (tenured faculty) in achieving professional goals and maximizing contributions to the University throughout their professional careers. In cases where goals are not being met or contributions should be markedly improved, a post tenure review under this policy will be conducted. This post-tenure review will emphasize the pattern of past performance, current interests of the faculty member, and the objectives for future contributions of the faculty member. The review will be based upon the principle of peer review and provide added assurance that faculty on continuous appointment are accountable for their performance.

2. **Applicability of Review Process.** All members of the faculty who have been on a continuous appointment pursuant to the *Board of Regents Bylaws* 4.3.3 for a period of three or more years may voluntarily elect or be required to undergo post-tenure review. A faculty member shall not be subject to or eligible for review under this policy more frequently than once every four years. However, faculty who stop a voluntary review by the January date remain eligible for and subject to review. A faculty member shall undergo a post-tenure review as specified in either 2.a or 2.b as follows:

a. Automatic Trigger:

1. In accordance with the three-year schedule outlined below, a faculty member receives (after a minimum of three years of a continuous appointment) an Annual Review of Faculty Performance from the Department Chair or equivalent supervisor in Year 1 that identifies a substantial

> **Commented [LVI1]:** QUESTION: Delete equivalent supervisor? It is a vague reference to whom?

deficiency in the faculty member's   annual review, and which clearly identifies a remedy for improvement to be assessed in Year 2.

2. The Department Chair or equivalent supervisor documents improvement or continued deficiency in Annual Review in Year 2. If continued deficiency, the Chair or equivalent supervisor states that if substantial   and acceptable progress toward removing the deficiency is   not made by the time of the next Annual Review in Year 3, a post-   tenure review will be initiated.

3.. In the Annual Review in Year 3, the Department Chair or equivalent supervisor assesses the evidence of faculty improvement in remedying identified deficiency. If continued deficiency, the Chair or equivalent supervisor calls for an Automatic post-tenure review.

Schedule for Three-Year Automatic Trigger

(Faculty member must have minimum of 3 years of continuous appointment at UNK)	
YEAR 1 warning of substantial deficiency	The Department Chair or equivalent supervisor documents substantial deficiency in Annual Peer Review of the faculty member and identifies remedy for improvement in the Chair's letter to the College Dean. The faculty member may respond with a written letter to the Dean that is added to the file.
YEAR 2 assessment of improvement or continued deficiency	The Department Chair or equivalent supervisor assesses evidence of faculty improvement in remedying identified deficiency. Chair documents improvement or continued deficiency in Annual Peer Review of the faculty member in the Chair's letter to the College Dean. If continued deficiency, the Chair or equivalent supervisor states in letter that an Automatic post-tenure review will be triggered in YEAR 3 if deficiency is not remedied. The faculty member may respond with a written letter to the Dean that is added to the file.
YEAR 3 if continued deficiency is not remedied, department chair calls for Automatic post-tenure review by May 1	The Department Chair or equivalent supervisor assesses the evidence of faculty improvement in remedying identified

	deficiency in Annual Peer Review of the faculty member. If continued deficiency, Chair or equivalent supervisor calls for Automatic post-tenure review.

b. Voluntary Trigger:
   A faculty member may request a review in accordance with the post-tenure peer review process. The purpose of such a review would be to provide helpful evaluation and assistance to the faculty member in planning a prospective program by which the faculty member can maximize his/her contributions to the University and more fully realize her/his professional goals.

3. **Nature of the Review.** For a review initiated under Section A.2.a of this policy, a special post-tenure Review Committee shall be developed by the Department Chair or equivalent supervisor by October 1. A post-tenure Review File developed by the Department Chair or equivalent supervisor must be submitted to the post-tenure Review Committee by November 1. This file must contain a clear identification and description of the deficiency or deficiencies, copies of the faculty member's last three annual reviews, and such other materials as are relevant. The file may be supplemented by the faculty member with information the faculty member believes to be relevant, including a proposed plan to remove the deficiency. The faculty member's preliminary contributions to the special peer review file must be completed by November 1, at which time the file will be forwarded to the Review Committee.

For a review under Section A.2.b of this policy, a file containing copies of the faculty member's previous three annual reviews and such other material as may be relevant will be developed by the Department Chair or equivalent supervisor.

1. One component of a post-tenure review, required by *Regent Post Tenure Review Policy 4.3.3*, shall be an evaluation by peers external to the campus when scholarship and/or creative activity

is an issue. Evaluation by peers external to the campus may be used when teaching and/or service/outreach productivity is in question.

In all cases, the faculty member shall have the opportunity to supplement the special peer review file throughout the review

process by including any information the faculty member believes to be relevant and helpful to the Review Committee or to administrators involved in the review process. The Department Chair or equivalent supervisor shall cooperate with the faculty member to provide relevant information and shall periodically notify the faculty member of additions to the file. The faculty member shall be given access to all materials in the special peer review file. The faculty member and the Department Chair may include in the file a response to material provided by the other. If the faculty member acknowledges a deficiency in performance, he or she is encouraged to include in the file a plan to remedy the deficiency or to otherwise maximize the faculty member's achievement of professional goals and contribution to the unit's mission, with specific goals and timetables for their achievement.

4. **Outcome of the Post-Tenure Review Process.** A written appraisal with recommendations (as appropriate) will be prepared by the College Dean. This letter will be addressed to the faculty member and copied to the Department Chair (or equivalent supervisor) and SVCAA, and will include a plan outlining the expectations as to how the faculty member can remedy any deficiency in performance or enhance the faculty member's professional goals and contribution to the University. Any sanction to be imposed on the faculty member related to his/her performance shall be governed by the Regents' Bylaws and must follow procedures prescribed in the Bylaws. All relevant University appeal mechanisms and procedures are available to faculty members being evaluated under this policy.

B.   Implementation Procedures.

   1.The Review Committee.

(from current 2008 doc):
~~The Review Committee. A post-tenure review committee will be appointed in accordance with College policies for annual peer review, and be supplemented for the post-tenure review by one faculty member, appointed by the College Dean, from outside the department of the person being reviewed. In no case shall the Review Committee have fewer than 3 members, including the extra-departmental reviewer.~~

      OR (2014): A post-tenure review committee will follow the faculty

member's department <mark>Rank and Tenure committee</mark> guidelines as determined through existing Department and College policies. The College Dean may appoint an additional committee member from the campus but outside the Department. An additional committee member external to the UNK campus would be appointed if the post-tenure review is to address the faculty member's scholarship and/or creative activity.

OR (2023): The post-tenure review committee will consist of all tenured faculty in the department or program, with a minimum of five faculty. If there are not five tenured faculty, the chair in consultation with the department will select additional tenured faculty from outside the department, with approval from the college dean.

In the case of a current Department Chair undergoing post-tenure review, the Dean shall designate a senior faculty person, if possible in the same department, to act in the role of Department Chair in the post-tenure review process.

2.Conducting the Post-Tenure Review. The Post-Tenure Review process will occur in accordance with the schedule noted below. The Review Committee may meet with the Department Chair (or equivalent supervisor) and the faculty member, either together or separately. The Committee may consult other sources of information not included in the file with the approval of the Department Chair and the faculty member.

2. **Post-Tenure Review Schedule**

May 1	Deadline for Department Chair to call for Automatic post-tenure review
September 1	***Deadline for a faculty member to notify Department Chair and call for a Voluntary post-tenure review***
October 1	Deadline for establishment of post-tenure Review Committee
November 1	Deadline for the post-tenure review file to be submitted to the post-tenure Review Committee
December 20	Deadline for the post-tenure Review Committee evaluation report to be given to faculty member and copied to Department Chair.
January 15	Deadline for faculty member's written

Commented [LVI2]: QUESTION: is the Rank & Tenure Cmte the same for Rank promotion and for Tenure Review? (not the same in every department)

Commented [LVI3]: Option #3 aligns with Board of Regents Bylaws for "AFT Committee: Powers; Rules of Procedure" requiring consultation and vote from all tenured faculty:

"In cases where the grounds for termination of a Continuous Appointment or an Appointment for a Specific Term are based in whole or in part on questions of professional competence, no such certification shall be made until the tenured members of the faculty member's school, division or department, or college in the absence of smaller units, have been consulted on the issues involving professional competence. Such consultation shall be effected through the appropriate administrator (department chair, school or division director, or dean) calling on fourteen (14) days' notice a meeting of the tenured faculty of the unit for the specific purpose of discussing the faculty member's professional competence. Votes on substantive matters relating to the faculty member's professional competence shall be by secret ballot. The report of such meeting, in the form of approved minutes containing a summary of the matters discussed and the votes taken, shall be forwarded by the administrator to the Chancellor for transmission to the President." [see Bylaws of Board of Regents 4.15.2 (2i) on page 54]

	response to the post-tenure Review Committee evaluation report and copied to Department Chair. The post-tenure review file, Review Committee evaluation report, and written faculty response to Review Committee are forwarded to the Department Chair. ***A faculty member undergoing a Voluntary post-tenure review has this as the deadline to stop the post-tenure review process.***
February 15	Deadline for Department Chair's written response, addressed to the College Dean and copies to the faculty member. Chair letter, post-tenure review file, post-tenure Review Committee evaluation report, and written faculty response to Review Committee are forwarded to the College Dean.
February 22	Deadline for faculty member letter of response to Chair letter, addressed to the College Dean. Submitted to Dean to add to file; copied to Department Chair.
March 15	Deadline for College Dean appraisal letter, addressed to the faculty member, and copied to Department Chair and SVCAA. It will include a plan outlining expectations as to how faculty member can remedy deficiency; any sanction to be imposed on the faculty member shall be governed by the Board of Regents' Bylaws and procedures.

3. Evaluation by peers external to the campus is required when scholarship and/or creative activity is an issue. Evaluation by peers external to the campus may be used when teaching and/or service productivity is in question. If the Review Committee determines that evaluation by external peers is required or would be useful, the Committee shall notify the Department Chair and the faculty member. Thereafter, such outside reviews shall be obtained in accordance with the same procedure utilized by the Department to obtain outside reviews for purposes of making tenure decisions. In the absence of Departmental procedures, external evaluators will be selected by mutual agreement of the Department Chair and the faculty member under review.

In accordance with the schedule for the review outlined above, the Review Committee shall make a written report of its findings and recommendations (see Section C: The Review Committee Report).

If the special peer review is conducted at the request of the Department Chair pursuant to section A.2.a of this procedure, the written report of the Review Committee shall be provided to the Department Chair, the College Dean, and the faculty member.

If the special peer review is conducted at the request of the faculty member pursuant to section A.2.b of this procedure, the written report of the Review Committee shall be provided solely to the faculty member. The faculty member, at his or her discretion, may keep the Report confidential, share it with the Department Chair, or share it with the Department Chair and College Dean. If requested by the faculty member, the Department Chair and Dean shall provide a written response to the Report, each indicating the extent to which he or she agrees or disagrees with the findings and recommendations of the Report and why. At the request of the faculty member, the Report and any response from administrators shall be made part of the faculty member's permanent personnel record. The faculty member, the Department Chair, and the Dean shall work together to implement those recommendations on which they mutually agree. Nothing in the Report shall be used in any university evaluation without the consent of the faculty member. However, the faculty member may not attempt to utilize only a portion of the Report or any edited version of the Report in other university evaluations.

C.   The Review Committee Report

The purpose of the Review Committee Report is to provide an assessment of the performance of the faculty member subject to review and, where appropriate or necessary, to provide recommendations to maximize the faculty member's contributions to the unit and the University. The Committee Report is advisory and its submission concludes the work of the Review Committee. The Report shall include part (1) below and, as appropriate, parts (2) through (6):

1.   An assessment of the strengths and weaknesses of the faculty member's performance;

2.   Recommendations for ways, if any, in which the faculty member could enhance achievement of his or her professional

goals and his or her contributions to the mission of the unit, including suggestions, where appropriate, for adjustment in the faculty member's responsibilities, goals and timetables for meeting the goals, and criteria for assessing the faculty member's achievement of enhanced performance.

3.   An evaluation of any proposed plan submitted by the faculty member and/or the Department Chair (or equivalent supervisor), if these are available, to remedy any deficiency in the faculty member's performance and any recommended modification to such a plan.

4.   Recommendations for ways, if any, in which the Department Chair could provide professional development support to assist the faculty member in enhancing achievement of his or her professional goals and his or her contribution to the mission of the unit.

5.   For a review initiated under A.2.a above, any recommendations for sanctions to be imposed upon the faculty member for performance characterized by substantial and chronic deficiency.

6.   For a review initiated under A.2.a above, the Review Committee shall make one of the following findings, to be clearly stated in its Report:

   a. Substantial and chronic deficiencies have not been identified. If the Review Committee finds that the faculty member's performance does not reflect any substantial and chronic deficiency or deficiencies for the period under review, the faculty member and the Department Chair will be so informed in writing and the review is thereby completed.

   b. The faculty member has substantial and chronic deficiencies. The Review Committee shall state and describe the deficiency or deficiencies in its Report, which shall include all the elements listed under C, items (1) through (5). The Committee shall provide a copy to the faculty member and the Department Chair.

The Department Chair shall allow the faculty member being reviewed an opportunity to provide a written response to the

Review Committee Report. Except when the review was conducted at the faculty member's request, the Report and any response from the faculty member shall be made a part of the faculty member's permanent Academic Record.

D.   Completing the Review Process under a Finding of Substantial and Chronic Deficiency

Upon receipt of a Review Committee report and the faculty member's response, if any, the Department Chair shall meet with the faculty member reviewed to consider the report and any recommendations therein. The Department Chair shall then provide the faculty member and the College Dean with a written appraisal of the faculty member's performance, together with all documentation pertaining to the faculty member's review, including the file constructed for the review, the Review Committee's Report, and the faculty member's written response to the review, if any. The appraisal shall include, where appropriate:

1.   The extent to which the Department Chair accepts or rejects the findings and recommendations of the Review Committee Report and the reasons for doing so; the Department Chair may reject the Review Committee's findings only for compelling reasons, communicated in writing to the faculty member and the College Dean.

2.   A plan outlining the expectations of the Department Chair as to how the faculty member can remedy any deficiency in performance or enhance the faculty member's professional goals and contribution to the unit, including specific goals and timetables for achieving such goals and the criteria to be applied in making such a determination.

3.   The resources the Department Chair is willing and able to provide the faculty member to assist in implementing the plan.

4.   Any adjustment in assignment or responsibilities of the faculty member.

5.   Any sanction to be imposed on the faculty member related to his or her performance. Sanctions governed by *Regents Bylaws* shall only be imposed following the procedure prescribed in the *Bylaws*.

The College Dean, after review and consultation with relevant

individuals, including the SVCAA, may accept, modify, or reject the Department Chair's written appraisal and recommendations. Where the Dean's appraisal differs from that provided by the Review Committee or where the Dean accepts recommendations that differ from those provided by the Review Committee, the Dean may modify or reject only for compelling reasons, communicated in writing. The Dean's response shall be provided to the faculty member and to the Department Chair.

A faculty member dissatisfied with the results of the special peer review and the Department Chair's subsequent appraisal, or the dean's acceptance, modification or rejection of it, may pursue any appeal or remedy otherwise available to faculty members relating to matters that affect their employment status.

Progress towards achieving the goals and timetables set out in the Department Chair's plan, as approved by the Dean, will be reviewed in subsequent Annual Reviews of Faculty Performance. If the faculty member fails to achieve the goals and timetables defined in that plan, those administrative processes defined by the Regent's *Bylaws* (and different from Post-tenure review) may be initiated as appropriate. Post-tenure review is not a prerequisite for initiation of those other administrative processes.

Post-Tenure Review Schedule

Deadline	Activity
May 1	Deadline for the Department Chair or Supervisor to call for a **deficiency-triggered** post-tenure review. In order to do so, there must a substantial and continuing deficiency from three previous Annual Reviews that was not remedied.
September 1	Deadline for the Faculty Member to notify the Department Chair and call for a **self-triggered** post-tenure review
November 1	Deadline for the post-tenure review file to be submitted to the post-tenure review committee
December 20	Deadline for the post-tenure review committee evaluation report to be given to the Faculty Member

January 15	Deadline for faculty member response to the post-tenure review committee evaluation report. **A Faculty Member undergoing a self-triggered post-tenure review has this as the deadline to stop the post-tenure review process**.
February 15	Deadline for the Department Chair response to be submitted (along with the committee report and Faculty Member response) to the Dean and copied to the Faculty Member.
February 22	Deadline for Faculty member response to Department Chair and copied to Dean.
March 15	College Dean appraisal/report completed and copied to Faculty Member.

New Policy:

Policy Governing Overload Assignments

A normal faculty teaching load at the University of Nebraska at Kearney is defined as 11 to 13 credit hours per semester, For clarification of what constitutes a normal load, please refer to the UNK FACULTY WORKLOAD GUIDELINES (approved 8/10/92).

Overloads are defined as loads in excess of normal full-time loads. As a general policy statement, overloads are normally discouraged and should be used only when necessary for the institution to meet its instructional commitments to students. The following policy is intended to help govern overload assignments. Any exceptions to this stated policy must be approved in writing by the Dean of the College of the faculty member teaching the overload and the Office of the Senior Vice Chancellor for Academic Affairs. In addition to following this policy, Overloads should follow the policies stated in Executive Memorandum No. 19.

1) Faculty shall not teach more than one overload in an academic year. No overload shall ex four credit hours.

2) No overloads will be permitted during semesters when faculty have received money for release time from the Research Services Council or from another grant.

3) Overloads for individuals who have course releases for administrative duties need approv from the college dean and SVCAA. The dean should consult with the department chair be determining approval at the college level. The dean will then notify the SVCAA who will determine final approval.

See also:

- Faculty Workload Guidelines
- College Addenda to Workload Guidelines
- Guidelines for Reassigned Time