I. Call to order

II. Roll Call (2009-10 Senate)

   At Large Senators: Present: Davis, Wozniak, Hansen;

   CBT Senators: Present: Hall, Smith, Hughes, Moore, Trewin; Absent: Agrawal, Amundson;

   COE Senators: Present: Mollenkopf, McCarty, Bostic-Frederick, Fredrickson, Lewis, Summar, Kritz; Absent: Unruh;

   CFAH Senators: Present: Dimock, Snider, Kruse, Hartman, Flood; Absent: Nuss White, Wethington,

   CNSS Senators: Present: Miller, Benz, Kelley, Rohrer, Combs, Darveau, Stevens; Absent: Lilly Biggs

   Library Senator: Lillis;

III. Approval of Agenda Motion to approve – Smith (Davis) - Approved

IV. Action on Faculty Senate Minutes of April 2, 2009 Smith (Trewin)

   Can we get a demonstration on DARS? The Chancellor said that we will get Degree Works.

V. Special Presentation

   A. Gloria Vavricka – Distance Education

   Online Worldwide is a distance education collaboration among the four campuses. It’s purpose is to develop marketing, collaborative programs, and support distance education. Campuses will retain course and program control. (see handout)

   Arnold Bateman is the director and his office is at Varner Hall. The distance education directors on each of the four campuses are on the steering committee.

   Marketing is developing a webportal from which people can access each of the four campus programs. This is moving slowly, but may be up by the end of the year.

   Each of the boards and communities of practice have representation from each of the four campuses.

   Online Worldwide will provide the marketing, can coordinate some interaction between campuses

   Q: what will change?

   A: Not much at the faculty level. There will hopefully br more opportunities for things like training, potential funding (seed money for programs).

   Q: Who funded the centralization?
A: Now, Central Administration. Later, campuses may need to contribute.

Q: Is there a downside for UNK?

A: Not at this point. I don’t see any negative effects for the campus.

Q: What are the responsibilities of the steering committee

A: Advisory to Bateman; they have only met twice.

Q: What is the Community of Practice?

A: It is a group that interacts to collaborate and develop knowledge concerning an area of practice.

Q: There should be a legal definition of the Communities of Practice that designates their legal responsibilities.

Q: If there is competition between programs, how will choice be negotiated? Is there a chance UNK could lose its competitive advantage (tuition rate?)

A: Now, that is not part of it. There is no current talk about equalizing tuition. There is talk about raising instate rate. If campuses offer the same courses, that will present a conflict.

Q: As we talk about growing, are we talking about increases in workload?

A: There is probably not going to be increases that violate union agreement.

FS: Right now there are programs that use each other’s colleges/campuses, so that is non-unique. There is a sense that UNL might want greater control and a sense that competition between programs will lead to limits on what campus can offer programs at the different campuses.

Q: There was a comment about promotion and tenure, could you clarify that?

A: Just that there was discussion about recognizing the contributions made in program and course development.

Q: What is the credit hour cost?

A: UNL 170-175 (Graduate costs vary considerably), UNO: 155-60, UNK: 145.

Q: Is there a website for some of this communication?

A: Not yet, but it has been suggested.

FS: Executive Committee should emphasize that we would like transparent communication from Bateman.

VI. Reports of Faculty Senate Standing Committees

A. Oversight Committee: Minutes of March 31 & April 15, 2009

Motion Wozniak (Miller) – Executive Council provide thank you notes to those senators who served.

Motion Proposed Slate for Executive Council:

- Past President: Snider
- President: Benz
- President Elect: Tami Moore
- Secretary: Dimock
Parliamentarian (3yr): Trewin
Senate Representative: Bostic-Frederick
Benz (Davis) – Nominate Miller, Parliamentarian

**Motion**, from oversight, to accept slate excluding Parliamentarian – **Unanimous**

Miller explained why he would like to be a parliamentarian. Trewin also explained why she would like to serve.

**Parliamentarian Vote**: Trewin elected

Frickel thanked the senate for her time serving as Parliamentarian.

**Motion**: Propose the college representatives (as listed) to senate and committees.
Miller (Davis) – Accepted

Results of March/April 2009 Senator elections:

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<thead>
<tr>
<th>Library</th>
<th>John Lillis</th>
<th>Library</th>
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<tbody>
<tr>
<td>College of Business and Technology</td>
<td>Steve Amundson</td>
<td>Industrial Technology</td>
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<td></td>
<td>Tami Moore</td>
<td>Family Studies/Interior Design</td>
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<tr>
<td></td>
<td>Janet Trewin</td>
<td>Accounting &amp; Finance</td>
</tr>
</tbody>
</table>

| College of Education   | Jeff Kritzer | Teacher Education |
|                        | Cliff Summar | HPERLS |

| College of Fine Arts and Humanities | Julie Flood | English |
|                                     | Mark Nuss   | Communication |

| College of Natural and Social Sciences | Doug Biggs | History |
|                                        | Carol Lilly | History |
|                                        | Richard Miller | Psychology |

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<thead>
<tr>
<th>Elected as a permanent replacement (to fill a vacancy due to a resignation) for term ending in April 2010</th>
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<tr>
<td>College of Education</td>
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<tr>
<td>Karen Bostic-Frederick</td>
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<tr>
<td>College of Fine Arts and Humanities</td>
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<tr>
<td>Andrew White</td>
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</tbody>
</table>

B. Executive Committee: **Minutes April 22, 2009**
Q: Re: Parking. How is bonding not the problem?
A: Mainly location. Property would be on the west side, and multi-floor parking is cost prohibitive.
FS Comment: It is hard to consider a large outlay of money for parking when the COE lot is never full.
There is an attempt to get more handicapped places on the east side
Q: Re: Advising. When will assessment start? A: It’s a work in progress
Q: Re: Noel Levitz. What is going on and what kind of tuition variance is being considered?
A: The tuition variance would be for the Front Range of Colorado. The enrollment package includes recruitment, advising, and retention.
Q: The artwork on Bruner. Who approved it? The committee had the chairs from Bruner, rep from MONA, Nebraska Arts Council, and Facilities. They looked at artists, proposals, and made a selection.
Traditionally, there’s been a representative of Art department faculty. It would be respectful to consult the faculty from the discipline when there is to be art development.
Also, there is a lack of art on the UNK campus. It would be good to have more sculpture, particularly on the west side of campus.
On a broader issue, the administration has failed to do this in the past (e.g. using marketing faculty in marketing).
The Executive Council should raise the art issue with administration
Q: Who is on the enrollment committee? A: The Enrollment Management Team, created by Noel Levitz, has one faculty representative.

C. President’s Report:
D. Academic Affairs: Minutes of April 16, 2009
   No comment

E. Academic Freedom and Tenure Committee:
F. Academic Information and Technology Committee:
G. Artists and Lecturers Committee:
H. Athletic Committee:
I. e-campus Committee:
J. Faculty Welfare Committee:
K. Grievance Committee:
L. Library Committee:
M. Professional Conduct Committee:
N. Student Affairs Committee:

VII. Reports of Senate Representatives to Non-Senate Committees
A. Assessment Committee:
B. Affirmative Action Commission:
C. Center for Teaching Excellence Advisory Committee: Minutes of April 20, 2009
   No comment
D. Council of Chairs:
E. Ethnic Studies Advisory Committee:
F. Fees Committee:
G. First Year Advisory Council:
H. Gender Equity Committee:
I. Honors Council: Minutes of March 25, 2009
   No comment
J. International Studies Advisory Council:
K. Parking:
L. Student Retention Committee:
M. Safety Committee:
N. Strategic Planning:
O. Student Support Services Advisory Committee:
P. Technology Advisory Committee:
Q. Women’s Studies Advisory Committee:
R. WI/CD Committee:
S. Writing Center Advisory Committee:

VIII. Reports from Academic Councils
   A. Graduate Council: Minutes of April 16, 2009
      It would be nice to have the numbers of enrollment, rather than just percentages.
   B. General Studies Council: Minutes of March 12, 13, & 25, 2009; April 2, 2009
      No comments
   C. Council on Undergraduate Education:

IX. Unfinished Business
   A. New Faculty Development Proposal (attached)
      Q: Library is not listed. A: There’s been a scheduling conflict with Dean Wilkie, but it is intended to be part of the proposal
      Q: Is there a redundancy problem? Is this a voluntary or obligatory issue?
         A: There is an inconsistency problem across the colleges.
      Q: Does this create a reporting problem, another level of obligations, more evaluation – rather than development.
A: We are concerned about keeping students and orienting them to the college community, but we don’t do much of that for faculty.

Comment: Mentors should get credit for the roles they play in supporting new faculty. The plan should be further developed and revisited in the fall.

B. Status Report 2008-2009 (attached)

Artists and lecturers might need a reminder about the change in policy

X. New Business

A. Plan of action – 2009-2010

Look it over and email appropriate comments.

XI. General Faculty Comments

Brandon Benitz is looking for a pool of volunteers for Judicial Conduct Board
Looking for nominations for the Hamster Wheel award for service as a faculty senator.
Smith – some students are mentioning that there are finals this week. The final exam policy (from the faculty senate) should be sent out as a reminder to the faculty at the beginning of the year.

Finals are to be given at the time of the scheduled final. Students have a habit of asking for changes.

Does the final policy cover distance courses?
Clarification for what “dead week” means.
Student affairs and academic affairs should look into it.

There is a safety problem with people taking U-Turns by Otto Olsen
In the commuter lot headed east, there is a cross walk there.

Lillis (Davis) – motion to adjourn 8:28

Respectfully Submitted – Aaron Dimock.
FACULTY SENATE PROPOSAL
NEW FACULTY DEVELOPMENT
4/2/09

“A young academic leaves the routine [in graduate school] of almost daily, structured contact with peers for a relatively lonely struggle with pressing new demands [as a professor]1.”

Target Outcomes
- Faculty Senate will support the colleges in helping new faculty members improve performance as researchers, teachers, and citizens of UNK’s community of scholars.
- New faculty members will be “quick starters” in their professional responsibilities.

Rationale
A university is only as effective as its faculty. Research clearly shows that new faculty members are frequently confused and experience stress about their responsibilities2. For new faculty to succeed and become “quick starters” in the profession, they need support and guidance from experienced faculty in addition to direction from their college dean and department chair. The best time to invest in developing faculty is when they are new and their professional habits and dispositions are being formed. This investment will help retain new faculty hires, and will strengthen UNK’s teaching effectiveness and academic programs for decades to come.

Guiding Principles
The New Faculty Development plan will:
1) Support (not supplant) the role of colleges and departments in guiding new faculty.
2) Support and mentor new faculty members to become “quick starters” who engage effectively in scholarship, teaching and service.
3) Coordinate with SVC / deans / chairs to make sure messages to new faculty are consistent.
4) Send an annual plan and report to the SVC and deans for approval.
5) Create a stable organization to ensure continuity by creating operating policies and an annual calendar of tasks that need scheduled completion in order to sustain the program.
6) Use existing structures (i.e. development of teaching skills would come from the Center for Teaching Excellence, etc.)
7) Provide a program where participation is voluntary. Participants (new faculty and mentors) who finish the program will receive a certificate of completion for their tenure and promotion portfolio. (This is particularly useful for some professional accreditation agencies, such as AACSB.)
8) Keep the time commitment of participating in the program to the minimum necessary in order to meet the program objectives.
9) Serve new faculty hired within the last three years, and also other untenured faculty.

Implementation Process
1) FS Executive Committee creates a proposal (consulting with deans and others). Proposal goes to the SVC for suggestions, guidance, and approval.
2) Proposal goes to FS for comment and formal endorsement.
3) FS appoints an ad hoc committee and chair to organize the project.
4) Project is publicized to UNK faculty.

---
5) Project begins in fall semester 2009.
6) *Ad hoc* committee assesses effectiveness of the project, makes recommendations for changes for fall 2010 cycle, and reports to Faculty Senate, SVC and deans on progress, outcomes.
7) Assessment and refinement continue in all cycles.

**Program Structure**

- **Steering:** *Ad hoc* committee of Faculty Senate consisting of interested faculty from across campus; a chair is appointed by the Faculty Senate Executive Committee
- **Communication:** via E-newsletter, website, email
- **Accountability:** 1) *Ad hoc* committee chair reports regularly to deans via email, and meets annually with deans’ council to update them; 2) *Ad hoc* committee chair meets as needed with college councils of chairs to report and update them on activities; 3) *Ad hoc* committee reports monthly to Faculty Senate via meeting minutes and open senate discussion.

**Schedule**

Fall semester 2009:
New faculty are invited to attend a series of three noon seminars (catered or brownbag lunch) that are scheduled early in the semester. The topics for the three seminars are:

1) Career planning and time management (includes balancing teaching/scholarship/service)
2) Skills in course design and teaching strategies
3) Developing skills in scholarly productivity

The mentoring program is explained at the first noon seminar. New faculty members who would like a mentor then work with their chair to identify an appropriate, willing mentor by end of the semester. The mentor may be from inside or outside the new faculty member’s department. Each dean approves the list of mentor and mentee pairs.

The new faculty member counsels with the department chair in creating a personal Faculty Development Plan (see attached). This consists of a self-analysis of strengths and weaknesses in the areas of scholarship, teaching, and service, and *specific* goals to work on in each of the three areas. The mentee shares the Plan with the mentor. This plan might be used as a basis for review of annual accomplishments for the new faculty member.

Spring semester 2010:
The mentor takes initiative for regular contact with the mentee to: offer support; share insights and information; and possibly to collaborate on a teaching or research project. Once during spring semester and again in fall semester, all seminar participants meet together to share successes and discuss ideas.

February 2011 (after three semester’s participation):
A catered lunch is held for all development participants and mentors; completion certificates are presented to new faculty and mentors. The mentor-mentee relationship may continue, depending on personal preferences. New faculty who complete the program may, after achieving tenure, become mentors themselves, thus helping carry the program forward.
Possible Ways Mentors can Support Mentees

The mentor-mentee relationship depends on personal characteristics and preferences of participants. At a minimum, the mentor would make regular contact. The time commitment should not become burdensome to either the new faculty member or mentor.

Some possible ways to support new faculty members include:

General
- meet regularly during the semester
- call briefly or email weekly
- discuss larger, “philosophical” issues of academe
- share time management ideas
- share your portfolio as a sample
- share ways to handle stress
- attend campus ancillary activity together if there’s a common interest (music, art exhibit, sports, etc.)
- talk about concerns, help troubleshoot difficult situations

Scholarship
- read a draft of their manuscripts
- offer to collaborate
- tell of colleagues on campus working on similar things
- talk through ideas
- tell them about your routine for writing
- give insights into journals, publishing
- introduce/recommend them to other scholars in the field
- explore funding opportunities together

Teaching
- sit in on their class and offer encouraging suggestions
- attend a CTE event with them
- chat about what works or doesn’t work
- share your commitment to excellent teaching
- share syllabi, materials
- read common materials on teaching improvement and discuss them
- help them develop a new course or revise an existing one
- share logistical ideas (i.e. test preparation, course management, learning styles, etc.)

Service
- invite them to a committee meeting (Faculty Senate, etc.)
- discuss your committee work
- encourage involvement in a regional and national disciplinary organization
- share ideas of how to serve
- share ideas on advising students
New Faculty Development in UNK Colleges

(• = activity currently in place, as reported by dean)

This chart represents what colleges are already doing to develop new faculty (as reported by deans), and lists common new faculty development activities used at other institutions.

<table>
<thead>
<tr>
<th>Development Activity</th>
<th>BT</th>
<th>ED</th>
<th>FAH</th>
<th>NSS</th>
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<tbody>
<tr>
<td>Formal mentoring</td>
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<tr>
<td>Informal mentoring</td>
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<tr>
<td>Lunch provided at meeting/workshop/seminar</td>
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<td>Early orientation with associate dean (who has a non-evaluative role)</td>
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<td>Retention &amp; promotion workshop</td>
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<td>Portfolio workshop</td>
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<td>Grants workshop</td>
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<td>Advising workshop</td>
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<tr>
<td>Developing scholarly productivity workshop</td>
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<td>Course design &amp; management workshop</td>
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<tr>
<td>Seminar on time management (balancing scholarship, teaching, service) and career planning</td>
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<td>E-newsletter for new faculty</td>
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<tr>
<td>Website for new faculty development</td>
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<tr>
<td>Email list for new faculty development</td>
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<tr>
<td>Faculty Development Plan (written with chair, shared with mentor)</td>
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<tr>
<td>Collaboration on teaching or scholarship projects</td>
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<tr>
<td>Meeting of all mentors/mentees to share successes and ideas</td>
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<td>Presentation to all new faculty by SVC about expectations for faculty</td>
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<tr>
<td>Seminars from UNK distinguished faculty (Pratt-Heinz recipients, etc.)</td>
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<tr>
<td>Program completion certificate for mentee &amp; mentors (for T&amp;P portfolio)</td>
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<tr>
<td>End luncheon and certificate ceremony</td>
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The Faculty Development Plan is a framework for new faculty to self-assess their strengths, to set professional priorities, and to map out how to accomplish their goals.

Four Components of a New Faculty Development Plan ("Plan")

1) A self-assessment of professional competencies, interests, opportunities, and areas in which the new faculty member wishes to develop.
   Purpose:
   • The new faculty member thinks reflectively about personal strengths and the level of commitment needed to succeed as a faculty member.

2) Assessment of the relationship between individual goals and department/university aspirations and needs.
   Purpose:
   • The new faculty member makes explicit her/his vision and goals for an effective contribution to the university.
   • Expectations are clarified, including any conflicting views between what the chair and new faculty expect, thus limiting future "surprises."

3) The new faculty member's specific goals in teaching, scholarship and service, and the plan of how to accomplish them.
   Purpose:
   • Specific, measurable goals help focus on priorities and allow progress to be tracked.
   • Mentor might serve as consultants in creating the Plan.
   • Chair review the Plan with new faculty and give feedback. The final document reflects department/college expectations and the new faculty member's aspirations. A copy may be put in the new faculty member's department file.
   • The Plan contains long and short term goals that can be revised when necessary, and used as progress benchmarks.
   • Faculty members are encouraged to begin creating their Plan during their first semester at UNK.
   • Faculty who participate in the program should complete a draft of the Plan before the spring semester begins.

4) The faculty member's activities and accomplishments so far in achieving the goals.
   Purpose:
   • It is assumed that faculty members will continue to plan with the department chair throughout their career, requesting guidance and clarifying expectations about department, college, and university expectations.
SAMPLE FACULTY DEVELOPMENT PLAN

Teacher Education

A. Teaching

Strengths
• a passion to teach through service, an abundance of energy, an interest in professional networking.

Weaknesses
• a lack of a strong research base; a need to increase my understanding of how technology might further enhance teaching and learning.

Short-term goals
• Increase an understanding of how the technologies can enhance teaching and learning – continue to study the literature, study conditions in the school, write and publish;
• Enhance student learning in my classes through increasing writing excellence – work with XXX to team teach writing;
• Apply authentic evaluation procedures in my classes – continue with the study of authentic procedures, then experiment, write and publish about its application to the college classroom;
• Study the concept of cohort learning in the college classroom – continue with the study by experimenting, writing and publishing.

Long-term goals
• Become a leader in the field of K-12 curriculum development through the use of electronic application for enhancing instructional leadership in my classes – introduce into my syllabi concepts of teaching and learning for diverse classroom, electronic applications, motivating students;
• Research and publish effective teaching and learning procedures for the college classroom – compile research from my classes

B. Scholarship

Strengths
• a desire to research, learn, and write in relation to my strong pragmatic base, the ability to experiment with ideas and to put these ideas (people and concepts) together;

Weaknesses
• lack of a proven research base (according to the specifications of refereed journals), lack of the necessary professional organizational networks;

Short-term goals
• continue my research endeavors – work with graduate students, school-based educators, department faculty;
• keep focused in my discipline – center research, work with students, conferences, and presentations;
• be open to serving on faculty/school committees and investigating new projects;
• become more familiar with journals and editors in my field and related fields – get access to profession serve lists, read widely, volunteer as a reviewer.
Long-term goals

• Become a leader in the field of K-12 curriculum development through the use of electronic application – develop a web site networking with local, national, and international educators for a global classroom;
• Acquire financial resources to enhance the global classroom – equipment for the university and the schools, support technical staff, travel to schools;
• Publish 2 articles in scholarly peer-reviewed journals before May 20XX;
• prior to the three year review, publish another 3 articles;
• publish a monthly newsletter for Educators’ Association.

C. Service

Strengths

• willingness to serve on a variety of committees, organizational abilities, public relations/networking skills;

Weakness

• learning the culture and the people of my institution;

Short-term goals

• continue with my present committee work – be cognizant of opportunities for my department;
• build networking opportunities between the department, schools, and the community.

Long-term goals

• to assist the department in its efforts to evaluate and establish its perspective – in relation to the college, its students, courses offered, recruitment of new faculty;
• through work with Education Committee enhance opportunities for the department and college.
SAMPLE FACULTY DEVELOPMENT PLAN

Music

I. TEACHING

STRENGTHS

- Enthusiasm for subject matter
- Ability to write and communicate effectively
- Technical knowledge of the my instrument
- Ability to adapt to most learning styles
- Extensive knowledge of repertoire
- Ability to model well for students during lessons
- Keep students aware of ‘time on task’ (thinking ahead)

AREAS OF CONCERN

- Difficulty in keeping criticisms in perspective
- Not yet consistent in follow-through on requirements I set for students (in private lessons or in class), especially in deadlines, grading procedures, etc.
- Haven’t yet found my independent view (still too dependent on colleagues’ methods, views)

GOALS

- **Short term** (within 1-2 years)
  - Attend national convention in San Diego (July 20XX)
  - Read all books received at Spring Faculty Seminar of 20XX
  - Revise Music XXX materials (digitized musical examples, better assignment tracking, syllabus, possible coursepack, etc.) before Winter 20XX
  - Clarify grading procedures for each class!

- **Long term** (within 5-10 years)
  - Catalog professional journals in office by title of article
  - Establish better filing system for courses/materials experienced as a student
  - Establish better files and organization for courses previously taught

GOALS OF DEPT., COLLEGE AND UNIVERSITY

- Integrate the ‘Aims of an Education’ (*enlarge intellectually, build character, lifelong learning and service*)
- Blend the above ‘Aims’ with the School of Music mission

II. RESEARCH / CREATIVE ACTIVITY

STRENGTHS

- Enthusiasm for subject matter
- Ability to write and communicate effectively
• Desire to embody all the best facets of a top scholar/performer

AREAS OF CONCERN

• Lack of energy after teaching responsibilities are attended to
• Difficulty in steady self-discipline for writing or practice each day

GOALS

• **Short term** (1-2 years)
  o Organize, rehearse and perform recital(s) in fall
  o Spring term continuation of co-authored journal article
  o Discuss possible CD with Tantara Records (marketing viability?)
  o Continue networking list to develop further (scholars to invite opinions and reviews from or to collaborate in some way with)
• **Long term** (within 5-10 years)
  o Record a CD with Tantara Records or other label
  o Perform at a significant venue
  o Publish an article in a peer reviewed journal
  o Perform a recital on campus

GOALS OF DEPT., COLLEGE AND UNIVERSITY

• Link with possible projects (recitals, and/or written work) that have a tie-in with goals of university and college

III. SERVICE

STRENGTHS

• Enthusiasm for faculty meetings
• Willingness to serve
• Reliability in doing assigned tasks

AREAS OF CONCERN

• Overextending myself (shortchanging creative activities, especially)
• Difficulty in prioritizing what areas of citizenship are most important

GOALS

• Adjudications at local level for professional organizations & competitions
• Service on departmental committee
• Continue mentoring students in small research projects
• Administrative duties in my area
This report by the Faculty Senate president summarizes the Senate’s significant actions during the academic year, and outlines some issues that will require continued monitoring and action by the Faculty Senate next academic year.

**Faculty Senate Administrative Retreat**
Faculty Senate hosted a retreat with members of the FS Executive Committee and Administration. The retreat was open to observers from across campus. Major topics of discussion were: Senate Plan of Action, strategic planning, facilities, General Studies, NCA results, distance education, new student orientation, UNK branding and marketing strategy, Noel Levitz, Residential Life, alumni matters, undergraduate research, and program reviews of first year, history, the English Language Institute, philosophy, psychology, and Student Services.

**Communication with campus communities**
Faculty Senate hosted a number of speakers and presentations:

- NCA results and assessment, Jeanne Butler
- SIS implementation (October and April), Kim Schipporeit
- Long range facilities and property development, VCBF Barbara Johnson
- World learning community, Ann Marie Park
- New Student Orientation, Brandon Benitz and Rick Miller
- Resolution and presentation to SVC Finnie Murray
- Emergency notification system, John Lakey
- Student instructional preferences, members of the Student Assessment Committee
- Noel Levitz recruitment and retention initiative, Dusty Newton
- Introduction and common understanding, SVC Bicak

Faculty Senate was asked for formal response to various administrative campus initiatives, including:

- New Rank and Tenure Guidelines
- Honorary degree recipients
- AIT smart classroom software standardization
- Campus parking
- Amending Faculty Senate bylaws

**Actions of the Faculty Senate**
The Faculty Senate undertook several actions, some of which are still ongoing:

- Changed allocation policies for Artists & Lecturers committee funds
- Created an approved list of software to standardize in all smart classrooms
• Created (in progress) a New Faculty Development program for implementation in fall 2009
• Established a Faculty email list to facilitate communication among faculty on academic and other matters
• Fully revised and updated the Faculty Senate website for improved communication with all campus and non-campus constituencies
• Hosted faculty / staff forums on the budget and other matters with the UNK Administration, and with NU President Milliken
• Met frequently with Administration to discuss principles, process and specifics of budget cuts
• Monitored plans by deans of each college for implementing new Promotion & Tenure Guidelines and for creating college and department specific guidelines
• Monitored progress in renewing the General Studies Program
• Provided representation on the Request for Proposal committee for a new bookstore vendor
• Provided representation on the Task Force to review the First Year Experience program
• Provided representation to the Deans Council to discuss academic matters
• Reviewed and approved the proposed new Promotion and Tenure Guidelines
• Worked with Administration to identify a more workable model for funding summer school courses.

Recommendations for Future Actions

• **Budget**: the university system is facing almost unprecedented budget cuts due to insufficient funding from the state linked to the world wide economic crisis. Senate will need to be proactive to make sure that any proposed cuts do the least harm to the academic integrity of the institution. It is anticipated that a formal process for making cuts will commence in late summer.
• **First Year Experience**: with the FYE program on hiatus in 2009-2010, Senate should play an active role in evaluating how the program is restructured and re-implemented.
• **General Studies and NCA**: the Senate should continue to monitor implementation of a new General Studies program and its alignment with NCA requirements.
• **New Faculty Development**: the Senate should oversee and participate in the effort to help new faculty become “quick starters” and increase their effectiveness in teaching, scholarship and service.