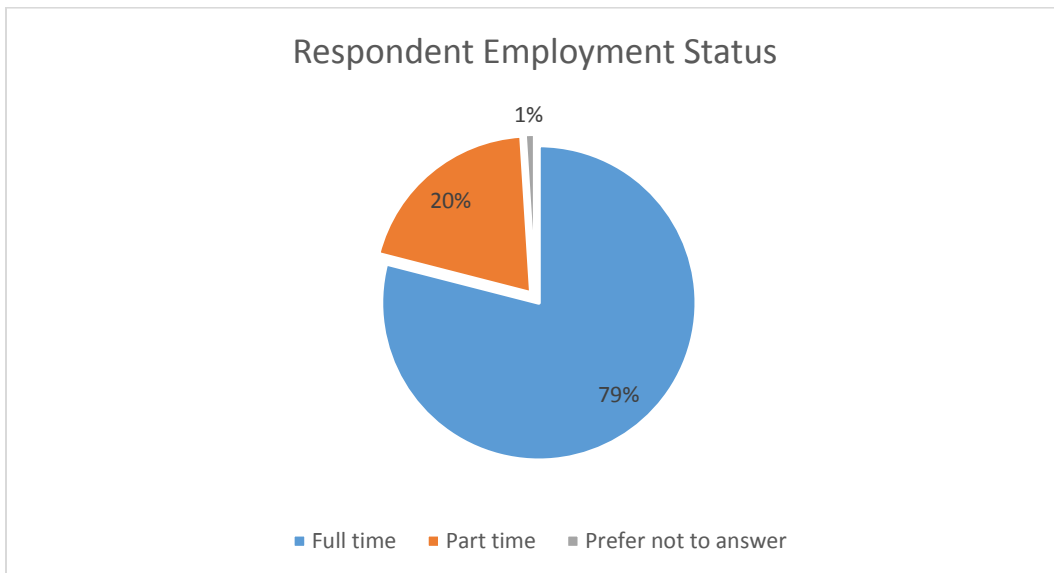


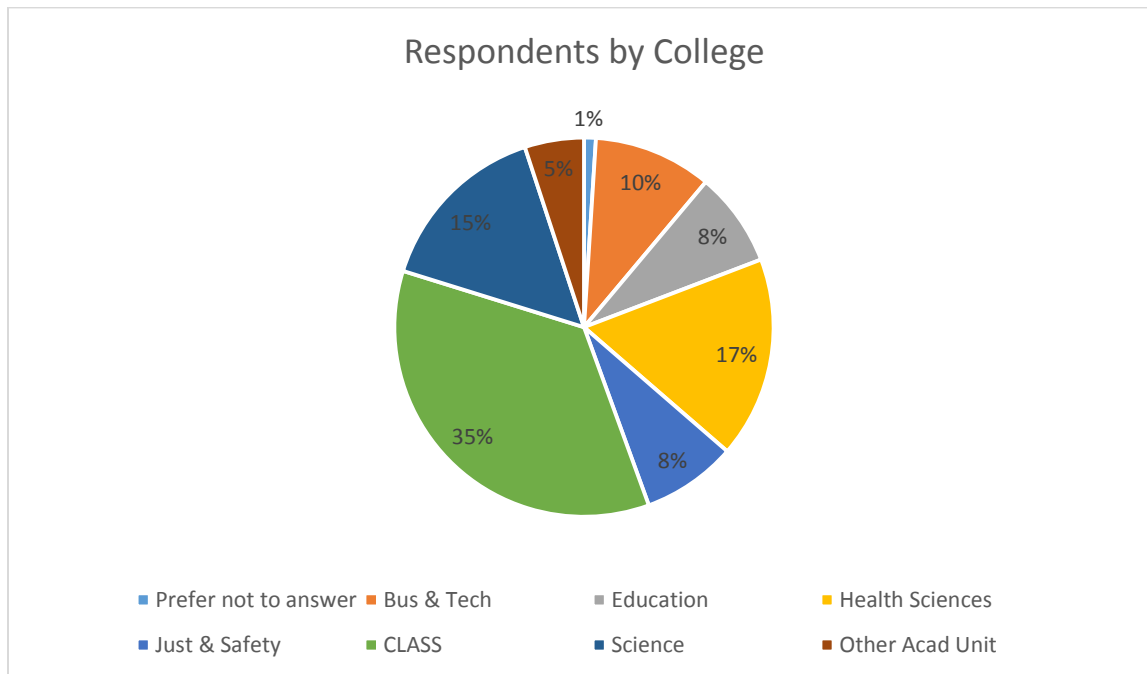
**Eastern Kentucky University
Faculty Senate, Academic Quality Committee
Report to Executive Committee
March 22, 2021**

For the 2020-2021 academic year, the Academic Quality Committee (AQC) was charged with surveying faculty to identify what “worked and what did not” regarding instructional changes as a result of the pandemic.

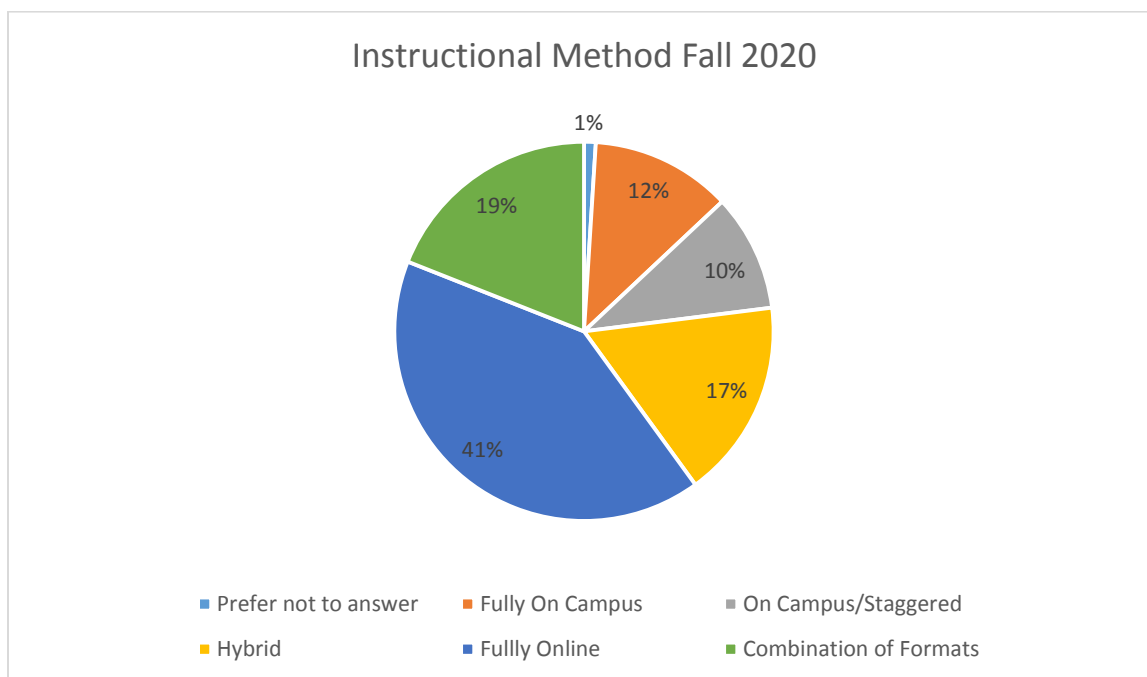
A survey was developed and emailed to all EKU full time and part time faculty in December, 2020. There were 172 faculty who responded, with the majority employed full time.



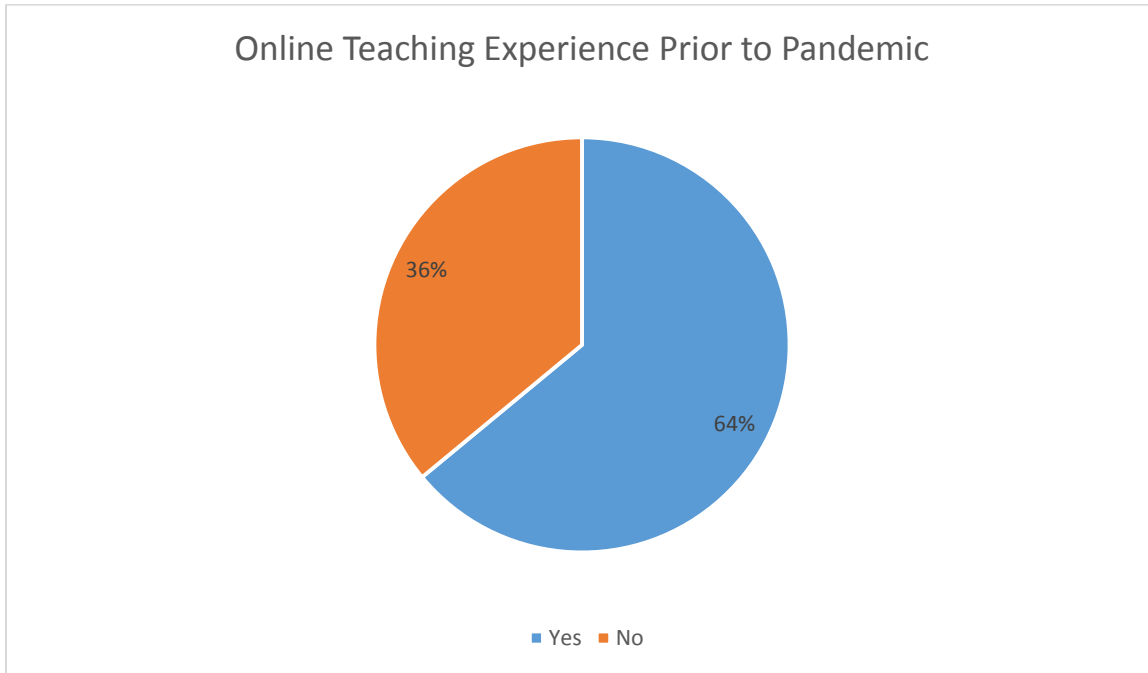
Respondents were from all 6 Colleges, and “Other Academic Units”. Although respondents did not specify, “Other Academic Units” could be considered Model Laboratory School or ECU Libraries.



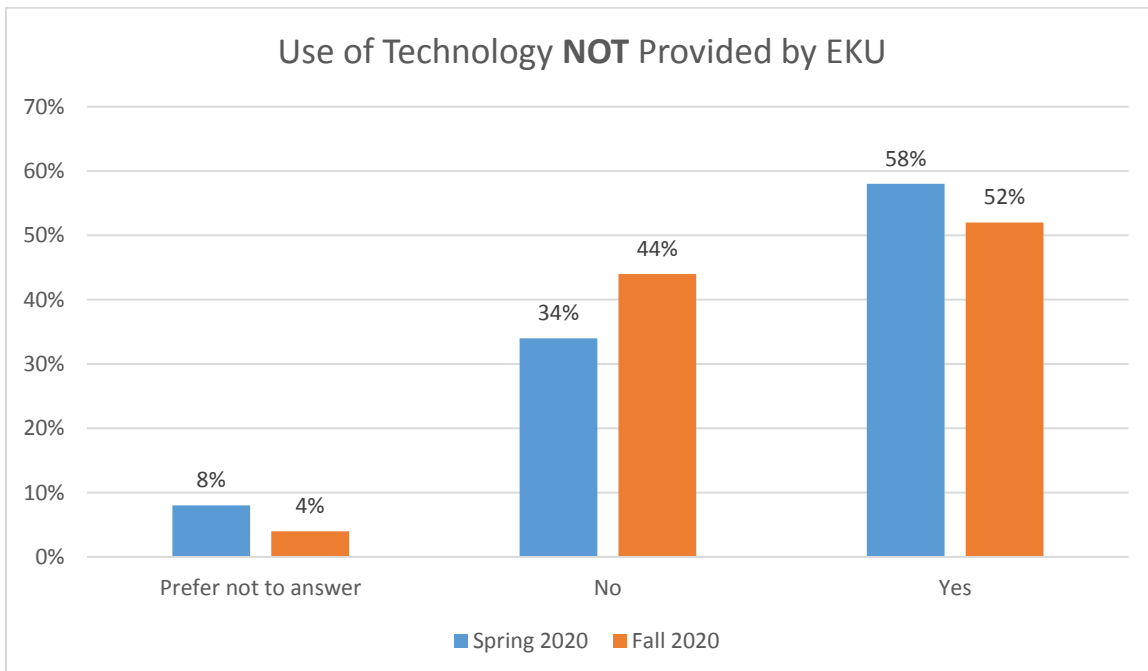
The majority of respondents indicated their classes were fully online fall 2020.



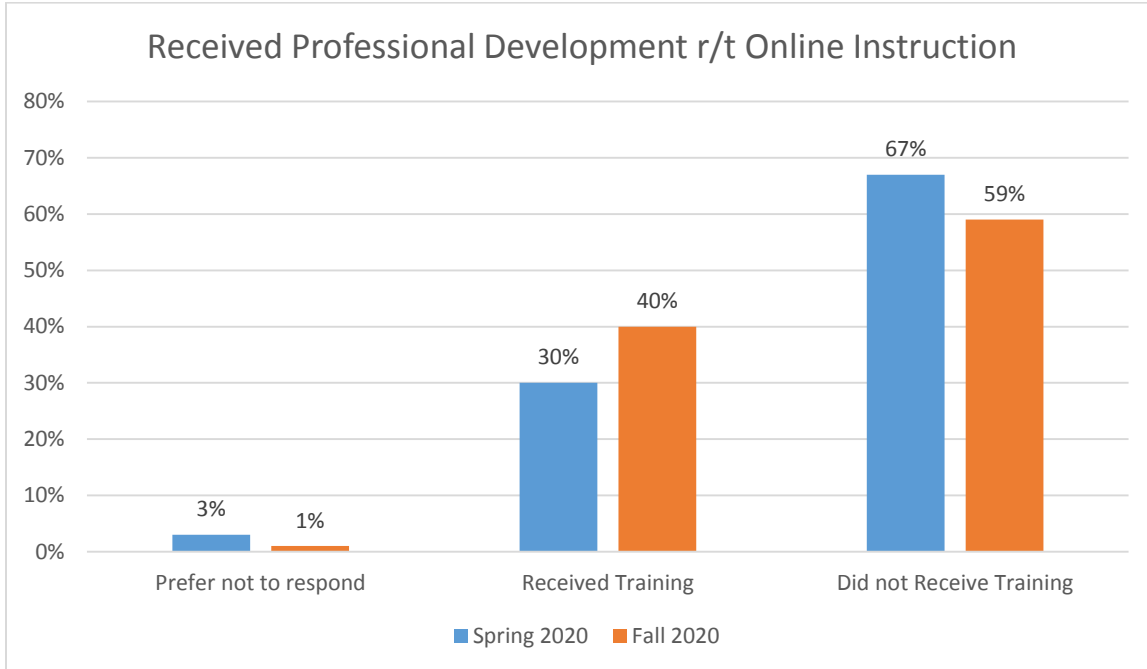
Most respondents had some online teaching experience prior to the pandemic.



Many respondents are using technology not provided by ECU. This has increased since spring 2020.



More faculty respondents received professional development related to online instruction in fall 2020, however this remains low.



Additional qualitative data were obtained through two open-ended questions included in the survey:

1. Please describe what worked well when teaching during the pandemic.
2. Please describe what did not work well when teaching during the pandemic.

Most faculty responded to these questions. Examples of responses included below.

Worked well:

- Technology/Resources
 - n = 65 faculty
 - Zoom
 - Respondus
 - Discussion Board
 - Collaborate
 - Blackboard
 - YouTube
- Structure/Clear Expectations
 - n = 29 faculty
 - Predictable schedule, maintaining a routine
 - Clear course organization and posting of deadlines and frequent check ins with students worked really well.
 - Clear expectations for student. Information in multiple locations and reminders.
 - A regular flow for each week
- Flexibility
 - n = 14 faculty

- Schedule
- Deadlines
- Method of instruction
- Support (for students & faculty)
 - n = 7 faculty
 - Support of faculty and others for students
 - Checking with students on the challenges they are having
 - NOEL Center and Faculty Teaching and Learning Center were great, the IT people were great, and they helped me out of many jams

Did not work well:

- Student Engagement/Motivation
 - n = 54 faculty
 - Students were not engaged at all
 - Students were too easily distracted and not accountable for their own work
 - Some students used the pandemic as a means to not participate or turn in work late
 - I would go through breakout rooms and ask questions and only a few would answer and sometimes I got completely ignored
- Student Attendance
 - n = 33 faculty
 - As the semester went on and as COVID cases grew, less and less students were coming to the one day per week course
 - The looser attendance policy: I realize during a pandemic it was needed but in the 20 years of teaching the same courses, this was the first time I had so many absents
 - Students stopped coming to classes sometime around midterms when they realized ore became aware that there would be little or no penalty for missing class as long as they sent in a email stating that they didn't feel well and wouldn't be attending class
- Student Technology Access/Connectivity
 - n = 30 faculty
 - Our students often lack secure internet access and/or access to reliable devices
 - Students' difficulties with their own technology or not having access to technology or software programs
 - I used Collaborate for video and recording. Many students were NEVER able to get their mics and video to work, so class participation was really restricted
- Faculty Work/Life Balance
 - n = 15 faculty
 - Adding to faculty workload when other faculty were out sick to cover their sections of courses
 - The ~40 % increase in students per faculty member/facilitator for online courses created an increased workload and time commitment

- As faculty it appeared to be a 24/7 18 week job attending to the virtual content and communications. It was very fatiguing and contributed to "comfort food" with unhealthy weight gain and inactivity
- Student Academic Dishonesty
 - n = 9 faculty
 - Students have resources during tests that make it almost impossible to have workable problems on tests without them copying online answers
 - It was clear that during Spring 2020, students were using outside sources to complete problems on timed exams. Academic honesty is a serious issue to consider with online instruction
 - Students seem to have been screenshotting tests and quizzes and sharing them among each other. Midterm and final test grades were suspiciously higher compared to other semesters

Respectfully Submitted,

Dr. James Blair, Assistant Professor, Dean College of Business & Technology

Dr. Christopher Budano, Associate Dean, K12/Dir of Teaching, Model Laboratory School

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Dr. Anne Cizmar, Associate Professor, Government

Dr. Richard Crosby, Professor, Music

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