
Faculty Senate Agenda
April 4, 2022
3:30 p.m.

CALL TO ORDER

ATTENDANCE

APPROVAL OF MINUTES

March 7, 2022

PRESIDENT'S REPORT: David McFaddin

PROVOST'S REPORT: Sara Zeigler

GUEST SPEAKER:

- Jenna Smith – SGA Update

UNFINISHED BUSINESS:

- *(if any)*

NEW BUSINESS:

- Report from Council on Academic Affairs - Associate Provost Wies
- Faculty Senate Resolution on Cancelling Student Debt
- Nominations for Faculty Senate Chair
- Nominations for Faculty Senate Vice Chair
- Discussion on Senate Meeting Location for 2022-2023
- Other *(if any)*

REPORTS & QUESTIONS:

Executive Committee: Senator Crosby

Faculty Regent: Senator Marion

COSFL Representative: Senator Burns

STANDING COMMITTEES:

Academic Quality Committee: Senator Sands, Chair

Budget Committee: Senator Yow, Chair

Elections/University Nominations Committee: Senator Meiners, Chair

Information Technology Committee: Senator Hight, Chair

Rights & Responsibilities Committee: Senator Nachtwey, Chair

Rules Committee: Senators Bishop-Ross & Kay, Co-Chairs

[Revisions to Faculty Handbook Section 7 & Faculty Senate Internal Procedures]

Welfare Committee: Senator Blair, Chair

AD HOC COMMITTEES:

Review Open Educational Resources: Senator Marion *(reporting for Kelly Smith, Chair)*

ADJOURNMENT

FACULTY SENATE MINUTES

March 7, 2022

3:30 p.m.

The Faculty Senate of Eastern Kentucky University met on Monday, March 7, 2022 via Zoom. Chair Crosby called the sixth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent: J. Brent*[^], P. Calie, A. Cizmar, V. Grabeel, M. Henton, C. Hughes, J. Mayer, J. McCardle, S. Zeigler*

* *Indicates prior notification of absence*

[^] *ALT Betsy Matthews attended for J. Brent*

APPROVAL OF MINUTES:

Senator Walz moved approval of the February 7, 2022 minutes as written, seconded by Senator Kelley. **Motion carried.** (YES = 43 votes NO = 0 votes ABSTAIN = 0 votes) (See also: [Individual Votes](#))

REPORT FROM THE PRESIDENT: David McFaddin

A quick legislative update. We are expecting the Senate to release a budget later this week. All indications at this point are that we should, again, see another Chamber supporting a strategic investment of higher education in Kentucky. It will likely look a little different from the House, and a little different from the Governor and so the reconciliation process will begin likely early next week with the idea that a comprehensive conference committee budget would likely come out by the first of April.

We have been fortunate institutionally to be able to host a few key events here on campus since the last time we were together--the 44th District Tournament and the Regional Tournament. These events provided a great opportunity to recruit students to ECU.

On the enrollment front, we have surpassed both the applications and admits for all of last year.

We plan to have an open call to all faculty for a student recruitment seminar. We felt like there was some faculty at large who want to get more involved in recruitment and who want to understand what the best practices are and how to make good use of the kind of tools available. So, we're planning to schedule about a two-hour seminar on an upcoming Friday morning. More details will be shared when available.

There are 92 submitted applications for the President's Excellence Awards, so we will be spending the better part of spring break vetting those nominations. Finalists will be recognized at our award ceremony on Wednesday April 27 along with some of our milestone ECU employees as we have an opportunity to celebrate excellence at ECU.

The search window for the College of Health Sciences dean has been extended for a few more weeks. The search for the College of Education dean will probably start sometime in the summer.

Please mark your calendars for the presidential installation on Friday, April 29. There will also be a number of activities going on during that week that build around student success and academic excellence.

A special thanks to Dr. Blair as we hosted the FBLA here on campus last week with about 400 students. I think we are the only school who provided school visit tours while they were here.

Graduation is on Friday, May 13. We will be doing two outdoor ceremonies at Roy Kidd stadium. Hopefully, the weather will cooperate but we will have weather plans intact just in case.

We continue to monitor the covid rates. The positivity rate continues to decline and Madison County has now moved into the moderate category from the high category. If covid numbers continue to fall moving into the spring break week, we may try to relax some of the additional restrictions.

REPORT FROM THE PROVOST: Sara Zeigler

Provost Zeigler shared the following in her written report.

Facilitator threshold update: Per the announcement on Friday, e-campus facilitator thresholds will be lowered to 30 (undergraduate) and 25 (graduate), effective July 1, 2022. This decision was made in response to input from faculty and coordinators and after careful review of budgets and reductions that covered the costs.

Hiring process: The Spring position requests have been reviewed and departments notified as to which positions were approved. Deadlines for the Fall cycle will be released within the next week.

Tenure and Promotion: Applications for tenure and promotion have been reviewed, notifications have been sent to the faculty members, and, subject to the President's approval, all candidates will be on the Board of Regents' agenda for approval in June.

Upcoming events and activities:

- *Faculty Leadership Institute:* March 11 (in-person) and April 22 (virtual). Please register at <https://fctl.eku.edu/fli>
- *Provost's Faculty Internship Program - FY 2022-2023:* Please consider applying for this new program! The program has been designed to provide rich leadership experiences for faculty who seek to influence the institution and participate in meaningful shared governance, as well as those who are interested in exploring roles as academic administrators. <https://fctl.eku.edu/provost%E2%80%99s-faculty-internship-program>

GUEST SPEAKERS:

SGA Report. Ms. Jenna Smith reported the following:

- SGA is launching a month-long campaign to increase awareness of mental health and mental health resources.
 - Last week a kickoff event was held where students could come make stress balls, take a yoga class, and get information from different groups on campus on how to access those resources.
 - A social media campaign is scheduled this week to highlight those resources.
 - Sweatshirts will be given away at different times. Information is available on Instagram.
- Two weeks ago, the dinner with the university president and the SGA president was well received. Students had the opportunity to ask questions and air concerns.

- SGA has formed a committee to work on outreach efforts so that students know how to access student leadership as well as university leadership.
- Last week, the Student Senate appropriated \$20,000 to registered student organizations.
 - NOTE: Faculty and/or departments can also request money from the IT fund for IT-related expenditures. Requests must be received by this week. Send to jenna.smith@eku.edu. If not this year, remember that opportunity is available again in the fall.
- An invitation is extended to attend our executive debates on Tuesday at 7pm in Combs Ferrell Auditorium.
- SGA elections will be on March 22 from 8am to 6pm.
- Safe Sex Bingo is scheduled for Wednesday night in the Ravine.

NEW BUSINESS:

Academic Regulation 11.3.2 – Information Technology and Data Governance. Senator Crosby announced that Academic Regulation 11.3.2 has been posted for comments.

GENERAL & STANDING COMMITTEE REPORTS:

REPORT FROM SENATE CHAIR: Senator Crosby

The Executive Committee met on February 21 and received reports from Standing Committee liaisons. Faculty Welfare is compiling and reviewing data from the recent survey of full-time faculty and will present their report at our April 4th meeting.

Meetings of the Problem Solvers group (myself, Regent Marion, Vice Chair Kay and Provost Zeigler) continue to be productive. There will be clarification to Deans and Department Chairs that the Senate Vice Chair is to receive ¼ reassigned time.

Some positive news—as of now, faculty who retire will be given free parking privileges on campus in Employee zones. Those in the process of retiring are guided through how to enroll, and faculty who have previously retired should contact HR if they would like to take advantage of this benefit.

REPORT FROM FACULTY REGENT: Jason Marion

The next scheduled quarterly meeting of the Board of Regents is scheduled for Tuesday, June 14.

The most recent Board of Regents meeting was on Friday, February 25. The Board agenda along with prior Board agendas can be viewed at: <https://regents.eku.edu/agendas-0>. Highlights are described below:

Student Success/Programming Update:

[See [Board Agenda Book](#), pdf pages 4-12]

- Updates were given on the estimated number of student participants at Exceptional Eastern Experience (E3) events, as well as a presentation of the different types of E3 event offerings from this academic year including a focus on those programs reflecting upon and celebrating diversity and/or inclusivity.
- Updates on the positive social media traction related to the T-Pain concert (Fall 2021) and upcoming Pete Davidson event (March 24) were presented.
- New high-profile E3 events for students for Fall 2022 that are already generating substantial earned social media attention include a Welcome Week Concert with rapper-songwriter Wake Flocka Flame, as well as other programming in the semester with Saturday Night Live stars Ego Nwodim and Heidi Gardner, country music artist Tenille Arts, and singer-songwriter Tai Verdes.

Student Success/Recruitment & Retention Update

[See [Board Agenda Book](#), pdf pages 15-20]

- The Fall 2022 goal for New First-Time Freshman (NFTFs) was announced as 2,750. In context, this goal exhibits planned momentum towards EKU becoming the school of first-choice among Kentuckians seeking a rich undergraduate student experience. Specifically, there were 2,531 NFTFs this current academic year (as of September 23) which was a 10% increase over Fall 2020, and Fall 2021 was the first positive NFTF report in six years.
- Currently, over 7,967 applications have been submitted, representing a year-over-year increase of 18%.
 - The university has admitted 6,752 potential new students, representing a 20% increase year-over-year. o Supporting these admitted students to get to the enrollment process will remain vital to achieving goals.
 - *To see enrollment data in near real-time, visit EKU's Data Page at <https://ir.eku.edu/eku-data-page>.
- Retention continues to be monitored closely as new initiatives are in progress around One-Stop Student Services and innovations in the Freshman Experience.

Academic Affairs Update:

[See [Academic Affairs Report from Board Meeting](#)]

- The Provost gave updates on three Dean searches/appointments, faculty collaborative work, and highlighted faculty and students.
- *Integrated Behavioral Health*: EKU has adopted a more intentional effort at collaborative work to respond to and hopefully be proactive towards addressing the existing mental health crisis impacting EKU and the nation. Resources are being pooled together integrating the Psychology Clinic, Counseling Center, and Student Health Services with executive leadership of the Integrated Behavioral Health by Dr. Dustin Wygant in collaboration with Dr. Theresa Botts, Dr. Melissa Bartsch, and Dr. Brenda Caudill.
- *Developing Single Entry Point at EKU for Mental Health Services*: Relocating Psychology Clinic to Rowlett, proximal to EKU Student Health.
- A total of six new cross-college collaborations were announced with approximately 15 faculty coming together to enhance student satisfaction, retention, career success, and research collaboration on data use.
- A formal center designation was given to the *Center for Outdoor Education and Research* which gives EKU's Natural Areas and many cross-college faculty/students and programs to work together more to leverage these resources for obtaining external funds and generating new forms of interdisciplinary collaboration.
- College, student, and faculty highlights were also provided.

Budget/Financial Update:

[See [Board Agenda Book](#), pdf pages 23-28]

- Revenues were reported as up from last year, which were influenced by \$6.5M additional dollars from tuition and fees and \$5M more in state appropriations.
- Expenses are also up from last year, led by \$5.1M increase for instruction, \$2.5M increase for student services, \$9.2M in institutional support, and \$1.2M in scholarships.
- Auxiliary revenues are currently exceeding expenses and are currently adding financial value to the university.

Development/Advancement/Alumni Engagement Update:

[See [Board Agenda Book](#), pdf pages 30-36]

- The Foundation's Endowment Market Value is or was at an all-time high (\$94M) - far surpassing last year's value (\$69.8M). The value is dynamic reflecting new inputs and changes in overall market performance.
- The *Make No Little Plans* Capital Campaign raised \$56M as of the end of 2021, which exceeded the \$50M goal.
- The Foundation is actively allocating \$2.4M towards the university this year.
- EKU's Giving Day is Wednesday, April 13, and EKU's Keeneland Day is April 14
- EKU is planning to celebrate the capital campaign success in late September.

Athletics & Campus Recreation Update:

[See [Board Agenda Book](#), pdf pages 38-57]

- Performance updates on academic and competition success of teams were presented.
- EKU Student-Athletes had an average fall GPA of 3.17, which was the highest fall term GPA for EKU Student-Athletes.
- 11 of 14 teams earned a 3.0 or better team GPA last Fall.
- EKU will be celebrating the 50th Anniversary of Title IX throughout the 2022-2023 academic year

- Revenues are up in Athletics 182% from last year's unusual year with a 40% increase having been observed in Football attendance, including a recent single game high mark in student attendance not observed since 2016.

Government Relations:

The legislative update given by Ethan Witt was very positive in regard to likely increases to the university's operating budget and asset preservation fund. The status on both capital budget priorities (Alumni Coliseum and Model Lab School) also remains favorable. Final decisions and actions on the state budget by the legislature and the Governor will likely not be fully known until the [session ends in April](#). The Board and ECU was also commended by Ethan and legislators for such a strong showing at Colonels at the Capitol, as ECU is the only institution in Kentucky that sends such a large delegation to interact with elected officials in such an intentional and direct way.

Faculty Senate Report:

[[Board Agenda Book](#), pdf page 58]

- Senator Crosby's report included general Senate information items including [a compact budget report weblink](#) to the Faculty Senate's Budget Committee's work as presented by Senator Don Yow, Faculty Senate Budget Chair.

Board Innovation Fund:

- The Board approved three faculty ideas that have the potential to materialize into commercializable intellectual property for the university. Dr. LiLi Zyzak (Chemistry), Dr. Thomas Jarvis (Physics), and Dr. Jamie Fredericks (Chemistry) represented the faculty exquisitely well.

CPE Update: Not part of the Board meeting, but part of general information sharing to regents statewide, please know that the CPE President, Dr. Aaron Thompson, gave a State of Higher Education address and led a panel with Kentucky education leaders on Wednesday, February 9th at 11:30 a.m. More information is available at the [CPE webpage](#) or by checking out the [CPE's YouTube channel](#).

- The *Higher Education Matters* campaign is underway and CPE is looking for ways to have advocates for higher education assist. More details will be in an upcoming message to the faculty at-large in a Faculty Regent Update.
- Learn more about how Kentucky is trying to better articulate the value of higher education at the following link: <http://kyhigheredmatters.org/>

STANDING COMMITTEES

Academic Quality Committee. Senator Sands reported that the committee continues to work on the charge of assessing online education pre-pandemic through pandemic to the present. Provost Ziegler will be attending our meeting this month so that we can touch base with her and get her input as the administrative lead for academics for the university. We anticipate a final report to Senate in April.

Elections & University Nominations Committee. Senator Meiners reported that the forum for Faculty Regent was held via Zoom on March 1. The link for the election ballot has been distributed and voting remains open until 4:30pm this Friday.

Information Technology Committee. The committee last met on March 3. Senator Hight stated that they now have a Google drive set up which will house all of the committee's communications including Senate votes on motions so that everything is centrally located and easily accessible by current and future committee members.

Our next meeting is scheduled for March 31.

A brief update on the status of new laptops for faculty. The RFP has been submitted and they are waiting for bids. However, with the current shortages this is taking much longer than anticipated. Provided the supply chain increases, the new rollout should begin by the end of summer.

Rights & Responsibilities Committee. Senator Nachtwey reported that the committee met on February 10 and talked about following up on revisions to the Faculty Grievance policy which has been on hold for a while. Dana Fohl from University Council informed us policies are at a standstill until a new hire is in place. Once the new person is on board, the Executive Committee of Faculty Senate will be contacted to set up a drafting team to work on the Faculty Grievance policy.

We also discussed another issue that came up in response to the Budget Committee's report from last month. The loss of 67 full-time faculty positions over the last five years is an alarming number. We would like the Provost in Academic Affairs to make sure that the academic mission of the university has not been harmed by that, and we would also like to see more detailed information of where those positions were lost.

Rules Committee Report. Senator Kay announced that the committee is wrapping up their charge to review Part 7 in the Faculty Handbook and the Senate Internal Procedures. A report should be available by the next meeting.

Faculty Welfare Committee. Senator Blair thanked everyone for completing the Faculty Welfare Committee survey. A large number of responses was received from both full-time and part-time faculty. The committee is in the process of cleaning the data and starting to run some preliminary analyses. Once a draft report is available, it will be shared with other committees and stakeholders for feedback. A final report should be available to present to Senate soon.

ADJOURNMENT:

Senator Burns moved to adjourn at approximately 4:15pm, seconded by Senator Bishop-Ross.

Timestamp	Email Address	approve FS_02-07-22 mini
3/7/2022 15:35:33	joanne.mcglown@eku.edu	YES
3/7/2022 15:35:34	jessica.price@eku.edu	YES
3/7/2022 15:35:34	rachel.bishop-ross@eku.edu	YES
3/7/2022 15:35:35	michael.fore@eku.edu	YES
3/7/2022 15:35:42	marie.manning@eku.edu	YES
3/7/2022 15:35:44	matthew.winslow@eku.edu	YES
3/7/2022 15:35:44	sheri.mcguffin@eku.edu	YES
3/7/2022 15:35:45	laura.newhart@eku.edu	YES
3/7/2022 15:35:46	tricia.kelley@eku.edu	YES
3/7/2022 15:35:46	christina.lovin@eku.edu	YES
3/7/2022 15:35:46	erin.eliassen@eku.edu	YES
3/7/2022 15:35:47	bill.mcclanahan@eku.edu	YES
3/7/2022 15:35:48	andrea.sexten@eku.edu	YES
3/7/2022 15:35:50	lindsay.cormier@eku.edu	YES
3/7/2022 15:35:51	lan.kong@eku.edu	YES
3/7/2022 15:35:53	betsy.matthews@eku.edu	YES
3/7/2022 15:35:54	vincent.thomas@eku.edu	YES
3/7/2022 15:35:56	brian.clark@eku.edu	YES
3/7/2022 15:35:56	cynthia.harther@eku.edu	YES
3/7/2022 15:35:57	timothy.smit@eku.edu	YES
3/7/2022 15:35:57	james.blair@eku.edu	YES
3/7/2022 15:35:58	julie.george@eku.edu	YES
3/7/2022 15:35:58	richard.crosby@eku.edu	YES
3/7/2022 15:35:58	gerald.nachtwey@eku.edu	YES
3/7/2022 15:35:58	eric.meiners@eku.edu	YES
3/7/2022 15:35:58	joel.cormier@eku.edu	YES
3/7/2022 15:35:59	don.yow@eku.edu	YES
3/7/2022 15:36:02	erin.stevenson@eku.edu	YES
3/7/2022 15:36:04	elizabeth.underwood@eku.edu	YES
3/7/2022 15:36:05	kim.parsons@eku.edu	YES
3/7/2022 15:36:08	buchang.shi@eku.edu	YES
3/7/2022 15:36:09	carolin.walz@eku.edu	YES
3/7/2022 15:36:10	jackie.couture@eku.edu	YES
3/7/2022 15:36:13	curtis.streetman@eku.edu	YES
3/7/2022 15:36:14	thomas.couvillon@eku.edu	YES
3/7/2022 15:36:14	geela.spira@eku.edu	YES
3/7/2022 15:36:23	lisa.kay@eku.edu	YES
3/7/2022 15:37:06	lisa.jones@eku.edu	YES
3/7/2022 15:37:08	alison.buck@eku.edu	YES
3/7/2022 15:37:11	jens.arneson@eku.edu	YES
3/7/2022 15:38:00	sarah.feltus@eku.edu	YES
3/7/2022 15:39:13	jennifer.hight@eku.edu	YES
3/7/2022 16:05:10	alexander.white@eku.edu	YES

Timestamp	Email Address	Mark to confirm attendance.
3/7/2022 15:29:02	nedim.slijepcevic@eku.edu	Present
3/7/2022 15:29:02	julie.george@eku.edu	Present
3/7/2022 15:29:03	kenneth.foltz@eku.edu	Present
3/7/2022 15:29:15	don.yow@eku.edu	Present
3/7/2022 15:29:19	carolin.walz@eku.edu	Present
3/7/2022 15:29:33	lindsay.cormier@eku.edu	Present
3/7/2022 15:29:49	bill.mcclanahan@eku.edu	Present
3/7/2022 15:30:15	lan.kong@eku.edu	Present
3/7/2022 15:30:30	buchang.shi@eku.edu	Present
3/7/2022 15:30:39	christina.lovin@eku.edu	Present
3/7/2022 15:31:21	erin.eliassen@eku.edu	Present
3/7/2022 15:31:23	thomas.couvillon@eku.edu	Present
3/7/2022 15:31:43	adam.lawson@eku.edu	Present
3/7/2022 15:32:01	michael.fore@eku.edu	Present
3/7/2022 15:32:03	erin.stevenson@eku.edu	Present
3/7/2022 15:33:25	cynthia.harther@eku.edu	Present
3/7/2022 15:33:26	gerald.nachtwey@eku.edu	Present
3/7/2022 15:33:26	david.fifer@eku.edu	Present
3/7/2022 15:33:28	joanne.mcglown@eku.edu	Present
3/7/2022 15:33:28	eric.meiners@eku.edu	Present
3/7/2022 15:33:30	derek.bussan@eku.edu	Present
3/7/2022 15:33:30	alison.buck@eku.edu	Present
3/7/2022 15:33:30	elizabeth.underwood@eku.edu	Present
3/7/2022 15:33:31	matthew.winslow@eku.edu	Present
3/7/2022 15:33:31	kim.parsons@eku.edu	Present
3/7/2022 15:33:31	lisa.kay@eku.edu	Present
3/7/2022 15:33:32	brian.clark@eku.edu	Present
3/7/2022 15:33:32	jens.arneson@eku.edu	Present
3/7/2022 15:33:32	richard.crosby@eku.edu	Present
3/7/2022 15:33:32	jessica.price@eku.edu	Present
3/7/2022 15:33:35	timothy.smit@eku.edu	Present
3/7/2022 15:33:35	laura.newhart@eku.edu	Present
3/7/2022 15:33:35	rachel.bishop-ross@eku.edu	Present
3/7/2022 15:33:36	geela.spira@eku.edu	Present
3/7/2022 15:33:36	lisa.jones@eku.edu	Present
3/7/2022 15:33:37	james.blair@eku.edu	Present
3/7/2022 15:33:37	jackie.couture@eku.edu	Present
3/7/2022 15:33:38	tricia.kelley@eku.edu	Present
3/7/2022 15:33:38	sarah.feltus@eku.edu	Present
3/7/2022 15:33:39	marie.manning@eku.edu	Present
3/7/2022 15:33:42	joel.cormier@eku.edu	Present
3/7/2022 15:33:59	melanie.johnson@eku.edu	Present
3/7/2022 15:34:13	vincent.thomas@eku.edu	Present

3/7/2022 15:34:44 jennifer.hight@eku.edu	Present
3/7/2022 15:34:50 betsy.matthews@eku.edu	Present
3/7/2022 15:35:37 thomas.jarvis@eku.edu	Present
3/7/2022 15:36:47 andrea.sexten@eku.edu	Present
3/7/2022 15:37:26 curtis.streetman@eku.edu	Present
3/7/2022 15:38:25 sheri.mcguiffin@eku.edu	Present
3/7/2022 16:05:00 alexander.white@eku.edu	Present

Faculty Senate Report April 2022

I hope everyone enjoyed a restful Spring Break and are motivated to finish this spring semester strong. Spring is typically an exciting time in the life of a college campus, filled with opportunities to celebrate the accomplishments of the past academic year as well as sending a fresh set of graduates out into the world. Thank you for your efforts this year in making ECU a great place to work and study.

Legislative Update

The Kentucky legislature placed a significant amount of resources in higher education initiatives this session, with ECU securing funding in several key areas. These items are included in the compromise budget proposal between the House and the Senate and all are awaiting signature on Governor Andy Beshear's desk.

- Model Laboratory School: \$90,000,000 to construct a new Model Lab School in year 2 of the biennium (July 1, 2023)
- Performance Funding Model: \$97,307,100 in FY 2022-23 and \$97,307,100 in FY 2023-24 to fund the performance funding model. This is a significant increase over current levels.
- Alumni Coliseum: \$31 million
- Employer Contribution: \$8,909,700 in FY 2022-23 and \$8,023,100 in FY 2023-24 to cover the KERS employer contribution cost increase. This represents 100% and 90% respectively of the total cost increase.
- KCFEF: \$300,000 is being transferred from the Kentucky Coal Field Endowment Fund to fund Clay County Eastern Kentucky University Scholarships at ECU Manchester.
 - \$100,000 in the current fiscal year; \$100,000 in FY 2022-23; \$100,00 in FY 2023-24
- Center for the Arts: \$200,000 in FY 2022-23 for Center for the Arts.
- Approval to issue additional agency bonds to renovate residence halls.
- Budget language was added requiring collaboration between ECU's College of Education and Model Lab to advance childhood education in the Commonwealth.

Strategic Planning Process

The first phase of the strategic planning process is ending. Currently, the team is reviewing those plans and will begin formalizing documents. I appreciate all of your hard work through this process. I am excited to move from our planning to our implementation process.

COVID Update

National, state and local data show significant declines in COVID infection rates and health care utilization related to COVID. In Madison County and on campus, we have reduced COVID infection rates to a manageable level where indoor masking is considered optional so we currently are operating under a campus-wide mask optional status. We will remain diligent in

protecting the health of our ECU community and will adapt as necessary. I appreciate your willingness to be flexible on this issue.

ECU will continue to adhere to the Commonwealth's current guidelines for isolation and quarantine as conditions warrant. We also will continue to provide surgical-style and KN-95 masks to those who wish to have that masking option.

While contact tracing efforts were vital during the early months of the pandemic, we are now transitioning away from contact tracing and asking members of the ECU community to continue to notify those they have been in close contact with during the infectious period. The contact tracing volunteers served our community well and assisted many of us with necessary information. I want to thank them for their dedicated service.

All members of our campus community should continue to self-report through the self-monitoring tab located on ECU Direct. Anyone who is experiencing symptoms, has tested positive, or has been in close contact with someone who has tested positive for the virus should utilize this form so that we can continue to monitor its containment

Presidential Installation

I am looking forward to celebrating the long standing tradition of the Presidential Inauguration. I cannot extend my appreciation enough to the Installation Committee for their hard work on the ceremony. They have a full week of events planned and I look forward to celebrating with each of you. Visit the full installation schedule at www.ecu.edu/installation.

In particular, please mark your calendar for Friday, April 29, 9 a.m. at the ECU Center for the Arts. The ceremony provides an opportunity for me to share my vision for the future of our great institution as we celebrate being One Eastern. The reason the theme "One Eastern" was chosen is because we want to remind our community that we are working together toward one goal: to provide a transformational experience for all who walk through our gates.

I am proud to serve as the 14th president of this institution and will remain focused on leading with excellence and innovation. I trust that you will join us in this tradition.

Commencement

Recognition ceremonies for our spring graduates will occur Friday, May 13 at 10 a.m. and 3 p.m. in Roy Kidd Stadium. I know that many of you will want to celebrate this monumental occasion with our students, some of whom probably never thought they would get over this finish line. It's important to recognize every student who walks across that stage because it is now that their lives may now commence into greatness.

We appreciate our local legislative leaders, who worked tirelessly with me and Eastern's legislative team over the past few months to secure this important funding that ensures the future of ECU remains bright.

CAA Items for Faculty Senate
From March 2022 Meeting

Link to CAA forms from agenda: <https://drive.google.com/drive/folders/1T-qwAeBOqUnkMfCTS3tOiA4i0PuwWd3Z?usp=sharing>

Items for Approval

New Programs

1. CLASS- African & African American Studies (AFA) University Certificate
2. CLASS- Applied Policy University Certificate
3. CLASS- Community Development University Certificate
4. CLASS- Emergency Management & Disaster Resilience University Certificate
5. CLASS- Nonprofit Management University Certificate
6. CLASS- Applied Critical Thinking University Certificate
7. CLASS- Online Learning Design University Certificate
8. CLASS- User Experience Design University Certificate
9. CSTEM- Cyber Systems and Network Security University Certificate
10. CoB- Banking and Financial Services University Certificate
11. CoB- Global Supply Chain Management University Certificate
12. CoB- Functions of Business University Certificate

Items for Notification

Program Revisions (Substantial)

13. CHS- BS in Exercise and Sport Science- Split the BS in Exercise and Sport Science (ESS): Pre-Athletic Training/Pre-Physical Therapy concentration into two professional-specific concentrations. Create the Pre-Physical Therapy concentration for the BS in Exercise and Sport Science.
14. CHS- Bachelor of Science (B.S.) & Master of Science (M.S) Athletic Training Accelerated 3+2 Dual Degree Program. Create accelerated 3+2 dual degree program for BS in ESS: Pre-Athletic Training concentration to MS in Athletic Training.
15. CHS- Bachelor of Science (B.S.) & Master of Science (M.S) Exercise and Sport Science Accelerated 3+2 Dual Degree Program. Create accelerated 3+2 dual degree program for BS in ESS: Physical Fitness and Wellness concentration to MS in Exercise and Sport Science: Exercise and Wellness concentration.
16. CSTEM- Unmanned Aircraft Systems (UAS), new minor
17. CSTEM- BS/MS Data Science/Statistics 3+2, revised program

18. CSTEM- MA Applied Mathematics, program revision, new concentration in Data Science

New Courses

19. AVN 105- UAS Safety and Regulations
20. AVN 290- UAS Flight Operations
21. AVN 310- UAS Ground/Flight Systems
22. AVN 312- UAS Commercial Single/Mult-engine Ops
23. AVN 412- Counter UAS Operations
24. AVN 499- Aviation Careers Seminar
25. AVN 399- Aviation Professional Skills Seminar
26. STA 800- Applied Statistical Inference
27. MAE 870- Hierarchical Linear Modeling in Educational Research
28. CSC 801- Object-Oriented Programming
29. ASL 401- American Sign Language VII
30. CSD 311- CSD in Health Care Systems
31. MGT 444 Strategic Sourcing with Syllabus
32. MGT 446 Logistics Management with Syllabus

FACULTY SENATE DISCUSSION AND RESOLUTION ON CANCELING STUDENT DEBT

THE PROBLEM

More than 45 million people in the United States hold nearly two trillion dollars of student debt. Student debt exacerbates class, race, and gender inequalities. It reduces students' access to education, and hinders them from taking jobs of their choice in the fields in which they were trained. It burdens our faculty and staff, who also carry student debt into their offices and classrooms. And most importantly, it's unnecessary, as there are clear opportunities now for canceling that debt and reforming higher education finance to prevent students from incurring further debt.

THE MOMENT

In December 2021, Biden extended the federal student debt payment pause until May 1st, the *second* extension since 2020. . But, our communities are suffering and need student debt cancellation now, more than ever. Now is the time to turn the payment pause into permanent cancellation. The idea of student debt cancellation has never been so popular, or possible [Over two thirds of Americans support some kind of student debt cancellation](#). Substantial numbers of elected officials and grassroots organizations are ready to mobilize.

THE DEMAND

We are calling for full student loan debt cancellation and a pathway to tuition free college.

MODEL RESOLUTION FOR FACULTY SENATE ADAPTATION

WHEREAS, elimination of debt in higher education and pathways to education as a public good represents substantial opportunities for our [COLLEGE OR UNIVERSITY] to demand support for and reform of higher education, increase economic and public health security, expand prosperity, create jobs, and save our community money;

WHEREAS, cancelling student loan debt and eliminating debt in higher education represents an enormous economic opportunity for our [COLLEGE OR UNIVERSITY] to support students, staff, and faculty in moving upward in social mobility, creating and pursuing better jobs, increasing spending in our local community, and providing a deeply needed stimulus during the pandemic;

WHEREAS, Black, Latinx, Indigenous, Asian and Pacific Islander, and other communities of color; economically disadvantaged residents; older people and young adults experience the impacts of student debt and debt generally most acutely;

WHEREAS, abolishing of student debt also represents a moral opportunity for our [COLLEGE OR UNIVERSITY] to support students, addressing racial and gender wage gaps, and providing better overall health outcomes to students since debt is associated with negative mental and physical health outcomes, like stress, depression, general health, obesity and mortality;

WHEREAS, cancelling student debt is a policy that is strongly supported across all political parties and across the country, but especially here in [CITY or STATE], and now President Joe Biden and the Democrats committed to some form of student debt cancellation during the 2020 election;

WHEREAS, student debt cancellation is only one step toward relief and a better higher education system, and examples from overseas and locally show the need for elimination of full student loan debt and investment in and pathways toward free higher education and other programs to support higher education as a public good;

NOW THEREFORE IT BE RESOLVED by the [FACULTY SENATE] of [COLLEGE OR UNIVERSITY] calls for the Federal Government to commit to cancel all student debt.

[FACULTY SENATE] requests that the Federal Government enacts a plan to cancel student debt and begin the transition to education as a public good.

Introduced on [DATE] by: Adopted on [DATE]

Report from the Executive Committee
March 21, 2022

President McFaddin gave a legislative update and updates on other campus issues which he will present to you in his report during the full Senate meeting. Provost Zeigler provided an Academic Affairs update including the progress on administrative and other searches.

The Executive Committee devoted a considerable amount of time discussing proposed changes to the Faculty Handbook to be presented by the Rules Committee in their report to you. Academic Quality and Faculty Welfare also have significant reports to make. Due to the scope of the response to the survey from Faculty Welfare I am giving them another month to prepare their data, so their report will be presented in May.

We also discussed the proposed Resolution concerning forgiveness of student debt which will be presented by Senator Winslow under New Business.

Further discussion included looking ahead to the fall and whether we will return to face-to-face meetings or not. The consensus was that we would like to meet face-to-face if it is feasible in light of COVID. The full Senate will be discussing this too as part of our agenda.

On behalf of the Executive Committee,

Richard A. Crosby, Chair

Faculty Regent Report to Faculty Senate

April 4, 2022

Dear Senators,

The Board of Regents has not met since Friday, February 25th. The next meeting remains scheduled for Tuesday, June 14.

Please know that if you have any questions regarding matters likely to come before the Board, or if you have suggestions for me, you may reach me by email (jason.marion@eku.edu) or phone (513-317-9508) at any time. Thank you for your support and guidance.

Sincerely,
Jason

Eastern Kentucky University

Faculty Senate

Academic Quality Committee

Report on Online Education

April 4, 2022

Committee Members

Senator John Brent

Senator Ann Burns

Senator Anne Cizmar

Senator Lisa Kay

Senator Jessica Price

Senator Fontaine Sands

Background

The Academic Quality Committee (AQC) received the following charge from the Executive Committee for the 2021-2022 academic year to **Conduct an assessment of instruction on campus**. It was noted with this charge the following: In the previous 2020-2021 academic year, the Academic Quality Committee did a critical assessment of what worked and what did not work during the pandemic, as a result of a major shift to synchronous and asynchronous online instruction. With the return to a more in-person academic year, and the widely accepted notion that THE major thing that makes ECU so special is the teaching, **it would be useful to do ongoing assessment of instruction.**

After further discussion among members of the AQC and the Executive Committee, the following assessment objectives were established for this report:

- Gather information related to online education
- Document ECU trends associated with online teaching/learning using descriptive data pre-pandemic through the pandemic
- Compare, if possible, ECU student outcomes considering recent online trends (pre-post pandemic)

Members of the AQC met with ECU leaders who have insight into online and on-campus teaching, including Dr. Tim Matthews, Executive Director e-Campus; Russell Carpenter, Assistant Provost Noel Studio; Dr. Jennifer Wies, Associate Provost for Academic Affairs; and Dr. Sara Zeigler, University Provost and Senior Vice President for Academic Affairs.

Literature Review

Even before the pandemic, online education was becoming more popular among prospective students and higher education institutions. According to Allen and Seaman (2014), most higher education institutions believe that this method of instruction will become critical for the future of higher education. The flexibility of online courses and the financial challenges higher education faces make online instruction more appealing. Even though online instruction sounds enticing, there are other challenges universities and students may face with this form of instruction. Kebritchi et al. (2017) conducted a review of the literature related to online teaching in higher education and identified multiple issues and challenges impacting online learners, instructors, and content development. Issues related to **learners** included learners' expectations, readiness, identity, and participation in online courses. Issues related to **instructors** included four specific categories of changing faculty roles, transition from face-to-face to online, time management, and teaching styles. Issues related to **content** included the role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development.

EKU Resources

Professional Development

According to Dr. Tim Matthews, the Instructional Design Center (IDC) offers a host of professional development (PD) opportunities that faculty can take advantage of to enhance their knowledge and skills. Many of these can be viewed at <https://idc.eku.edu/professional-development-idc>. First is the IDC's 8-week [Online Course Development and Teaching Certificate Program](#). Over 309 faculty and staff have completed this program. The expertise acquired from this program is no doubt one of the reasons EKU was able to successfully navigate the transition to fully online teaching during the pandemic (Dr. Matthews, 2022).

Other valuable resources available for faculty are the series on Online Teaching and Learning (OTL), which are short workshops made available to faculty either live or via recordings by the IDC, and training opportunities offered from the Faculty Center for Teaching and Learning (FCTL). These offerings complement the work of the IDC in highly meaningful ways, as they frequently offer sessions that address fundamental issues important to quality in our online courses.

The IDC and e-Campus conducts surveys annually to find out what topics are meaningful or desired by faculty who teach online. Table 1 depicts the survey results from the 2017, 2018, and 2019 surveys. The top three topics consistently were online teaching pedagogy, online student engagement, and effective use of discussion boards. In 2019, to round out the top five, it further included the top ten teaching strategies and effective online assessment strategies.

Table 1: Professional Development Desirability Survey Results 2017, 2018, 2019

	2017(69)	2018(40)	2019(82)
Online Teaching Pedagogy	40.58%	57.50%	52.44%
Online Student Engagement	39.13%	55.00%	53.66%
Effective Use of Discussion Boards	31.88%	52.50%	47.66%
Effective Online Assessment Strategies	28.99%	47.50%	35.37%
Google Suite	27.54%	37.50%	28.05%
Video Production	27.54%	17.50%	23.17%
Blackboard Mechanics	27.54%	22.50%	18.29%
Top Ten Strategies for Teaching Online	26.09%	32.50%	37.80%
Inserting Audio/Video in Blackboard	24.64%	25.00%	28.05%
Effective Use of Blogs and Wikis	23.19%	22.50%	23.17%
Voice Thread	23.19%	25.00%	15.85%

Table 1 continued	2017(69)	2018(40)	2019(82)
Screencast-O-Matic	21.74%	12.50%	19.51%
ThingLink	15.94%		
Quality Matters (QM) Certification	13.04%	20.00%	23.17%
H5P	13.04%	17.50%	14.63%
Writing Course Objectives and Bloom's Taxonomy	7.25%	20.00%	19.51%
Microsoft One Drive		12.50%	13.41%
FlipGrid		0.00%	

Source: Dr. Tim Matthews, March 2022

Technology

There is an abundance of applied technological tools and software that faculty can use to enhance student experience, while also enhancing learning outcomes. According to Dr. Matthews, this is a major point of emphasis of EKU's Instructional Designers who work with faculty in the design of their courses. Faculty who learn and apply these tools typically enjoy good outcomes and garner positive feedback from their students. Many of these tools are featured by faculty in the OTLs offered.

According to Dr. Russell Carpenter, new technologies are constantly being evaluated. A resource is being put together to outline and catalog what is needed to improve hybrid instruction. A new project, led by Brad Powell, has been funded and is being designed to improve video recording for faculty. Essentially, space either in the library or FTLC will be converted into a recording studio. There will be a green screen, a way to write and post lectures live (for example, doing math on a board), have professional mics and lighting, equipped with Zoom capabilities, a 50" screen to view while presenting materials, and picture-in-picture display so faculty can appear in front of the PowerPoint. No editing will be required. It will have a touchpad where the instructor can cycle through these preset settings next to the thumb drive port. To use it, faculty will make an appointment and bring a thumb drive. The goal is to keep it simple so that faculty are supported. An instructor will walk in, turn on the studio, insert a thumb drive, and everything will automatically work. For that reason, they are calling it a "one button" studio, meaning hit the button and it works. Tentatively, the goal is to have this resource available for Fall 2022.

System

According to Dr. Sara Zeigler, EKU Provost, the University's vision is to continue to build strong online programs, providing the flexibility current and prospective students want. In addition to the temporary shift to online for the entire campus in 2020, due to the pandemic, e-Campus course sections were also opened to Campus 1 (on-campus) students as well. Dr. Zeigler informed the AQC that the University has decided to continue to allow Campus 1 (on-

campus) students to enroll in e-Campus courses at no increased cost even after the pandemic (long-term). Currently the Dean's Council is discussing capping enrollment numbers for on-campus (Campus 1) students in online e-Campus courses. This decision is related to several issues, such as impact on class sizes of on-campus course offerings and student success. It was noted that DFW rates are somewhat higher for on-campus (Campus 1) students taking e-Campus online courses than traditional online e-Campus students. It is unclear if the stressors of the pandemic were related, therefore further trending and analysis needs to be done. This could have future implications related to student retention and advising.

According to Dr. Matthews, as institutions increase online educational opportunities, system issues may need to be addressed. These issues may include 1) how to plan or schedule classes for faculty, 2) the possible influx of on-campus (Campus 1) students into e-Campus classes, 3) how to manage large online class sizes, and 4) more effective use of students' evaluation of instruction. These issues need to be informed by data. Trends in data surveillance will be key to meet not only the needs of faculty but also the needs of students and the institution.

EKU Trends in Online Learning

Summary of EKU Footprints Data: Requested by Academic Quality Committee

The data provided by IT via a Footprints request indicate that the percentage of total credit hours generated by e-Campus classes has climbed from a little over 3% in Fall 2011 to around 31% in Spring 2022. This percentage was still below 20% prior to the pandemic. This information is summarized in Table 2 and Figure 1 that follow. Data for Summer and Winter sessions can be seen in Table 3. **Note that the data were pulled from Banner and may not exactly match data that come from other sources.**

Table 2: Fall and Spring Data

Semester	Non-e-Campus		e-Campus	
	No. Sections	Hrs. Generated	No. Sections	Hrs. Generated
Fall 2011	5500 98.41%	181930 96.74%	89 1.59%	6129 3.26%
Spring 2012	5487 97.93%	166574 95.60%	116 2.07%	7667 4.40%
Fall 2012	5757 97.43%	178318 94.42%	152 2.57%	10536 5.58%
Spring 2013	5748 96.22%	162908 92.79%	226 3.78%	12666 7.21%
Fall 2013	5875 95.97%	171680 91.84%	247 4.03%	15257 8.16%
Spring 2014	5574 95.46%	156726 90.59%	265 4.54%	16273 9.41%
Fall 2014	5736 94.95%	171027 89.60%	305 5.05%	19861 10.40%
Spring 2015	5467 94.34%	155850 88.10%	328 5.66%	21055 11.90%

Fall 2015	5684 94.25%	171304 88.17%	347 5.75%	22992 11.83%
Spring 2016	5412 93.34%	153416 86.57%	386 6.66%	23798 13.43%
Fall 2016	5030 92.63%	166785 87.53%	400 7.37%	23760 12.47%
Spring 2017	4536 91.53%	148128 85.85%	420 8.47%	24405 14.15%
Fall 2017	4698 92.46%	163563 87.56%	383 7.54%	23244 12.44%
Spring 2018	4512 92.19%	144620 85.10%	382 7.81%	25315 14.90%
Fall 2018	4660 92.39%	152115 84.85%	384 7.61%	27167 15.15%
Spring 2019	4225 91.59%	134114 82.54%	388 8.41%	28379 17.46%
Fall 2019	4411 92.03%	141916 83.27%	382 7.97%	28509 16.73%
Spring 2020	4168 91.40%	123824 80.80%	392 8.60%	29426 19.20%
Fall 2020	4189 91.32%	125566 76.56%	398 8.68%	38440 23.44%
Spring 2021	3825 90.92%	107128 73.99%	382 9.08%	37657 26.01%
Fall 2021	4183 90.60%	116519 73.68%	434 9.40%	41629 26.32%
Spring 2022	3743 89.46%	99781 69.38%	441 10.54%	44042 30.62%

Figure 1: Fall and Spring Data

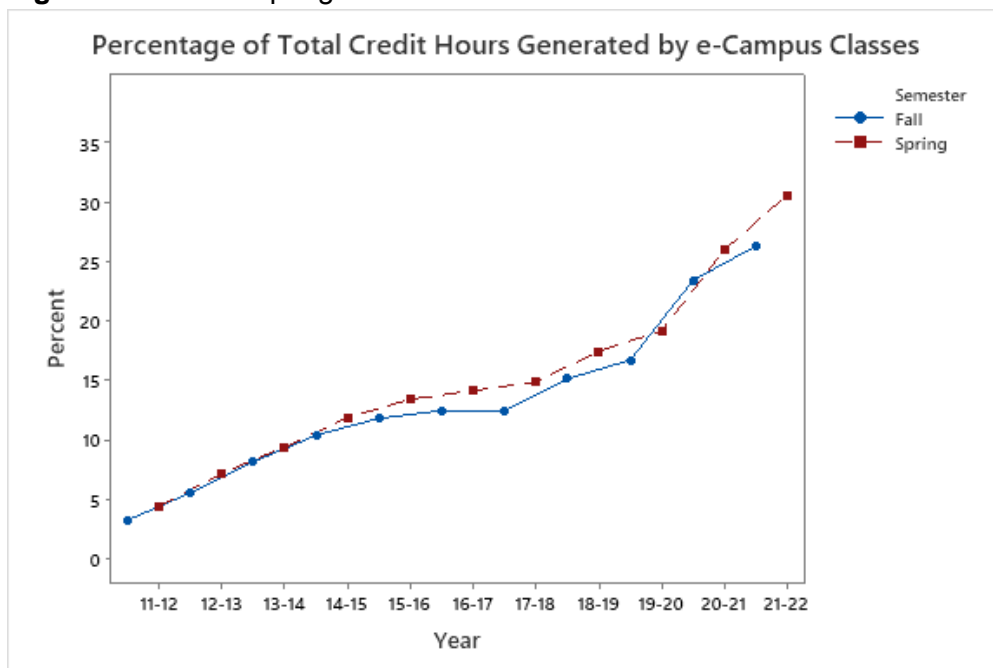


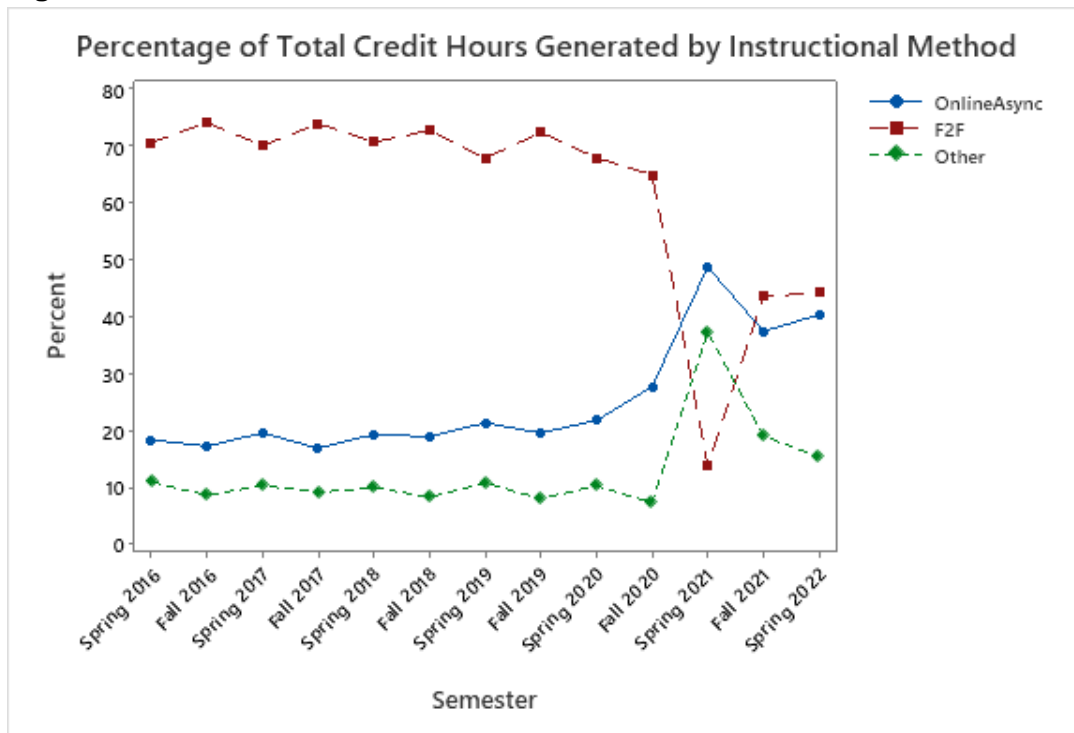
Table 3: Summer and Winter Session Data

Semester	Non-e-Campus		e-Campus	
	No. Sections	Hrs. Generated	No. Sections	Hrs. Generated
Summer 2012	2084 96.30%	27026 87.89%	80 3.70%	3725 12.11%
Summer 2013	2116 93.63%	23341 80.30%	144 6.37%	5726 19.70%
Summer 2014	1956 92.48%	20877 74.73%	159 7.52%	7060 25.27%
Winter 2014	52 100.00%	586 100.00%	0 0.00%	0 0.00%
Summer 2015	1909 90.65%	19023 67.91%	197 9.35%	8989 32.09%
Winter 2015	68 100.00%	821 100.00%	0 0.00%	0 0.00%
Summer 2016	1308 85.43%	17184 63.81%	223 14.57%	9744 36.19%
Winter 2016	72 100.00%	983 100.00%	0 0.00%	0 0.00%
Summer 2017	1166 84.99%	16146 62.55%	206 15.01%	9665 37.45%
Winter 2017	67 100.00%	854 100.00%	0 0.00%	0 0.00%
Summer 2018	1082 84.01%	14657 56.30%	206 15.99%	11375 43.70%
Winter 2018	64 98.46%	885 100.00%	1 1.54%	0 0.00%
Summer 2019	797 78.75%	10229 43.17%	215 21.25%	13468 56.83%
Winter 2019	50 98.04%	653 100.00%	1 1.96%	0 0.00%
Summer 2020	822 79.73%	9880 38.95%	209 20.27%	15487 61.05%
Winter 2020	147 100%	3093 100.00%	0 0.00%	0 0.00%
Summer 2021	682 76.29%	10001 41.00%	212 23.71%	14392 59.00%
Winter 2021	174 99.43%	3995 100.00%	1 0.57%	0 0.00%

Table 4 and Figure 2 that follow show that the percentage of total credit hours generated by 100% online asynchronous classes has grown from around 19% in 2016 to nearly 41% in 2022, while the percentage of total credit hours generated by traditional face-to-face classes has fallen from around 70% in 2016 to about 44% in 2022. Of course, some of these changes are due to pandemic conditions. In Fall 2019, the percentage of total credit hours generated by 100% online asynchronous classes was about 20%, and the percentage of total credit hours generated by traditional face-to-face classes was about 72%.

Spring 2022	58047 40.36%	4679 3.25%	8920 6.20%	0 0.00%	1974 1.37%	3272 2.28%	954 0.66%	63663 44.26 %	1434 1.00%	880 0.61%
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Figure 2



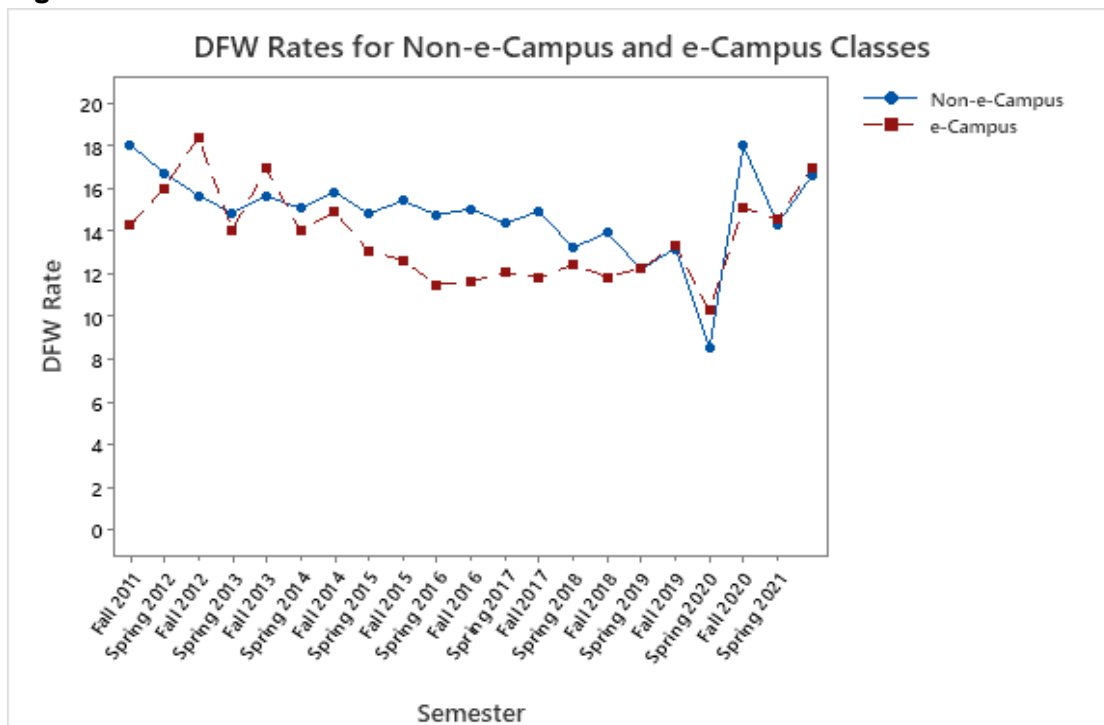
DFW rates, shown in Table 5 and Figure 3, were computed for e-Campus and non-e-Campus classes for each fall and spring semester from Fall 2011 to Fall 2021. DFW rates tend to be comparable for e-Campus and non-e-Campus classes, with DFW rates for e-Campus classes generally running a little lower than those for non-e-Campus classes in recent years. Both groups hit a low in Spring 2020, when the pandemic first hit, and both were relatively high in Fall 2020.

Table 5

Semester	Non-e-Campus DFW Rate	e-Campus DFW Rate
Fall 2011	18.07%	14.27%
Spring 2012	16.74%	16.02%
Fall 2012	15.67%	18.42%
Spring 2013	14.86%	14.08%
Fall 2013	15.66%	16.94%
Spring 2014	15.07%	14.03%
Fall 2014	15.86%	14.92%
Spring 2015	14.82%	13.06%

Fall 2015	15.44%	12.65%
Spring 2016	14.77%	11.50%
Fall 2016	15.05%	11.64%
Spring 2017	14.39%	12.10%
Fall 2017	14.94%	11.82%
Spring 2018	13.23%	12.45%
Fall 2018	13.93%	11.86%
Spring 2019	12.22%	12.26%
Fall 2019	13.20%	13.33%
Spring 2020	8.52%	10.28%
Fall 2020	18.00%	15.11%
Spring 2021	14.35%	14.54%
Fall 2021	16.59%	16.97%

Figure 3



Articles of interest and additional data provided to the Eastern Kentucky University Board of Regents Quarterly Meeting December 10, 2020 report, provided to the AQC by Dr. Jennifer Wies, can be seen in the appendix of this report and attached document.

Summary


Due to the pandemic, a rapid shift to online teaching and learning occurred in 2020. The pandemic demonstrated to both students AND faculty the pros and cons with online learning. Even before the pandemic, students were demanding more online courses; therefore, it is imperative for ECU to move forward strategically to deliver online instruction with the highest possible quality. Ongoing planning for professional development, availability of resources, and trending of student success are critical. The AQC members recommend that this data continue to be trended as the University returns fully to normal practice post pandemic.

Appendix

The following data was included in the Eastern Kentucky University Board of Regents Quarterly Meeting December 10, 2020 report, and provided to the AQC by Dr. Jennifer Wies.


Fall 2019 and Fall 2020 Instructional Method Comparison

Fall 2019 - 4,227 Total Sections			Fall 2020 - 3,925 Total Sections		
Instructional Method	Number of Sections	% Total	Instructional Method	Number of Sections	% Total
Applied Learning Experience	551	13.04%	Applied Learning Experience*	0	0.00%
Dual Credit	2	0.05%	Dual Credit	0	0.00%
Traditional	2,766	65.44%	Traditional	1,460	37.20%
Web-Blended	95	2.25%	Web-Blended	218	5.55%
Distance Learning	106	2.51%	Distance Learning	0	0.00%
Online	466	11.02%	Online	1,171	29.83%
Mixed Mode	241	5.70%	Mixed Mode	0	0.00%
Hybrid	0	0.00%	Hybrid	1,076	27.41%
TOTAL	4,227	100.00%	TOTAL	3,925	100.00%



Spring 2020 and Spring 2021 Instructional Method Comparison

Spring 2020 - 4,229 Total Sections			Spring 2021 - 3,900 Total Sections		
Instructional Method	Number of Sections	% Total	Instructional Method	Number of Sections	% Total
Applied Learning Experience	743	17.57%	Applied Learning Experience	551	14.13%
Dual Credit	0	0.00%	Dual Credit	0	0.00%
Traditional	2,558	60.49%	Traditional	790	20.26%
Web-Blended	82	1.94%	Web-Blended (Asynchronous)	342	8.77%
			Web-Blended (Synchronous)	107	2.74%
Distance Learning	87	2.06%	Distance Learning	81	2.08%
Online	477	11.28%	Online (Asynchronous)	915	23.46%
			Online (Synchronous)	512	13.13%
Mixed Mode	282	6.67%	Mixed Mode	251	6.44%
Hybrid	0	0.00%	Hybrid	351	9.00%
TOTAL	4,229	100.00%	TOTAL	3,900	100.00%



Source: Dr. Sara Zeigler Co-Chair Fall/Spring Contingency Task Force on Instructional Design and Methodologies.

Articles of Interest

Suggested by Dr. Tim Matthews

Bryan, et al (n.d.). Going online: COVID-19 Lessons and Perspectives from Allied Health Administrators. Retrieved at https://www.westga.edu/~distance/ojla/summer242/bryan_green_carruth242.html

Kebritchi, et al (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review. *Journal of Educational Technology Systems*, Vol 46(1) 4-29. <https://drive.google.com/file/d/1kE5BJhFxlhREPqXyMcTpXYWfi2WfIMFI/view>

Mohr, S., & Shelton, K. (2017). Best practices framework for online faculty professional development: A Delphi study. *Online Learning*, 21(4), 123-140. doi: 10.24059/olj.v21i4.1273

McQuiggan, C.A. (2012). Faculty Development for Online Teaching as a Catalyst for Change. *Journal of Asynchronous Learning Networks*. Vol 16 (2), 27-61.

Scarpena, et al (2018). Creating Successful Professional Development Activities for Online Faculty: A reorganized Framework. *Online Journal of Distance Learning Administration*, v21 n1 Spr 2018.

The Post Pandemic College (2020). Published by Chronicle of Higher Education. <https://store.chronicle.com/products/the-post-pandemic-college>

Online Learning and COVID-19 Articles

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review, 119*. <https://doi-org.libproxy.eku.edu/10.1016/j.chilyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. **Objective:** However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. **Method:** For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. **Results:** The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. **Correlation results** suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437, P < .000$) and affordability of gadgets ($r = 0.577, P < .000$) as compare to Pakistanis ($r = 0.176, P < .050$) and ($r = 0.152, P < .050$). **Conclusion:** The study suggested that it is crucial for the government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health*, 67(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). **Methods:** Participants were 238 adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person

schools were closed in the U.S. Results: Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home-school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. Conclusions: This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi.org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications

for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate

the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study.

Journal of Adolescence, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. **Methods:** We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. **Results:** Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. **Conclusions:** These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.supp> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; Pandemics; School Learning; Academic Stress

Soncini, A., Politi, E., & Matteucci, M. C. (2021). Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted: The protective role of self-efficacy. *School Psychology, 36*(6), 494–503. <https://doi-org.libproxy.eku.edu/10.1037/spq0000469.supp> (Supplemental)

Keywords:

COVID-19, threats appraisal, teachers' self-efficacy, distance learning, emotional exhaustion

Abstract (English):

In the context of the Coronavirus disease (COVID-19) outbreak, teachers faced unprecedented challenges and threats while implementing distance learning. Consequently, teachers may have experienced emotional exhaustion. The aim of our study was threefold: To explore teachers' threat appraisals, to investigate the relation between teachers' threat appraisals and their emotional exhaustion, and to examine processes protecting teachers from emotional exhaustion. Self-efficacy belief, especially, may have driven teachers' perceptions of distance learning as an opportunity (i.e., distance learning strengths), rather than an impediment (i.e., distance learning weakness) to teaching. During the first wave of COVID-19, Italian teachers (N = 1,036) filled in an online survey. A mixed-method design was used to address our three research aims. Findings indicated that, above and beyond other COVID-19 threats, one third of teachers reported worries, fears, and concerns related to their job (i.e., job-related threats). Furthermore, those who mentioned job-related threats experienced greater emotional exhaustion. Finally, teachers' self-efficacy was related to lower emotional exhaustion both directly and indirectly via teachers' perceptions of distance learning. Indeed, distance learning weaknesses (but not distance learning strengths) mediated the negative relationship between self-efficacy and emotional exhaustion. Altogether, our findings encourage reflection on possible interventions to reduce teachers' job-related threats and help them navigate distance learning effectively. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Due to the widespread implementation of distance learning, teachers have widely borne the brunt of COVID-19 outbreak. This paper explores teacher-specific threats experienced during school closure, also explaining how self-efficacy can effectively help teachers to navigate distance learning without feeling emotionally exhausted. Targeted training, resources, and assistance should be set up to support teachers psychologically and practically, transforming distance learning into an opportunity and thereby reducing emotional exhaustion. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Threat; *COVID-19; Cognitive Appraisal; Teacher Attitudes; Emotional Exhaustion

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

Keywords:

COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID- 19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care, 34*(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear

regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning

Emergency

K-12

Online learning

Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition.

Additionally, this study examines the difficulties teachers experienced, along with support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues. Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
 COVID-19 pandemic
 Distance education
 High school teachers
 COVID-19
 United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries*, 40(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

Psychology of librarians
College students
Online education
Academic libraries
Professional employee training
Library public services
Qualitative research
Learning
Access to information
Communication
Needs assessment
Information technology
COVID-19 pandemic
Computer literacy
Online information services
Grounded theory
Quantitative research
Security systems
Responsibility

Medical coding
 United States
 Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty

communication challenges during remote learning, and had significantly lower RLP. Conclusions: Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence*, 11(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology*, 36(5), 303–312. <https://doi-org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal

research has been conducted to explore the effects of the virus on marginalized groups. This study aimed to investigate Black adolescents' perceptions of their experiences with COVID-19, including the challenges they encountered, the coping strategies they employed, and their use of religious/spiritual and school-based support. Twelve Black youth between the ages of 12 and 18 years were interviewed during the early stages of the pandemic (June and July of 2020). Participants struggled with adjusting to the changes in their daily routines, navigating virtual learning, and emerging mental health difficulties (e.g., anxiety). To cope with these challenges, participants relied on emotion and problem-focused coping strategies, including strategies that were religious/spiritual in nature. Participants also relied on social support from family, school personnel, and their religious community, though they lamented about the varied support received from the latter two. Findings from this research support calls for mental health providers to employ culturally affirming mental health services and engage in interagency collaboration to support Black youth. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus

U. S.

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology, 36*(5), 303–312. <https://doi-org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal

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Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus
 Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May

2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. Results: Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. Conclusions: Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries, 40*(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

- Psychology of librarians
- College students
- Online education
- Academic libraries
- Professional employee training
- Library public services
- Qualitative research
- Learning
- Access to information
- Communication
- Needs assessment
- Information technology
- COVID-19 pandemic
- Computer literacy
- Online information services
- Grounded theory
- Quantitative research
- Security systems
- Responsibility
- Medical coding
- United States
- Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
COVID-19 pandemic

Distance education
 High school teachers
 COVID-19
 United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning
 Emergency
 K-12
 Online learning
 Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition. Additionally, this study examines the difficulties teachers experienced, along with support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues.

Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also

highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care*, 34(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; Pandemics; School Learning; Academic Stress

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.supp> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study. *Journal of Adolescence*, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. **Methods:** We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. **Results:** Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. **Conclusions:** These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health*, 67(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). **Methods:** Participants were 238

adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person schools were closed in the U.S. Results: Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home–school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. Conclusions: This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence*, 11(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are

planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

International

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

Keywords:

COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID-19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional

strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Soncini, A., Politi, E., & Matteucci, M. C. (2021). Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted: The protective role of self-efficacy. *School Psychology, 36*(6), 494–503. <https://doi-org.libproxy.eku.edu/10.1037/spq0000469.supp> (Supplemental)

Keywords:

COVID-19, threats appraisal, teachers' self-efficacy, distance learning, emotional exhaustion

Abstract (English):

In the context of the Coronavirus disease (COVID-19) outbreak, teachers faced unprecedented challenges and threats while implementing distance learning. Consequently, teachers may have experienced emotional exhaustion. The aim of our study was threefold: To explore teachers' threat appraisals, to investigate the relation between teachers' threat appraisals and their emotional exhaustion, and to examine processes protecting teachers from emotional exhaustion. Self-efficacy belief, especially, may have driven teachers' perceptions of distance learning as an opportunity (i.e., distance learning strengths), rather than an impediment (i.e., distance learning weakness) to teaching. During the first wave of COVID-19, Italian teachers (N = 1,036) filled in an online survey. A mixed-method design was used to address our three research aims. Findings indicated that, above and beyond other COVID-19 threats, one third of teachers reported worries, fears, and concerns related to their job (i.e., job-related threats). Furthermore, those who mentioned job-related threats experienced greater emotional exhaustion. Finally, teachers' self-efficacy was related to lower emotional exhaustion both directly and indirectly via teachers' perceptions of distance learning. Indeed, distance learning weaknesses (but not distance learning strengths) mediated the negative relationship between self-efficacy and emotional exhaustion. Altogether, our findings encourage reflection on possible interventions to reduce teachers' job-related threats and help them navigate distance learning effectively. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Due to the widespread implementation of distance learning, teachers have widely borne the brunt of COVID-19 outbreak. This paper

explores teacher-specific threats experienced during school closure, also explaining how self-efficacy can effectively help teachers to navigate distance learning without feeling emotionally exhausted. Targeted training, resources, and assistance should be set up to support teachers psychologically and practically, transforming distance learning into an opportunity and thereby reducing emotional exhaustion. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Threat; *COVID-19; Cognitive Appraisal; Teacher Attitudes; Emotional Exhaustion

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review*, 119. <https://doi-org.libproxy.eku.edu/10.1016/j.chilyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. Objective: However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. Method: For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. Results: The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. Correlation results suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437$, $P < .000$) and affordability of gadgets ($r = 0.577$, $P < .000$) as compare to Pakistanis ($r = 0.176$, $P < .050$) and ($r = 0.152$, $P < .050$). Conclusion: The study suggested that it is crucial for the

government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Higher Ed

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence, 11*(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of

Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. **Conclusions:** Many students will continue to learn remotely in some form until the

pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries*, 40(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

Psychology of librarians
 College students
 Online education
 Academic libraries
 Professional employee training
 Library public services
 Qualitative research
 Learning
 Access to information
 Communication
 Needs assessment
 Information technology
 COVID-19 pandemic
 Computer literacy
 Online information services
 Grounded theory
 Quantitative research
 Security systems
 Responsibility
 Medical coding
 United States
 Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may

prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood, 52*(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education, 29*–37.

Subjects:

Student teachers
COVID-19 pandemic
Distance education
High school teachers
COVID-19
United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We

briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care, 34*(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

Keywords:

COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID- 19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders*, 294, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital

divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology, 36*(5), 303–312. <https://doi.org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal research has been conducted to explore the effects of the virus on marginalized groups. This study aimed to investigate Black adolescents' perceptions of their experiences with COVID-19, including the challenges they encountered, the coping strategies they employed, and their use of religious/spiritual and school-based support. Twelve Black youth between the ages of 12 and 18 years were interviewed during the early stages of the pandemic (June and July of 2020). Participants struggled with adjusting to the changes in their daily routines, navigating virtual learning, and emerging mental health difficulties (e.g., anxiety). To cope with these challenges, participants relied on emotion and problem-focused coping strategies, including strategies that were religious/spiritual in nature. Participants also relied on social support from family, school personnel, and their religious community, though they lamented about the varied support received from the

latter two. Findings from this research support calls for mental health providers to employ culturally affirming mental health services and engage in interagency collaboration to support Black youth. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning

Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
 COVID-19 pandemic
 Distance education
 High school teachers
 COVID-19
 United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning
 Emergency
 K-12
 Online learning
 Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition. Additionally, this study examines the difficulties teachers experienced, along with

support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues. Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and

online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; Pandemics; School Learning; Academic Stress

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.suppl> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative

impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study. *Journal of Adolescence*, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. Methods: We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. Results: Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. Conclusions: These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health, 67*(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). **Methods:** Participants were 238 adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person schools were closed in the U.S. **Results:** Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home–school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. **Conclusions:** This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Inequity

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. **Conclusions:** Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries, 40*(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

- Psychology of librarians
- College students
- Online education
- Academic libraries
- Professional employee training
- Library public services
- Qualitative research
- Learning
- Access to information
- Communication
- Needs assessment
- Information technology
- COVID-19 pandemic
- Computer literacy
- Online information services
- Grounded theory

Quantitative research
 Security systems
 Responsibility
 Medical coding
 United States
 Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh

Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review, 119*. <https://doi-org.libproxy.eku.edu/10.1016/j.childyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. Objective: However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. Method: For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. Results: The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. Correlation results suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437, P < .000$) and affordability of gadgets ($r = 0.577, P < .000$) as compare to Pakistanis ($r = 0.176, P <$

.050) and ($r = 0.152, P < .050$). Conclusion: The study suggested that it is crucial for the government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

McKenzie, Lindsey. (2021). Bridging the digital divide: Lessons from COVID-19. *Inside Higher Ed*. <https://www.insidehighered.com/print/content/bridging-digital-divide-lessons-covid-19>

Key Words:

COVID-19, Lockdown, digital, higher ed, Online learning

Abstract:

The digital divide, digital equity and digital accessibility are not new concerns in higher education, but the COVID-19 pandemic has forced many institutions to confront these issues head-on with renewed efforts and innovative strategies. Uncover the complex factors that underlie these evolving divides and discover how institutions can continue to promote student success as they implement extensive, remote-learning programs. With in-depth analysis and data, higher ed professionals gain critical advice and best practices from experts, administrators, instructors and students who share the long-term changes needed in policy and practice to bridge these gaps.

Document Type:

Digital Article

Subjects:

Digital divide, digital equity, digital accessibility, COVID-19



Eastern Kentucky University

**Faculty
Handbook
2018-2019**

This *Faculty Handbook* is an official publication of Eastern Kentucky University and supersedes previous Faculty Handbooks. This Handbook is intended for a quick reference of policies, regulations, and information pertaining to or relevant for faculty at Eastern Kentucky University. As such, the Handbook may not include all University policies. Policies, regulations, and information contained in this Handbook are subject to revision without prior notice.

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EMERGENCIES

The University has established a telephone line restricted to use in reporting emergency situations on-campus such as fires, accidents, or injuries.

In case of such emergencies, please call 911.

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PART SEVEN

ORGANIZATION OF THE FACULTY OF EASTERN KENTUCKY UNIVERSITY

I. NAME

The organization hereinafter defined shall be the Faculty of Eastern Kentucky University.

II. MEMBERSHIP

~~The Faculty-at-Large of Eastern Kentucky University shall include the President of the University and all full-time employees of the University who hold the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer or who are members of the Library Faculty, Clinical Faculty, Visiting Faculty, Adjunct Faculty, or ASL Specialists.~~

~~The Faculty-at-Large of Eastern Kentucky University shall include the President of the University and all persons who hold appointments of the Board of Regents (1) whose regularly assigned duties include instruction, research, administration, and/or public service on a full-time basis and (2) who hold the academic rank of Professor, Associate Professor, Assistant Professor, or Instructor, or those whose administrative functions in the University aren't designated as "major" by the President of the University.~~

~~A. The Teaching and/or Research Faculty of Eastern Kentucky University shall include all full-time employees of the University who hold the rank of Professor, Associate Professor, Assistant Professor, or Instructor, and whose faculty-load assignment includes 50 percent or more teaching and/or research as shown by the Faculty Load Analysis or comparable report for the fall semester for each academic year or who are members of the Library Faculty.~~

~~A. Assistant Instructors part-time instructors and members of the administrative staff not included in Sections A. or B. above shall not be members of the Faculty-at-Large but may attend Faculty meetings without the right to enter into the deliberations or legislative action of the Faculty.~~

III. RESPONSIBILITIES OF THE FACULTY-AT-LARGE

A. The Faculty-at-Large shall exercise responsibility, within limits established by the Kentucky Revised Statutes, Regulations of the Board of Regents, and delegation of authority by the Board of Regents, to promote the best interests of Eastern Kentucky University. It shall generally concern itself with the consideration, formulation, review, and recommendation of policies and procedures designed to foster the proper growth and development of Eastern Kentucky University as an institution of higher education. Included is concern with policies relating to the academic program, faculty welfare, and student welfare.

B. The Faculty-at-Large normally shall exercise these responsibilities through its representative--the Faculty Senate.

C. The Faculty-at-Large shall have the power to review all actions of the Faculty Senate as provided in Article VII, Section A, Paragraph 3.

IV. ORGANIZATION OF THE FACULTY-AT-LARGE

A. Officers

1. The President of the University shall be the Chair of the Faculty-at-Large.
2. The Provost shall be the Vice Chair of the Faculty-at-Large.
3. The Secretary of the Faculty Senate shall be the Secretary of the Faculty-at-Large.

B. Duties of the Officers of the Faculty-at-Large

1. Chair

- a) The Chair shall preside at all meetings of the Faculty-at-Large that ~~he or she~~they attends.
- b) The Chair shall call meetings of the Faculty-at-Large when, in the Chair's judgment, such meetings are necessary and/or desirable, or when an appeal of action of the Faculty Senate is requested as provided in Article VII, Section A, Paragraph 3.
- c) Upon petition of 10 percent of the members of the Faculty-at-Large, ~~excluding Adjunct Faculty~~, the Chair shall call a meeting within 15 days.
- d) The Chair may ask the Chair of the Faculty Senate to preside over meetings of the Faculty-at-Large when dealing with issues which have been brought forth from the Faculty Senate.
 - (1) When the Chair of the Faculty Senate is unavailable, the Vice-Chair of the Faculty Senate may be asked to preside over meetings of the Faculty-at-Large when dealing with issues which have been brought forth from the Faculty Senate.

2. Vice Chair

- a) In the absence of the Chair, the Vice Chair shall preside.

3. Secretary

- a) The Secretary shall cause the actions of the Faculty-at-Large to be recorded and preserved in a permanent record.
- b) The Secretary shall post motions approved by the Faculty-at-Large on the Faculty Senate website.
- c) The Secretary shall notify all members of the Faculty-at-Large of a call of a Faculty-at-Large meeting, giving

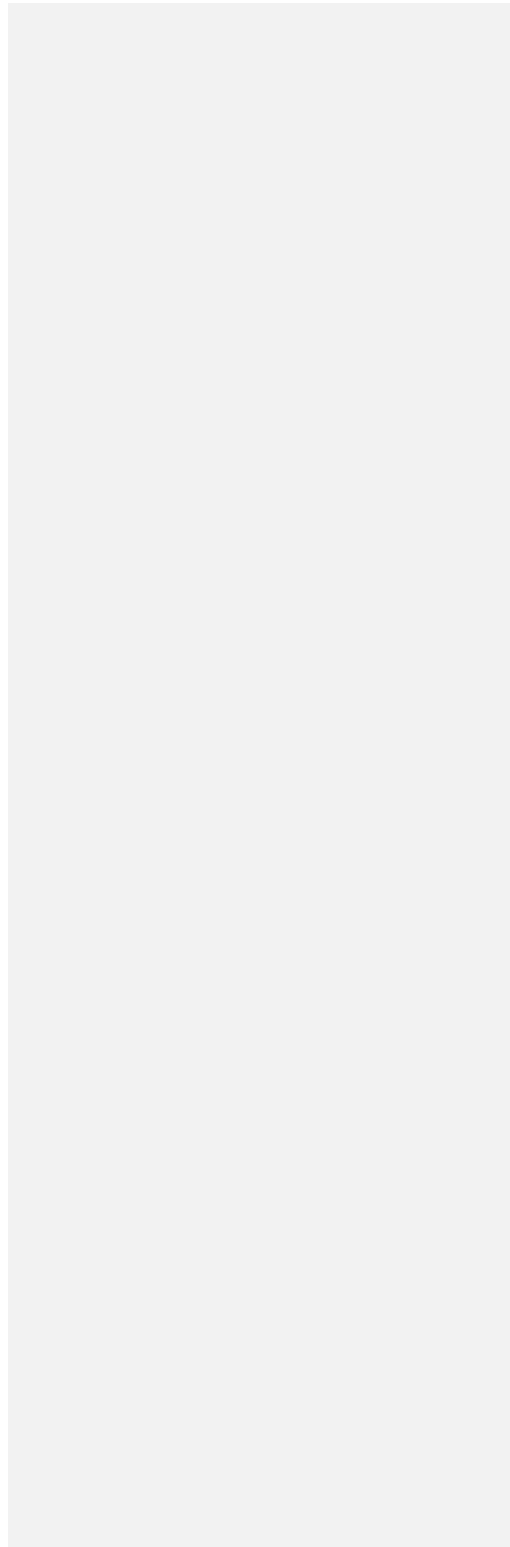
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reasonable notice.



V. MEETINGS OF THE FACULTY-AT-LARGE

- A. The Faculty-at-Large shall convene upon call of the Chair.
- B. The majority of the members of the Faculty-at-Large, excluding Adjunct Faculty, shall constitute a quorum for the transaction ~~of business~~ of business.
- C. The current edition of *Robert's Rules of Order Newly Revised* shall govern the conduct of meetings of the Faculty-at-Large except when the Faculty-at-Large shall adopt rules otherwise, and the Chair may appoint a parliamentarian to assist the presiding officer in questions of parliamentary procedure.

VI. COMMITTEES OF THE FACULTY-AT-LARGE

- A. In addition to standing committees of the Faculty-at-Large created by the Board of Regents, the Faculty-at-Large may create other standing committees.
- B. The Chair of the Faculty-at-Large may, from time to time, establish ad hoc committees of the Faculty-at-Large to consider special areas of concern.
- C. All members of the Faculty-at-Large standing committees, other than ex-officio members and nonvoting representatives designated by the Faculty Senate, shall be appointed by the Chair of the Faculty-at-Large. In making these appointments, the Chair shall be advised by the Elections and University Nominations Committee of the Faculty Senate.
- D. All Faculty-at-Large committees and councils which periodically make recommendations relating to academic affairs, faculty affairs, or student affairs shall submit recommendations either directly to the Faculty Senate, to the Council on Academic Affairs, or to the Council on Student Affairs through appropriate organizational channels.

~~All Faculty-at-Large committees which do not maintain a continuing relationship with the Senate through the Council on Academic Affairs shall submit an annual report of committee activities to the Senate.~~

VII. THE FACULTY SENATE

- A. Nature and Function of the Senate
 - 1. The Faculty Senate shall be the delegate assembly of the Faculty-at-Large through which the Faculty-at-Large shall exercise its responsibilities.
 - 2. The Faculty Senate shall serve as a means of communication between the Teaching and Research Faculty-at-Large and the Administration.
 - 3. Any action of the Faculty Senate must be reviewed at a general meeting of the Faculty-at-Large when a petition, bearing the signatures of 10 percent of the Faculty-at-Large and calling for a general meeting to review an issue, is presented to the Chair of the Faculty-at-Large.
 - a) Petition for such a review must be received by the Chair of the Faculty-at-Large within 30 days following notice to the Faculty-at-Large of the Senate action that is the object of the petition ~~to~~ review.
 - b) The action of the Senate which is the object of the petition shall be presented to the Faculty-at-Large at a meeting called by the Chair of the Faculty-at-Large and, on motion and vote, the Faculty-at-Large may sustain or veto the action of the Senate.
 - 4. Duties of the Faculty Senate ~~The The~~ Faculty Senate shall receive and consider proposals concerning policies affecting the general welfare of the University, provide for channels of communication between the Faculty-at-Large and other constituencies of the University, and develop procedures for the functioning of the Senate. Specifically, the Faculty Senate shall perform the following:
 - a) Policy Function ~~The The~~ Faculty Senate shall receive and consider proposals for the institution, abolition, or amendment of policies as detailed below. Recommendations of the Faculty Senate concerning such proposals shall be forwarded to the President of the University for consideration for recommendation to the Board of Regents.
 - (+) ~~The Faculty Senate shall recommend academic policy, including, but not limited to, policies concerning admission, curriculum, instruction, and criteria for granting degrees. In the exercise of this duty, the Faculty Senate shall receive and make recommendations concerning all policy or program proposals approved by the Council on Academic Affairs.~~
 - (1) ~~The Faculty Senate shall recommend policies relating to faculty welfare, including policies relating to the recruitment, selection, retention, tenure and promotion of faculty members, and other personnel policies affecting faculty welfare. In the exercise of this duty, the Faculty Senate shall receive, review, and make recommendations concerning faculty welfare, and policy proposals developed by special committees appointed to consider specific areas affecting faculty welfare.~~
 - (3) The Faculty Senate shall recommend policies relating to student affairs in the areas where the proposed policy concerns the students' academic achievement and in such other areas as specifically delegated by the Board of Regents or requested by the Council on Academic Affairs. The Faculty Senate shall receive and take appropriate action concerning recommendations of the Student Affairs Committee.
 - (4) The Faculty Senate shall receive and make recommendations concerning such other policies as are referred to the Senate for consideration by the President of the University.
 - (+) The Faculty Senate in conjunction with appropriate administrators shall receive, review, and make recommendations concerning university restructuring/reorganization proposals, such as the addition or

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elimination of a college, department, center/institute, or other academic unit. The Executive Committee of the Faculty Senate is the vehicle for placing such restructuring/reorganization proposals on the agenda of the Faculty Senate.

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~~the Faculty Senate is the vehicle for placing such restructuring/reorganization proposals on the agenda of the Faculty Senate.~~

- b) Communication Function ~~The~~ ~~The~~ Faculty Senate shall be responsible for maintaining communication between the ~~Teaching and Research Faculty-at-Large~~ and the Administration of the University. In the performance of this duty, the Faculty Senate shall provide avenues of communication by which the ~~Teaching and Research Faculty-at-Large~~ may receive information concerning University affairs and may submit information relating to matters that concern them. Specifically, the Senate shall do the following:
 - (1) Provide a channel for faculty involvement in the procedures concerning the selection of personnel involved in academic administration, organization of academic functions, and other matters relating to the welfare of the University.
 - (2) Provide a forum for the President of the University to discuss matters affecting the welfare of the University.
 - (3) Provide a forum for the Faculty Regent to discuss matters affecting the welfare of the University.
 - (4) Provide a channel for faculty involvement in the preparation of the University ~~budget~~ budget.
- c) Internal Function ~~The~~ ~~The~~ Faculty Senate shall exercise those duties necessary for its proper function and continuation. In the exercise of these duties the Senate shall do the following:
 - (1) Establish rules and procedures for the Faculty Senate and committees of the Senate.
 - (2) Through its Elections and University Nominations Committee, be responsible for supervising the election of Senate members.

B. Membership of the Senate

1. The membership of the Senate shall consist of administrative faculty members and non-administrative elected faculty members. The non-administrative elected faculty members have full voting rights, while the administrative faculty member are non-voting members. The administrative members shall be the following:

- a) ~~the President of the University~~
- b) ~~the Provost of the University~~
- c) ~~one Academic Dean to be elected by the Deans of the Academic Colleges, the Dean of Graduate School, and the Dean of Libraries; and~~
- d) the Faculty Regent

2. Elected Members

- a) Eligibility ~~Full-time faculty~~ ~~Members of the Faculty-at-Large, excluding those administrators above the level of Dean, as defined in Article II, Section B, all department chairs regardless of teaching load, and full-time faculty holding visiting rank~~ shall be eligible for election to the Senate.
- b) Election Units ~~The~~ ~~The~~ election units for the selection of the elected membership of the Senate shall be the following:
 - ~~the academic departments of the several colleges of the University. Additional election units shall consist of~~
 - (1) ~~the academic departments of the colleges of the University;~~
 - (2) ~~the Library Faculty, who are not included in the faculty of a college; and~~
 - (3) ~~the Deans of the Academic Colleges, Dean of Graduate School, and Dean of Libraries (hereafter referred to as the Dean's Unit); and~~
 - (4) ~~the Adjunct Faculty.~~
- c) All individuals eligible for election to the Faculty Senate, ~~as well as Clinical Faculty and Lecturers,~~ shall be eligible to vote in a Faculty Senate election. An individual shall be eligible to cast a ballot for Senate members only in that election unit ~~in which the individual holds the academic rank of Professor, Associate Professor, Assistant Professor, Instructor, Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, University Librarian, Associate University Librarian, Assistant University Librarian, Library Instructor, Clinical Faculty or Lecturer to which they belong.~~
- d) Determination of Delegate Representation

~~Determination of delegate representation will include full-time faculty members as defined in Article II, Section B; Clinical Faculty; and Lecturers.~~

 - (1) ~~An election unit academic department with 1-14 full-time faculty members during the Ffall semester shall be entitled to one delegate for the academic year, and an academic department election unit with 15-29 full-time faculty members during the fall semester shall be entitled to two delegates for the academic year. An academic department election unit with 30-39 full-time faculty members during the Ffall semester shall be entitled to three delegates for the academic year; an election unit academic department with 40-49 full-time faculty members during the Ffall semester shall be entitled to four delegates for the academic year; an election unit academic department with 50-59 full-time faculty members during the Ffall semester shall be entitled to five delegates for the academic year, and so on.~~
 - (2) ~~Other election units shall be entitled to one delegate each. An election unit with 30-39 faculty members during the Fall semester shall be entitled to three delegates for the academic year; an election unit with 40-49 faculty members during the Fall semester shall be entitled to four delegates for the academic year; an election unit with 50-59 faculty members during the Fall semester shall be entitled to five delegates for the academic year, and so on.~~
- e) The Elections and University Nominations Committee shall determine as soon after the beginning of the spring semester as possible the number of delegates to be selected from each election unit and a schedule for elections of delegates.

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f) Except for the member elected from the Deans' Unit and the member elected from the Adjunct Faculty, whose terms are two years, elected members shall serve for a term of three years. Elected members shall serve no more than three consecutive full terms; eligible members must then forego membership for one year before being eligible for Senate election again. Years served as Faculty Senate Chair count toward the nine-year maximum.

If an elected member ceases to be a full-time member in the election unit from which elected, a vacancy shall be declared. All voting members of the Senate are elected to represent the faculty in their units. In order to ensure consistent and accurate representation, each unit is also required to elect an alternate for a term that matches the length of the term of their regular Senator(s). Departments have the option to elect an alternate for each representative Senator. An alternate may attend for any Senator in their department. Elected alternates will possess full voting rights and attend meetings when the elected Senator is unavailable. In situations in which an alternate is unable to attend, a substitute may attend. Substitutes are allowed to speak to issues and report back to their departments, but substitutes do not have voting rights. The Senate Chair and/or Secretary must be notified no later than 10:00 a.m. on the day of the meeting whenever an alternate or a substitute will attend a Senate meeting in place of a Senator.

fg) The Elections and University Nominations Committee shall notify election units that need to elect a new Senator of appropriate election procedures. The election unit shall carry out the election using the procedures promulgated by the Elections and University Nominations Committee. The Elections and University Nominations Committee shall certify the election of Senate members.

g) When a permanent vacancy occurs in the elected membership of the Senate, the election unit shall elect a delegate to fill the unexpired term of the vacancy. When a temporary vacancy of at least one semester's duration occurs in the elected membership of the Senate, the election unit shall seat an alternate of the same election unit to serve until the end of the semester for which the member is temporarily absent.

3. Adjunct Faculty Representative and Alternates

- a) Adjunct Faculty may have one voting representative on the Faculty Senate. This person shall be chosen from among the names of current Adjunct Faculty who normally teach each semester and who are nominated by the departments in which they teach. Each department that employs Adjunct Faculty may nominate one person. Adjunct Faculty shall elect a representative from among the nominees. The election shall be conducted by April 15 of the election year so that the elected representative can be seated at the May organizational meeting. The person receiving the most votes shall be the elected representative. The person receiving the second most votes shall be the first alternate, and the person receiving the third most votes shall be the second alternate.
- b) The Adjunct Faculty representative and alternates shall each serve for a two-year term. Continuing to serve as an Adjunct Faculty representative or alternate is contingent upon being contracted by the University to teach again. Election to serve as an Adjunct Faculty representative or alternate in no way may be construed as guarantee of employment.
- c) The Chair of the Faculty Senate shall fill a vacancy in any of these seats for the remainder of the term by appointing an individual from the list of Adjunct Faculty last nominated for Adjunct Faculty representative.

C. Organization of the Senate

1. Chair of the Senate

- a) The Chair of the Senate shall be nominated annually in April and elected annually in May from the elected membership by the Senate. The election is to be held during the organizational meeting for the newly constituted Senate. To be eligible to serve as Chair, a Senator shall have tenure and at least one semester's prior service in the Senate. A Chair may not serve more than two terms consecutively.
- b) The Chair of the Senate shall preside at meetings of the Senate. In the absence of the Chair of the Senate, the Vice Chair of the Senate shall preside.
- c) The Chair shall meet with the President of the University at least once a month to confer on Senate business.
- d) The Chair shall serve as Chair of the Senate Executive Committee.
- e) The Chair shall maintain an active file for matters submitted to the President and awaiting action.
- f) The Chair of the Faculty Senate should be eligible for a campus-wide ("special") parking permit. It is the responsibility of the Chair to initiate a request for the permit through normal channels.
- g) The Chair of the Senate will receive one-half reassigned time from teaching and other department and college responsibilities. The Chair's home department or unit will receive funds to cover the salary of a faculty replacement for the reduced teaching load of the Chair.
- h) The Chair shall administer the Faculty Senate budget and shall pay the bills of the Senate as approved by the Executive Committee.

2. Vice Chair of the Senate

- a) The Vice Chair of the Senate shall be nominated annually in April and elected in May from elected membership by the Senate. The election is to be held during the organizational meeting for the newly constituted Senate. To be eligible to serve as Vice Chair, a Senator shall have tenure and at least one semester's prior service in the Senate.
- b) The Vice Chair of the Senate shall preside at meetings of the Senate in the absence of the Chair.
- c) The Vice Chair will serve as a voting member of the Senate Executive Committee.

- d) The Vice Chair of the Senate will receive one-quarter reassigned time from teaching and other department and college responsibilities. The Vice Chair's home department or unit will receive funds to cover the salary of a faculty replacement for the reduced teaching load of the Vice Chair.
3. Secretary
 - a) The Secretary shall be appointed annually by the Chair of the Senate at the regular business meeting in December. The term of the Secretary shall be for one year and shall begin on January 1. The Secretary will be paid on an hourly basis from the Senate budget for all services rendered to the Senate.

- b) The Secretary shall cause all deliberations and actions of the Senate to be recorded in the official records of the Senate.
- c) The Secretary shall maintain a file of all minutes and progress reports for each Senate standing and ad hoc committee.
- d) The Secretary shall distribute copies of the record of each meeting to all members of the Faculty-at-Large and staff as soon as possible following a meeting of the Senate, but no later than one week prior to the next regular meeting. Distribution may include notification by electronic means.
- e) The Secretary shall distribute an agenda with attachments to all Senators by the Wednesday preceding the regularly scheduled meeting. The agenda shall be sent to all faculty noting the availability of the agenda with attachments from their respective Senator and/or through electronic posting.

D. Meetings of the Faculty Senate

1. The newly constituted Senate shall convene initially for an organizational meeting in May following the conclusion of the last meeting of the previous Senate. The Senate shall meet on the first Monday that the University is in regular session for each month from September through May. Adjustments may be made to compensate for Holidays and when the University is not in session. The Senate shall meet at other times on call of the Chair or the Executive Committee, reasonable notice being given to members of the Senate.
2. Meetings of the Senate shall be open to ~~members of the Faculty-at-Large~~ the public. Persons other than Senate members may participate in the deliberations of the Senate only on consent of the Senate.
3. ~~Fifty percent~~ A majority of the membership of the Senate shall constitute a quorum.
4. The current edition of *Robert's Rules of Order Newly Revised* shall govern conduct of meetings of the Senate, except when the Senate shall adopt rules otherwise. The Executive Committee shall seek a parliamentarian from among the faculty or retired faculty. The parliamentarian shall not be at the same time a member of the Senate. If no qualified person is available and willing to serve, or in the absence of that person, the ~~v~~Vice-~~e~~Chair shall serve as parliamentarian until a qualified person is found.
5. Senate voting on all matters, except election of officers and of members of Standing Committees, shall be ~~viva voce~~ or by a separation of the house carried out in a manner that records individual Senators' votes. Officers of the Senate and members of Standing Committees of the Senate shall be elected by ballot except that a voice vote may be taken when there is the same number of nominees as positions to be filled on the committee.

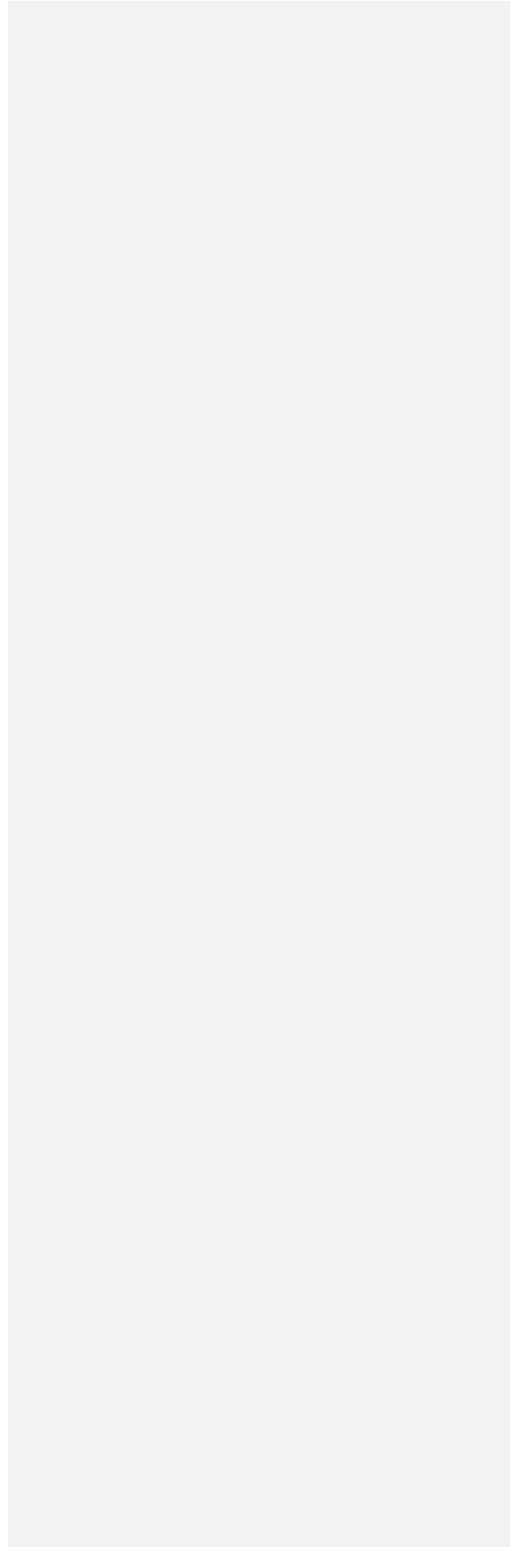
E. Committees of the Senate

1. Executive Committee

- a) The Executive Committee shall consist of the Chair of the Senate, who shall serve as Chair of the Executive Committee; the Vice Chair of the Senate; and ~~five~~ six members elected by the Senate from its elected membership. Committee membership shall be for the duration of ~~the~~each elected ~~s~~Senator's current term. The Vice President for Academic Affairs and the Faculty Regent shall serve as non-voting members of the ~~e~~Committee.
 - b) The Executive Committee shall be responsible for maintaining communication between the Faculty-at-Large and the Administration. Once the Faculty Senate acts upon a motion, the President acting on behalf of the University shall be requested to inform the Faculty Senate of the disposition of the motion within three months.
 - c) The Executive Committee shall be responsible for preparing the agenda for each regular meeting of the Faculty Senate. The Executive Committee shall receive requests from members of the Faculty-at-Large relating to items for consideration of the Senate and shall, through the ~~e~~Chair, bring these to the attention of the President. Items submitted for inclusion on the Senate agenda shall reach the Chair or a member of the Executive Committee of the Senate at least two weeks before a scheduled meeting. The Executive Committee shall make known the time and place of meetings to set the agenda.
 - d) The Executive Committee shall serve as an advisory agency to the President of the University in those matters referred to the Committee.
 - e) In the designated years, the Executive Committee shall conduct a systematic review of the President as described in Part III of the Faculty Handbook (~~S~~ee Part III, Section VIII, A).
- 2. ~~Committee on~~ Elections and University Nominations Committee**
- a) The ~~Committee on~~ Elections and University Nominations Committee shall consist of five members elected by the Senate from among its elected membership. Committee membership shall be for the duration of ~~the~~each elected ~~S~~enator's current term.
 - b) The Committee Chair shall be elected annually by the Committee from ~~m~~among its membership.
 - c) The ~~Committee on~~ Elections and University Nominations Committee shall supervise all nominations and elections for Senate membership as provided in this Constitution.
 - d) The Committee shall advise the President concerning formulation of standing committees of the Faculty-at-Large and the selection of appointed members of faculty standing committees.

~~d)~~ For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive

Committee to review before it is presented to the Faculty Senate.



3. ~~Committee on Rules~~ Committee

- a) The ~~Committee on Rules~~ Committee shall consist of five members elected by the Senate from among its elected membership. Committee membership shall be for the duration of ~~the~~each elected ~~s~~Senator's current term.
- b) The Committee Chair shall be elected annually by the Committee from ~~m~~a among its membership.
- c) The ~~Committee on Rules~~ Committee shall review, ~~and recommend, and codify to the Senate rules of procedural~~ rules for the Senate.
- d) ~~One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~
- e) ~~Rules must be codified by the Committee. It is the responsibility of the Committee on Rules to distribute an updated, codified copy of the Rules to the Senate along with its annual report at the May meeting.~~

4. ~~Committee on the Budget~~ Committee

- a) The ~~Committee on the Budget~~ Committee shall consist of the Chair of the Faculty Senate, five members elected by the Senate from its elected membership, and the administrative member elected by the Dean's Unit. ~~Elected members shall serve for the duration of their current term. Committee membership shall be for the duration of each elected Senator's current term.~~ The Vice President for Financial Affairs shall serve as a non-voting member of the Committee.
- b) ~~The Committee on the Budget shall elect annually a chair from among its membership. The Committee Chair shall be elected annually by the Committee from among its membership.~~
- c) The ~~e~~Chair of the ~~Committee on the Budget~~ Committee shall serve as a member of the President's Administrative Council.
- d) The purpose of the ~~Committee on the Budget~~ Committee shall be to provide a channel of communication between the Faculty Senate and the Administration on matters relating to the formulation of the University budget.
- e) The Committee shall be available as an advisory agency to the President of the University in those matters relating to the budget-formulation process. The Committee shall meet with the President at least once each semester to receive information about budgetary matters.
- f) ~~For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~
- e) ~~One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing. The Chair of the Committee shall report to the Senate at least semiannually. After receiving its report, the Senate shall, at its discretion, provide suggestions, reactions, and comments to the Committee for subsequent Committee consideration.~~

5. ~~Committee on Faculty Rights and Responsibilities~~ Committee

- a) The ~~Committee on Faculty Rights and Responsibilities~~ Committee shall consist of five members elected by the Senate from its elected membership. Committee membership shall be for the duration of ~~the~~each elected ~~s~~Senator's current term. The American Association of University Professors EKU Chapter President, or designee, shall serve as a non-voting member of the ~~e~~Committee.
- b) The Committee Chair shall be elected annually from among its membership.
- c) The ~~Committee on Faculty Rights and Responsibilities~~ Committee shall make recommendations to the Senate on matters including, but not limited to, promotion, tenure, grievance, and workload.
- d) ~~One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing. The Chair of the Committee shall submit a written annual report to the Faculty Senate at the May meeting. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~

6. ~~Committee for Faculty Welfare~~ Committee

- a) The ~~Committee on Faculty Welfare~~ Committee shall consist of five members elected by the Senate from its elected members. Committee membership shall be for the duration of ~~the~~each elected ~~s~~Senator's current term. The Director of Human Resources shall serve as a non-voting member of the ~~e~~Committee.
- b) ~~The Committee shall elect a chair annually from among its membership. The Committee Chair shall be elected annually by the Committee from among its membership.~~
- c) The purpose of the ~~Committee for Faculty Welfare~~ Committee shall be to do the following:
 - (1) Review and make recommendations to the Senate on matters including, ~~but not limited to,~~ merit/pay policies,

- faculty salary inequities, health insurance benefits, market salary issues, compression, as well as other university benefit policies; and
- (2) Provide a channel of communication between the Faculty Senate and the Administration on matters relating to faculty compensation and benefits.
- d) The Committee shall be available as an advisory agency to the President of the University and/or Provost of the University on those matters relating to compensation and benefits for the Faculty-at-Large. The Committee shall meet with the President and/or Provost at least once each semester to receive information about faculty compensation and benefits.
 - e) One member of the Faculty Welfare Committee shall serve as a voting member on the University Benefits Committee.
 - f) For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.
- 10.7. Academic Quality Committee

- a) The ~~Committee on Academic Quality~~ Committee shall consist of the Vice Chair of the Faculty Senate and five members elected by the Senate from its elected membership. ~~Elected members shall serve for the duration of their current term. Committee membership shall be for the duration of each elected Senator's current term.~~
- b) ~~The Committee on Academic Quality shall elect annually a chair from among its membership. The Committee Chair shall be elected annually by the Committee from among its membership.~~
- c) The ~~Committee on Academic Quality~~ Committee shall provide a channel of communication among the Faculty Senate, the ~~Faculty-at-Large~~, and the Administration on academic matters and the formulation of academic policy.
- d) The Committee shall be available as an advisory agency to the President of the University, to the Provost, and to the Strategic Planning Council on academic matters. The Committee shall meet with the President and/or Provost at least once each semester to share information about academic affairs and policies.
- e) The Committee shall serve as a channel of communication with the Student Government Association on matters concerning student academic responsibility and students' role within the academic community.
- f) The Committee shall make recommendations to the Senate on matters including, but not limited to, the teaching and learning environment (e.g., may survey faculty regarding their academic concerns), the responsibility of students in the learning process, advising, academic calendar issues, and student records and assessment.
- g) One member of the Academic Quality Committee shall serve on the Council of Academic Affairs, ~~and one member shall serve on the Academic Affairs Work Group.~~
- h) ~~One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing. The Chair of the Committee shall report to the Senate at least semiannually. After receiving its report, the Senate shall, at its discretion, provide suggestions, reactions, and comments to the Committee for subsequent Committee consideration. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~

11.8. Information Technology Committee

- a) The Information Technology Committee shall consist of five members elected by the Senate from its elected membership. ~~Elected members shall serve for the duration of their current term. Committee membership shall be for the duration of each elected Senator's current term.~~
- b) ~~The Information Technology Committee shall elect annually a chair from among its membership. The Committee Chair shall be elected annually by the Committee from among its membership.~~ The elected chair shall also serve on the University's Academic Technology Advisory Committee as the Faculty Senate Representative to that committee.
- c) The Information Technology Committee shall provide a channel of communication among the Faculty Senate, the ~~Faculty-at-Large~~, and the Administration on faculty perspectives regarding information technology services and policy.
- d) The Committee shall be available as an advisory agency to the President of the University, to the Provost, and to the Strategic Planning Council on information technology matters. The Committee may meet with the President and/or Provost as necessary to share information about faculty perspectives regarding information technology.
- e) The Committee shall make recommendations to the Senate on matters including, but not limited to, information technology practices in the university environment.
- f) ~~One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing. The Chair of the Committee shall report to the Senate at least semiannually. After receiving its report, the Senate shall, at its discretion, provide suggestions, reactions, and comments to the Committee for subsequent Committee consideration. For each Committee meeting, the Chair or another representative of the Committee shall submit written minutes to the Secretary of the Faculty Senate for permanent filing. When the Committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~

12.9. Ad Hoc Committees

The Faculty Senate may establish such ad hoc committees as are deemed necessary.

- b) ~~One week before each Executive Committee meeting, the Chair of each ad hoc committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing.~~
- e) ~~The Chair of each ad hoc committee shall submit a written annual report to the Faculty Senate at the May meeting. When an ad hoc committee is ready to present findings on one of the Committee's charges to the Senate, the Committee Chair will submit a written report to the Executive Committee to review before it is presented to the Faculty Senate.~~

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F. Special Rules of Order and Standing Rules

The Faculty Senate may adopt such Special Rules of Order and such Standing Rules as are deemed necessary and proper

to carry out its functions.

VIII. AMENDMENTS

Amendments to this organization may be proposed by a member of the Faculty Senate or by petition of 10 percent of the Faculty-at-Large, excluding Adjunct Faculty. Proposed amendments shall be presented to the Chair of the Faculty Senate. If a proposed amendment is approved by a two-thirds vote of the Faculty Senate, the proposed amendment and a link to a petition will be distributed electronically by the Faculty Senate Chair to the Faculty-At Large (excluding Adjunct Faculty), who shall have 30 business days to review the proposed amendment. In the event that 10 percent of the members of the Faculty-at-Large (excluding Adjunct Faculty) dissent by electronically signing the petition to initiate a vote by the Faculty-at-Large on the proposed amendment, the Chair of the Faculty-at-Large (President of the University) shall direct that the petition of the proposed amendment be considered at the next regular or specially called meeting of the Faculty-at-Large. In order for the amendment to be enacted, a two-thirds majority of those present at the meeting of the Faculty-at-Large (excluding Adjunct Faculty) must approve the proposed

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amendment, which shall be submitted to the Board of Regents through the President of the University and shall become effective upon ratification by the Board of Regents. A proposed amendment not petitioned by the Faculty-at-Large must be approved by a two-thirds majority of the Faculty Senate before submission to the Board of Regents through the President of the University and shall become effective upon ratification by the Board of Regents.

~~Faculty Senate Internal Procedures~~

FACULTY SENATE INTERNAL PROCEDURES

Updated: ~~February 15, 2022~~ March 2022

(submitted by Rules Committee)

PROCEDURES ALL FACULTY SENATORS SHOULD FOLLOW:

All Senators should report Senate activities to their election unit at least semi-annually.

PROCEDURES THAT ALL FACULTY SENATE COMMITTEES MUST FOLLOW:

General internal procedures found at:

<http://facultysenate.eku.edu/internal/all-committees>

<http://facultysenate.eku.edu/rules/standing-rules>

[http://facultysenate.eku.edu/sites/facultysenate.eku.edu/files/files/committees/Committee Checklist REVISED 02-01-17.pdf](http://facultysenate.eku.edu/sites/facultysenate.eku.edu/files/files/committees/Committee%20Checklist%20REVISED%2002-01-17.pdf)

All Senate committees are required to provide the Senate Secretary with written or electronic copies of their reports.

Election of a Chair

The convener should call the committee into session as soon as possible and certainly before the September meeting. As soon as the Committee Chair is elected, he or she should inform the Senate Chair and the Senate Secretary.

Institutional Knowledge

To ensure the continuation of institutional knowledge, the new chair (or designee) should contact the previous chair (or a previous committee member if the previous chair is no longer available) to transfer any relevant materials.

Before Each Executive Committee Meeting

The Committee Chair should notify the Senate Chair and Executive Committee liaison as to whether there will be a committee report.

Circulating Material to the Senate

If the committee wishes to have any material circulated either with the Agenda (which goes to all faculty) or the Agenda materials (which go to senators only) this material must be given to the

Executive Committee liaison prior to the Executive Committee meeting. If the committee specifically wants the material to go either with the Agenda or the Agenda materials they must so inform the Executive Committee, prior to the Executive Committee meeting, **in writing**.

Any motions [see below] must be listed on the Agenda and circulated prior to the Senate meeting if they are to be acted upon at the Senate meeting. Motions to be considered at a future meeting may be circulated by having a committee member arrive at least fifteen minutes early to a Senate meeting and put one copy at each place with several extras to the Secretary. This will take about 80 copies.

Motions may be distributed electronically.

Giving Committee Reports

Committee reports should be given at Senate meetings whenever the committee has taken action(s) since the previous Senate meeting. A written report should be submitted to the Secretary, even if no conclusions have been reached. Reports should be on the Agenda, but if something suddenly happens, the Committee Chair should tell the Senate Chair prior to the meeting. If Senate action is required immediately and the necessary information has not been circulated, the committee will first have to ask for a suspension of the rules (requiring a two-thirds vote) in order to have any motion acted upon. Such an action should be used only in the case of an emergency.

When Making a Motion for Senate Action Be extremely specific in the motion made. Ask the following questions about the motion before deciding to bring it forward to the Senate:

- 3.1. Does the motion require the Senate to make a direct recommendation to the President regarding a specific action?
- 4.2. Does the motion require the Senate to adopt a resolution?
- 5.3. Does the motion involve a problem that should be considered by another Senate committee? If so, when are they to report back to the Senate?
- 6.4. Does the motion involve a request for a University committee to consider a question?
- 7.5. Does the motion require a response from any committee?

Write the motion as short and explicit as possible, and keep the justification separate.

The motion should follow the form below.

To: Faculty Senate

From: The Committee on _____

Date: _____

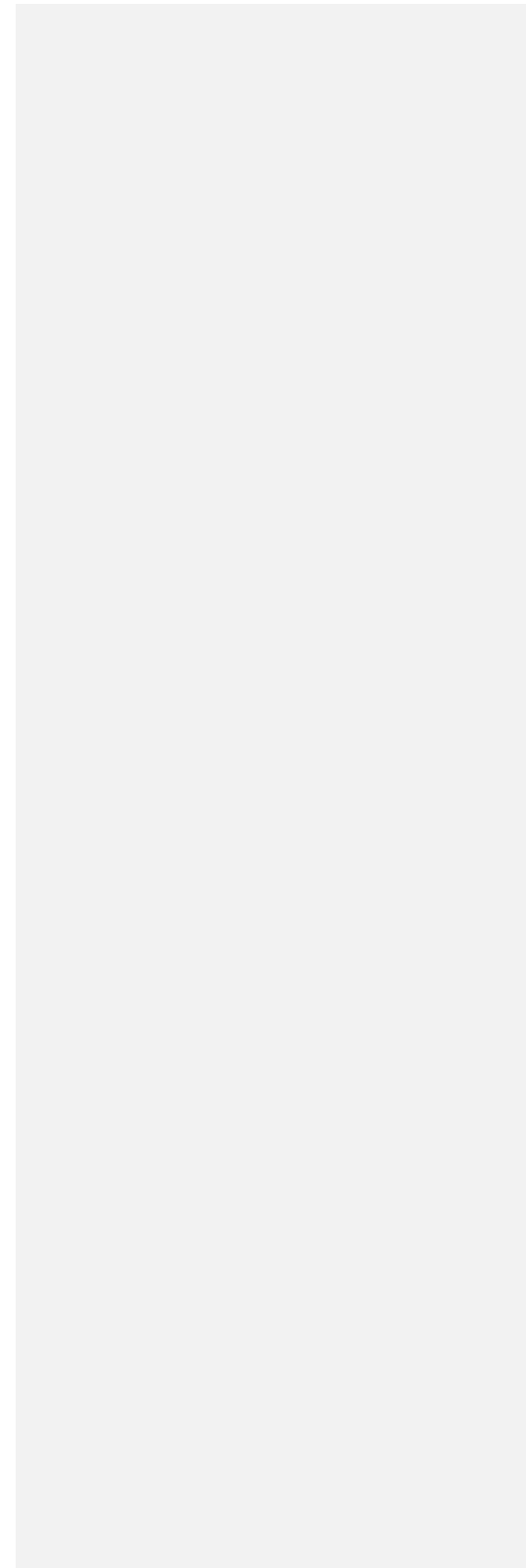
The Committee on _____ requests that the Faculty Senate adopt the following motion at its meeting on ____ (date) ____.

MOTION:

A short, explicit statement of what is to be passed by the Senate.

JUSTIFICATION OF THE MOTION:

As long as necessary.



CHAIR AND VICE CHAIR ROLES IN THE SENATE

During the May Organizational Meeting of the New Senate

By tradition, the new Chair may preside over the following Organizational Meeting of the Senate.

Elections will be held to fill all vacancies in the Standing Senate Committees.

Nominations and elections of the COSFL representative and two alternates for COSFL are also required. These nominations must be made from members of the Faculty Senate. (There are three other COSFL representatives from Eastern Kentucky University: the Senate Chair, the Faculty Regent, and the AAUP President.)

After the May Senate Meetings

Meet with past Faculty Senate Chair and new Vice Chair to review responsibilities.

The new Chair should remind the new COSFL representatives to meet with the former COSFL representatives to determine how names are added to the COSFL Listserv.

The new Chair should notify each of the following that they can find a copy of the Senate Internal Procedures on the Senate website and copy the procedures as necessary for members of their committees:

1. Conveners of all Senate committees.
2. All new members of the Executive Committee.
3. New COSFL representatives. (Notify them of the link to the COSFL website on the Senate website.)
4. The new Senate Chair responsibilities.

The President's office will invite the new Senate Chair to carry the Mace at May Graduation.

Work with the outgoing Chair of the Committee on Elections [and University Nominations](#) and the Secretary of the Senate to prepare an updated membership roster.

Send a request to the Provost to ask that the [current](#) Adjunct Senator [be given the ability to email adjunct faculty](#).

Other committees on which the Senate Chair (and/or Vice Chair) is an ex officio member:

- Senate Executive Committee (Senate Chair will also chair this committee)
- Senate Committee on the Budget
- Council on Academic Affairs (or Vice Chair may serve)
- University Budget Committee (if called)

- Provost Council
- University Strategic Planning Committee
- General Education Committee (Vice Chair)
- Academic Quality Committee (Vice Chair serves as noted in Bylaws)

The Senate Chair will work with the incoming Vice Chair to decide how to share duties. Arrange to work together in a way that is comfortable and reflects the ratio of course releases given to both people. The Chair has two releases, the Vice Chair one, so the arrangement should give about one-third of the burden to the Vice Chair.

During the Summer

The outgoing Chair should have prepared a listing of dates of the Senate and Executive Committee meetings for the upcoming year. If this has not been done, the new Senate Chair will have to prepare a list.

In either case, the new Senate Chair will choose where the Executive Committee will meet. Circulate a copy of all dates and places to the members of the Executive Committee (or delegate to the Senate Secretary). Request that the Secretary post the dates on the Senate website and attach a copy to the September Agenda.

The Secretary will work with the Elections & University Nominations Committee to make an updated copy of the membership, and in late August, the Elections & University Nominations Committee will email it to each of the academic deans for verification of the names of any senators who will not be serving in the fall semester. Each of the departments involved should elect a replacement as soon as possible during the fall semester and submit the name to the Senate Chair; these changes should be forwarded to the Secretary as soon as they are known. When the amended roster is compiled, clearly indicate if replacements are temporary or permanent. If permanent, replace the names. Have as complete a copy as possible ready for the September Agenda and post it on the Senate website.

If any Senate committee members have been replaced, then there must be an election at the September meeting to fill the open position on the committee. Contact the Elections and University Nominations Committee to inform senators and ask for nominations of people who are able to serve. Send notice of elections with the Agenda materials if pressed for time. The nominations can be placed on the Senate Agenda as unfinished business. Note, however, that when a one-semester committee vacancy occurs, such as in the case of a senator's sabbatical, the person replacing the senator for the semester on the Senate shall fill the senator's position on the committee.

Contact the President and Provost to schedule dates and times for meetings; begin meeting regularly as needed. Meetings with the President may be with entire Executive Committee, as a vetting group for issues. Meetings with the Provost are as needed.

The Secretary will distribute the list of senators and Senate committee members with the Agenda material for the September meeting.

CHAIR AND VICE CHAIR INTERNAL PROCEDURES

The Chair must appoint someone to serve as Parliamentarian. In concert with the Executive Committee, the Chair will interview prospective candidates. The Parliamentarian is a voluntary position. The Chair and the Executive Committee are responsible for the Administrative Review of the President. It is the responsibility of the Chair to find out if the current academic year is the year in which the President will be evaluated.

Before Each Executive Committee Meeting

The liaisons to the Senate Standing Committees, the Faculty Regent, and the COSFL representatives should notify the Chair of any impending reports. Prepare background materials and invite interested and knowledgeable faculty to share information related to topics being considered for upcoming Senate meetings. Review Bylaws to identify Standing Committee Chairs that need to report each semester. Remind liaisons to review Bylaws and report effectively.

After Each Executive Committee Meeting

Working with the Senate Secretary, the Chair prepares the Agenda for the next Senate meeting. The Secretary will distribute an email, which contains a link to the Agenda and all pertinent attachments (including the Minutes of the previous meeting, any information from the Provost's office, etc.), to each senator prior to the next Senate meeting.

Any material intended for distribution to all faculty must be posted on the Senate website.

Before Each Senate Meeting

The Secretary provides a draft of the minutes from the Executive Committee meeting for the Chair. The Chair prepares a report of the Executive Committee to be delivered at the next Senate meeting with a digital copy to be given to the Secretary.

Post Open Meeting notices (or designee—Vice Chair).

Work with the IT Committee to make sure that procedures are in place to conduct voting via the current voting method.

Prepare visual agenda and support materials.

Adjust gallery seating to provide an inclusive atmosphere.

After Each Senate Meeting

Following the Senate meeting, the Chair will send any approved policy or action via memo to the President and Provost. Also, if 10% of faculty petition for a meeting to address any Faculty-at-Large motions, send a memo to the President in June regarding any Senate-approved action(s) which require Faculty-at-Large voting after the August convocation. If documents were included with the Agenda or the Agenda materials, they will not normally be attached to the Minutes. If the Chair specifically wants something included with the Minutes, notify the Secretary.

Run voting tally reports (or IT Committee designee) and send to the Secretary for inclusion in the Minutes. Do not leave the meeting without this task completed.

Report to the Board of Regents

The Faculty Senate Chair will prepare a short report of activities to be presented at the quarterly Board of Regents Regular Meetings. Reports should be written and forwarded to the Secretary of the Board.

During the August Executive Committee Meeting

The Chair appoints an Executive Committee member to act as a liaison to each of the Standing Senate Committees and Senate Ad Hoc Committees. The Vice Chair automatically serves as liaison to the Academic Quality Committee. The Chair (or designee) serves as the liaison to the Senate Budget Committee. Set the Standing Committee charges with the Executive Committee.

Before the September Executive Committee Meeting

The Senate Secretary should check the list of senators who have been replaced since May and see if any of the outgoing senators were on Senate Committees. If a newly elected senator is replacing an elected committee member, schedule a new election (either temporary or permanent) for the September meeting and include it on the Agenda (see above). If committee members are appointed, have their names ready to announce at the September meeting.

Develop and maintain a membership list for each of the Senate committees. The Secretary should post the lists on the Senate website and circulate them with the Agenda. If any committee chairs have been elected, indicate who they are on the membership lists.

The Chair should ensure that the Committee on Elections and University Nominations and the Secretary agree on the current membership roster. The Chair and Secretary should work together to ensure the roster is kept current and accurate and that the roster is posted on the Senate website.

The Chair should contact returning members of the IT Committee and request that they train the new IT contact returning members of the IT Committee and request that they train the new IT Committee members on how to conduct Senate voting. If all members of the IT Committee are new, arrange for the previous IT Committee Chair (or designee) to train new IT Committee members on how to conduct Senate voting.

Conduct a New Senator Orientation prior to the first Senate meeting to review policy and process used in the Senate.

After the September Senate Meeting

Ask the Secretary for a list of the names of senators who were absent and had not previously notified either the Chair or the Secretary of their intended absence. The Senate Chair or the Chair of the Committee on Elections and University Nominations must check to see if any need to be replaced, either permanently or for the semester. This should be done immediately in case the department needs to complete an election prior to the October meeting. Make sure the Secretary is kept apprised of the names of any new or retiring members.

Before the November Senate Meeting

Ask the Chair of the Committee on Elections and University Nominations to request that senators who are unable to serve during the spring semester notify the Committee on Elections and University Nominations as soon as possible. The committee must ensure that replacements are elected before the January meeting. If any of the senators are on Senate committees, schedule an election or appointment during the first spring meeting to find either a temporary or permanent replacement. If a senator is unable to serve for one semester due to sabbatical or other reasons and that senator is serving on a committee, the person replacing the senator shall fill the senator's position on the committee. The Senate Chair should forward the names of replacement senators to the Secretary as soon as they have been received.

In December

Contact the Secretary to discuss and confirm respective responsibilities. (This may not be necessary if the present Secretary is continuing in the position.)

In January

The Chair sends an email to the Committee on Elections and University Nominations to remind them to begin circulating questionnaires requesting faculty to self-nominate for University and appropriate Senate committees for the next academic year.

Before the February Executive Committee Meeting

If any senators have not returned for the spring semester, determine whether they are on any Senate committees. If so, there must be a (temporary or permanent) replacement, either by appointment or by an election at the February Senate meeting. In the latter case, include the upcoming election on the February Agenda. See "Before November Senate Meeting" regarding one-semester replacements.

At the February Senate Meeting

Remind the senators that the Senate Chair is elected from all members who have previously served on the Senate. This includes former senators who are not currently serving. If an election is to be held for a new senator, it should be done before the March meeting of the Executive Committee, so he/she can be included in a list (with the April Agenda) of possible persons to be nominated.

Remind the senators that any elections for new senators should be done before the March Executive Committee meeting so that the names of those eligible for Chair can be circulated. This includes senators whose terms have expired and any who know they will need a permanent replacement for the next year.

At the March Senate Meeting

Remind the senators that nominations will be taken for Senate Chair at the April meeting.

Ask any continuing senators currently serving on a committee to notify the Chair if they will not be able to serve in the fall semester without delay.

In Early April

Obtain a copy of the official University Calendar for the next year from the Provost's Office, and if possible, set the Senate meeting for the first Monday in each month (September through May) in which the University is in session. Schedule the Executive Committee meetings as near as possible to two weeks before the Senate meetings. Send an email listing these dates to the President, all returning members of the Executive Committee, and the Provost. The Provost's office will add the Senate meeting dates to the University Calendar. Attach a copy to the May Agenda of the new Senate. Send a copy to the new Senate Chair immediately after the May election.

Before Sending the Agenda Materials for the April Meeting

The Senate Secretary and Chair should compile a list of all new senators who have previously served on the Senate and include it in the Agenda materials. These people, as well as any returning senators, are eligible to be elected as Senate Chair.

Check with the Committee on Elections and determine which Senate committees will have openings in the fall. Add any additional positions from senators who are no longer able to serve. Check to see if any senators informed the Secretary they may not be able to serve. Send out a list of committee vacancies and list the names of continuing members on each committee.

Before the May Executive Committee Meeting

The Senate Secretary should compile a list of returning members on all Senate committees, and the Chair should prepare to appoint one of them as a convener for the next year. If a committee has no returning members, the Chair chooses a convener as soon as the election has been held.

The Secretary should circulate with the May Agenda a list of all positions to be filled by election at the May meeting of the New Senate, including the nominees for new Senate Chair.

Include a list of the new Senate membership with the May Agenda of the new Senate.

Before the May Senate Meeting

Compile a list of all senators whose terms are expiring or who will not return the next year for any other reason. Request that the Secretary print Senate Appreciation Certificates for them. These need to be signed by the Chair and the President before the May Senate meeting.

During the May Senate Meeting

Give out the Senate Appreciation Certificates.

Elect the new Chair of the Faculty Senate at the beginning of the organizational meeting which will convene immediately after the regularly scheduled meeting.

The outgoing Chair will then turn the gavel over to the newly appointed Chair along with a list of vacancies that still need to be filled.

After the May Senate Meeting

The Senate Chair should work with the incoming Vice Chair to decide how to share duties. Arrange to work together in a way that is comfortable and reflects the ratio of course releases given to both people. The Chair has two releases, the Vice Chair one, so the arrangement should give about one-third of the burden to the Vice Chair.

EXECUTIVE COMMITTEE INTERNAL PROCEDURES

The Executive Committee (XC) of the Faculty Senate consists of the Chair of the Senate (who serves as Chair of the Executive Committee), the Vice President for Academic Affairs/Provost, the Faculty Regent, and six members elected by the Senate from its elected membership. Committee membership shall be for the duration of the elected senator's term.

The Executive Committee meets typically 1–2 weeks prior to each Faculty Senate meeting. The Executive Committee also meets with the President on a monthly basis. Should the need arise, the group may meet other times than the regularly scheduled monthly meeting in order to advise the President.

Members of the Executive Committee will be assigned liaison functions per Faculty Senate Bylaws. Liaisons are expected to share pertinent information about the committee work. If necessary, they will notify the Faculty Senate Chair of the need to invite Committee Chairs to Executive Committee meetings.

The Executive Committee serves as a leadership group that assists with informing faculty of pertinent issues. The group vets policy and assists with determining first reading of Agenda items prior to action.

The Executive Committee is the group that implements the evaluation of the President (Policy 4.8.1P).

Before Each Executive Committee Meeting

Liaisons to the Senate Standing Committees, the Faculty Regent, and the COSFL representatives should notify the Chair of any impending reports and/or action items.

ACADEMIC QUALITY COMMITTEE INTERNAL PROCEDURES

The Academic Quality Committee has primary responsibility for fundamental areas such as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process.

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

In August Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary. One member of the committee is selected to serve on the Council of Academic Affairs (CAA). Set monthly meeting day, time, and venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the [Academic Quality](#) Committee). Then monthly accept additional charges as distributed.

In May The [committee chair](#) shall submit a written annual report to the Faculty Senate at the May meeting.

BUDGET COMMITTEE INTERNAL PROCEDURES

The purpose of the [Budget Committee](#) shall be to provide a channel of communication between the Faculty Senate and the Administration on matters relating to the formulation of the University budget. The committee shall be available as an advisory agency to the President of the University in those matters relating to the budget-formulation process and will meet with the President at least once each semester to receive information about budgetary matters.

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

In August Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary. The Chair also serves on the President's Administrative Council. Set monthly meeting day, time, and venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the [Budget](#) Committee). Then monthly accept additional charges as distributed.

In May The [committee chair](#) shall submit a written annual report to the Faculty Senate at the May meeting.

ELECTIONS AND UNIVERSITY NOMINATIONS COMMITTEE INTERNAL PROCEDURES

At the first meeting of the academic year, the committee should do the following:

1. Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary.
2. Set monthly meeting day, time, venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.
3. Review the primary duties of the committee as stated in Faculty Handbook, Section Seven VII E 2 as well as,
 - <http://facultysenate.eku.edu/internal/elections-committee>
 - <http://facultysenate.eku.edu/internal/all-committees>
 - <http://facultysenate.eku.edu/rules/standing-rules>
 - [http://facultysenate.eku.edu/sites/facultysenate.eku.edu/files/files/committees/Committee Checklist REVISED 02-01-17.pdf](http://facultysenate.eku.edu/sites/facultysenate.eku.edu/files/files/committees/Committee%20Checklist%20REVISED%2002-01-17.pdf)
4. Work to complete the charges of the committee as received from the Faculty Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders regarding faculty elections.
5. Advise the Chair on appointment of Faculty-at-Large standing committees and conduct nominations/elections for (see detailed descriptions below):
 - a. Faculty Senate Membership
 - b. Faculty Senate Committees
 - c. Adjunct Senator
 - d. Faculty Senate Chair/Vice
 - e. University Standing Committees (Graduate Council, General Education, Library, Research)
 - f. Faculty Regent

Check Faculty Senate Membership

Early in the summer, the Committee Chair, the Senate Chair, and the Senate Secretary should work together in compiling a current list of Senate membership for the upcoming year. Circulate a copy to all the academic deans prior to the end of the spring semester with a request that the deans identify any names of people on the roster who will not be available to serve during the Fall/Spring semesters. In each case, it will be necessary to determine if the replacement is to be temporary or permanent. An email must be sent to all the departments who need a replacement for the fall semester reminding them to hold an election as soon as possible. Include the table below in your correspondence. You may have to remind them about two weeks into the semester.

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Number of Faculty	Number of Senators
1-14	1
15-29	2
30-39	3
40-49	4
50-59	5
etc.	

Check Faculty Senate Committees

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Review the monthly Faculty Senate agenda to see if there will be any elections at the Senate meeting for vacancies on Senate Committees. Correspond with the Chair of Information Technology ~~committee~~ Committee (IT) to set up electronic voting for the election. Ensure that all incoming senators have the appropriate devices for voting. Voting is facilitated by the Senate Chair.

Commented [RBR1]: Should this now be email voting?

Election for the Adjunct Senator

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The Elections and University Nominations Committee of the Faculty Senate will oversee the nomination and election of the adjunct faculty representative on Faculty Senate. The adjunct faculty representative shall serve a two-year term that is contingent upon the adjunct representative's being contracted by the University to teach again.

In February, contact chairs of each department (or request that the Faculty Senate Chair initiate contact) requesting names of eligible adjunct faculty to serve as the adjunct faculty representative on Faculty Senate.

In March, contact the candidates requesting a short bio that includes their reason for wanting to serve on Faculty Senate.

In April, correspond with the Office of Institutional Research for dissemination of an election

ballot listing the nominees and their bios. Forward the results to the Faculty Senate chair and Secretary.

Election for Faculty Senate Chair/Vice

The Elections and University Nominations Committee of the Faculty Senate will oversee the annual nomination and election of Faculty Senate Chair and Vice Chair. Nominations are taken at the April Faculty Senate meeting. Elections are held at the organizational meeting of the new senate in May.

Elections for University Standing Committees

University Standing Committees for which the Faculty Senate Elections and University Nominations Committee is responsible for making recommendations to the President include the following: General Education, Graduate Council, Library, and Research Committees. Due to term lengths, not all university committees will require senate nominations every year. Duties for this responsibility resume in the Spring semester.

In January, the Faculty Senate Elections and University Nominations Committee should obtain from the Office of the Associate Provost the updated membership list of University Standing Committees. Schedule a meeting with Chairs of General Education, Graduate Council, Library, and Research Committees to review description of committee, vacancies, and any other details that will appear on the election ballot.

In February and March, Faculty Senate Elections and University Nominations Committee corresponds with the Office of Institutional Research for dissemination of self-nomination survey for faculty member vacancies on specified committees. It may be decided that regardless of vacancies, a nomination is made for all committees in case an unexpected vacancy occurs. Results of self-nominations are verified by the Faculty Senate Elections and University Nominations Committee and relevant committee chairs.

Commented [BR2]: For the 2022 – 2023 year, Rules should insert a paragraph or other explanation about the responsibility of E&N to determine which senators will be outgoing at the end of the spring semester so that appropriate election units can be contacted and voting within the units held before the May organizational meeting.

Membership on University Standing Committees: Faculty are limited to serving on a maximum of two University standing committees during the academic year. The Elections and University Nominations Committee is responsible for determining whether a faculty member is likely to be chosen to serve on more than two such committees and take appropriate action, such as noting this on the nomination list.

Thereafter, a ballot that includes all eligible self-nominees and their brief statements of interest and qualifications is disseminated via email to all eligible voters by the Office of Institutional Research. Each eligible voter may vote for one nominee to fill each of the vacant seats on the committee; i.e., if there are two faculty member vacancies within a college, two nominees may be elected from that college.

In April, results of the elections are verified by the Faculty Senate Elections and University Nominations Committee and relevant committee chairs. Those faculty with the most votes for each committee vacancy will be forwarded to the Associate Provost for recommendation to the President for approval of appointment. The remaining names are filed in case there is an opening during the upcoming year. You may be asked for nominees for replacements for any of these committees by either the President or the Chair of the Senate. Some of the Standing University Committees have appointed chairs, co-chairs and/or "continuing members." There is no recommendation from the Elections Committees for these people, but only for the persons serving rotating three year terms.

Eligibility to vote: Any faculty member with the rank of instructor or above is eligible to vote. This includes librarians holding faculty rank, visiting faculty who hold "rank" at ECU, and faculty holding academic rank above that of an instructor regardless if instruction, research, or administration is the primary responsibility (e.g., a dean holding academic rank is eligible).

Unexpected Vacancies on University Committees and Policy Drafting Team: Throughout the year, it is possible that the Senate Chair or the Chief of Staff will ask the Committee for nominations of faculty to serve on University Committees or on policy drafting teams. In such an event, the following steps should be followed until the Committee finds a willing and qualified candidate. First, ask the Chief of Staff to check the previous year's survey to see if anyone self-nominated for this or a related committee and was unable to serve at that time. If there is such a candidate, contact him/her to determine if he/she is interested in this opening. If that process yields no one, then ask the Associate Provost and the Senate Chair for recommendations. If that too yields no one, advertise the opening on ECU Today. For vacancies designated for representatives of specific colleges, the Committee ought to ask the dean of the college or the chair of the given committee for nominations. For certain committees, membership is identified in accordance with a specific policy provision.

Election for Faculty Regent (link to website, if needed)

Once every three years, the Committee on Elections must oversee the election of a new Faculty Regent. If a member of the Elections Committee is a candidate for Faculty Regent, that member may not participate in any of the functions of the Committee on Elections during the entire process.

November Executive Committee meeting Have a copy of the Criteria and Procedures and a sample nomination petition sent to the Executive Committee for inclusion with the December Senate Agenda. Request that the Senate sponsor the Regent's Forums.

December Senate meeting Announce to Faculty Senate that there is to be a Regent's election.

Commented [KL3]: Should this section have "top" in every paragraph—I assume that came from a web page.

December meeting of the Committee on Elections Have a meeting to establish exact dates for the balloting. Set up several tentative times and dates for the Forums. It would be best to have several alternatives. Draft an email and EKV Today notice to all faculty giving them the following information: the exact times the petitions will be sent and when they are due back to the Committee on Elections; the date the first ballot will be held; and, assuming it is necessary, when the second ballot will be held. Explain that voting will be done electronically via a link in an email to eligible faculty. Ballots will then be tallied by the Office of Institutional Research with the results reported to the Elections Committee and the Chair of the Senate.

Immediately after this meeting Reserve rooms for possible dates for the Forums. Two different periods on different class patterns are necessary, plus some additional times since you will have to adjust to the candidates' schedules.

Immediately at the start of spring semester Email your letter, a copy of the Criteria and Procedures and a sample petition to all eligible faculty.

January Executive Committee meeting Ask the Chair of the Senate to make an announcement that the Senate is sponsoring the Forums. The Senate Chair and Chair of the Elections Committee must decide who will be moderator.

By February 1 The petitions should be returned to the Committee on Elections.

By the February Senate meeting The Committee should have met, verified the signatures of people eligible voters and eliminated any that appeared on more than one petition. The Committee should compile a list of the candidates. As soon as the eligible candidates have been identified, call each of the people who submitted petitions and tell them whether or not they had sufficient signatures. For those who did, ask each about the times set up for the Forum. Eliminate any times that any one of the candidates cannot be present. Determine the two best times for the Forum to be scheduled. Call the Chair of the Senate and the Office of the President and provide the names of the candidates and the times of the Forum. Prepare an announcement of the scheduled times for the Forums and send an email to all faculty with this announcement.

By February 20 The Forums should be completed and the Elections Committee should have drafted the cover letter for the ballots. Check with the Office of Institutional Research about creating the ballots and doing the tabulations of the vote. The cover letter should be taken to the Office of Institutional Research, and they will then send out the ballots with the cover letter to all eligible faculty.

By the March Senate meeting The first ballots should be tabulated by Institutional Research and the eligible voting faculty verified. Immediately after the votes have been counted inform the Chair of the Senate, the candidates, and the Office of the President of the results. The results of

the election should then be posted on the Senate website by the Senate Secretary. At the Senate meeting give a complete account of the voting, including the number of votes received, the number that had to be discarded (and why), and the results.

By March 10 The second ballot (which has typically been necessary) should be emailed. You will again need a very brief cover letter with a link to the second ballot emailed to all eligible faculty by the Office of Institutional Research.

By March 25 The second ballots should be back and tabulated by Institutional Research. Immediately after the votes have been counted inform the Chair of the Senate, the candidates and the Office of the President of the results. The results of the election should then be posted on the Senate website by the Senate Secretary.

At the April Senate meeting If a second ballot is needed, provide another report to the Senate. It is extremely unlikely this will be fresh information since the new Regent has been seated since April 1.

If Faculty Regent Vacates Office During Term The Faculty Regent resigns or prematurely vacates the office, a new election should be held following the procedure described above but with a revised time line set by the Chair of the Senate.

CRITERIA AND PROCEDURES FOR FACULTY REGENT ELECTION

Term of Office: The Faculty Regent shall serve a three-year term which begins on April 1 of the academic year in which the election is held and ends on March 31. The Faculty Regent shall serve for a term of three years and until a successor is elected and qualified. The Faculty Regent shall be eligible for reelection but shall not be eligible to continue to serve as a member of the Board if no longer a member of the teaching staff of the University. Elections to fill vacancies shall be for the unexpired term and shall be held in the same manner as the original election.

CRITERIA

Eligibility to Vote for Faculty Regent

All faculty members of the rank of instructor or above, or librarians holding comparable ranks, are eligible to vote for the Faculty Regent. However, faculty with administrative assignments at or above the level of department chair are not eligible to vote in the Faculty Regent election.

Eligibility to Serve as Faculty Regent

In order to serve as the faculty member on the Board of Regents the faculty member must:

1. Hold the rank of Assistant Professor or higher;
2. Be a member of the teaching or research faculty whose faculty-load assignment includes 50 percent or more teaching and/or research.
3. not have a relative¹ who is currently employed at Eastern Kentucky University (anti-nepotism statute, KRS 164.360 (2))²

¹ "relative," as defined by KRS 164.001, includes "a person's father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, or daughter-in-law."

² This statute is under review by the Office of the Attorney General and a decision is expected before the 2013 election. Candidates who may be affected by this criterion are therefore currently eligible to run with the understanding that in the event the review changes the interpretation of the statute the candidate could be allowed to serve if elected.

PROCEDURES

Nomination of Faculty Regent

1. A faculty member is nominated by submission of a petition for nomination to the Faculty Senate Committee on Elections. The petition must be signed by at least twenty (20) members of the faculty who are eligible to vote and who has signed no other petition for nomination in the current election.
2. The Committee on Elections shall certify the validity of the nominating petitions prior to making up the ballot for the election.
3. Each eligible voter may vote for one of the persons nominated.
4. If no person receives a majority of the votes cast on the first ballot, the Committee on Elections shall prepare a second ballot, which will contain the names of the two persons receiving the highest number of votes on the first election ballot, and conduct a second election.
5. The Committee on Elections shall certify the results of the election to the Chair of the Senate.

- 6. The Chair of the Senate shall certify the results of the election to the Secretary of the Board of Regents.

FACULTY REGENT NOMINATION PETITION

for the term April 1, 2____

through March 31, 2____

(Change dates as appropriate)

We, the undersigned, being eligible to sign a petition of nomination for candidates for the position of Faculty Regent, support the nomination of the below named faculty member and certify that we have signed no other nomination for a candidate for the cited term of office.

Nominee's Name	Academic Rank	Department	

Petitioners

_____	_____	_____	_____
Signature	Printed Name	Rank	Unit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Get as many lines as you can on the page, but space them far enough apart to be easily read.

A brief (100 word) biographical sketch including educational background and professional experience should accompany this petition.

Page ____ of ____

RIGHTS AND RESPONSIBILITIES COMMITTEE INTERNAL PROCEDURES

The Faculty Rights and Responsibilities [Committee](#) shall make recommendations to the Senate on matters including, but not limited to, promotion, tenure, grievance, and workload.

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

In August Schedule monthly meetings by September 1 for the fall semester. Forward days, times, and venues of meetings to the Faculty Senate Chair and Secretary for posting on the Faculty Senate website. Elect committee Chair/Co-chairs and inform the Faculty Senate Chair and Secretary. Receive charges from the Senate Chair.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the [Rights and Responsibilities](#) Committee). Then monthly accept additional charges as distributed.

In May The [committee chair](#) shall submit a written annual report to the Faculty Senate at the May meeting.

FACULTY WELFARE COMMITTEE INTERNAL PROCEDURES

The primary function of the [Faculty Welfare Committee](#) is to sit on the University Benefits Advisory Committee, raise appropriate questions, and become knowledgeable about all benefit programs and communicate (explain) that information to the Senate in a timely manner.

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

In August Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary. Set monthly meeting day, time, and venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the [Faculty Welfare Committee](#)). Then monthly accept additional charges as distributed.

In May The Committee Chair shall submit a written annual report to the Faculty Senate at the May meeting. [The committee must meet briefly after the May organizational meeting to select a committee member to meet with a representative from HR over the summer.](#)

In Summer [The](#) selected member must meet with a representative from Human Resources [to preview updates on any changes to benefits packages.](#)

INFORMATION TECHNOLOGY (IT) COMMITTEE INTERNAL PROCEDURES

The Information Technology Committee performs the following duties:

- Provide a channel of communication among the Faculty Senate, the Faculty-at-Large, the Academic Technology Advisory Committee, and the Administration on faculty perspectives regarding information technology services and policy.
- Be available as an advisory agency to the President of the University, to the Provost, and to the Strategic Planning Council on information technology matters.
- Make recommendations to the Senate on matters including, but not limited to, information technology practices in the university environment.
- Conduct voting at the monthly meetings of the Faculty Senate

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

Detailed Schedule of Weekly Duties

1st Week of Each Month

- IT Committee Meeting (Friday before the Monday Faculty Senate meeting each month)
- Faculty Senate Meeting (1st Monday of Month–3:30 PM)

2nd Week of Each Month

- Submit the previous month's meeting notes/minutes that were approved at the previous week's meeting to Faculty Senate Secretary.
- Draft meeting minutes for this month and submit to committee members for comment/feedback.
- Identify and send questions from the IT Committee meeting for the Executive Committee representative to bring to the Executive Committee.

3rd Week of Each Month

- Faculty Senate Executive Committee meeting is held.

4th Week of Each Month

- Prepare and distribute the meeting Agenda for the next week's IT Committee
- Develop the Overview Report (the written report) that the IT Committee will orally present to the Senate during the next month's meeting.
 - Submit this report to the Senate Secretary by end of day on the Wednesday prior to the Monday meeting (possible second mailing late Friday evening).

In August Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary. Set monthly meeting day, time, and venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the [IT](#) Committee). Then monthly accept additional charges as distributed.

In February Begin revisions and development of the Faculty Information Technology Survey. In coordination with ECU Information Technology and the Office of Institutional Research, the Information Technology Committee shall annually distribute a survey to all ECU faculty that allows faculty to provide their perspectives regarding information technology.

In March Distribute Faculty Information Technology Survey via the Office of Institutional Research.

In April Present findings on Information Technology Survey to Faculty Senate.

RULES COMMITTEE INTERNAL PROCEDURES

The Rules [Committee](#) shall review and recommend to the Senate rules of procedure for the Senate. Rules must be codified by the Committee. It is the responsibility of the Committee on Rules to distribute an updated, codified copy of the Rules to the Senate along with its annual report at the May meeting.

The committee should work to complete the charges of the committee as received from the Senate Chair in addition to addressing matters brought to the committee by constituents and other stakeholders.

In August Elect committee chair/co-chairs and secretary and inform the Faculty Senate Chair and Secretary. Set monthly meeting day, time, and venue for Fall and Spring and inform the Faculty Senate Chair and Secretary for posting to the Faculty Senate webpage.

In September Receive charges from Faculty Senate Chair (from Chair's report or from Executive Committee's [liaison](#) to the Rules Committee). Then monthly accept additional charges as distributed. The Committee Chair will email the website link to the current Senate Internal Procedures to the chairs of all Senate committees.

In November The [committee chair](#) will email [other the committee chairs](#) and ask for updates to [each committee's](#) internal procedures ([available on the Senate website](#)), giving a deadline of January 31 of the next calendar year. A member of the [Rules Committee](#) will volunteer to collect updates and make changes to the Internal Procedures.

In March Send updated Internal [Procedures](#) to the Senate Chair and Secretary for review. [Once reviewed and approved by the Senate Chair, Secretary, and Executive Committee, add updated Internal Procedures to the Agenda to be voted on by the Senate.](#)

In May The [committee chair](#) shall submit a written annual report to the Faculty Senate at the May meeting.

FACULTY SENATE SECRETARY INTERNAL PROCEDURES

The Secretary is responsible for scheduling interpreter services, if needed, for the Senate meetings. Use the online form to submit a request for the next academic year in May or June. (If interpreter services are needed for committees, it is the responsibility of the committee chairs to schedule those.)

Disseminating the Agenda

Although the Senate Chair prepares the Agenda, it is the responsibility of the Secretary to electronically distribute the Agenda and attachments each month the Senate is in session (September through May).

Disseminating Agenda Materials

The agenda, previous month's minutes, and agenda attachments are emailed to the Senators the Wednesday before the Senate meeting.

The Senate Chair should give the Secretary any Agenda materials needed for electronic distribution to the Senators. On occasion, a Senate committee chair may give Agenda materials to the Secretary. Call the Provost's Office at least two weeks before the next Senate meeting and see if there are any materials coming from the Council on Academic Affair. If so, materials should be electronically sent to the Secretary.

Make a list of all senators who call, write, or email that they are unable to attend the meeting and duly note on the roster provided to the Senate Chair. Make sure that the lectern with a microphone and a long extension cord is at the head table where the Chair presides. The custodians set up the lectern the morning of the scheduled meeting.

The Secretary is responsible for recording the Senate meeting. The recording is the official record of the meeting. The Secretary should arrive at the meeting about 30 minutes early to check that the room is set up properly. Put out the name place cards according to the seating chart and set up external microphones and the digital recorder.

Bring extra copies of the Agenda for senators or visitors to pick up if necessary. Bring some ballots (blank sheets of paper) in case they are needed.

Check off senators on the seating chart as they enter. Note any senators who have previously notified that they will not be at the meeting. Pick up name place cards and clean up the room after the meeting is completed.

After Senate Meetings

Before transcribing the Minutes of the meeting, at the Chair's request, send any approved policy or action to the Chair to pass on to the President and others.

Minutes are posted on the Senate website, and links are provided therein to any Agenda materials referenced in the minutes. Usually any materials which are circulated either with the Agenda or with the Agenda materials are not included with the Minutes unless they have been amended; they are just referenced in the text of the Minutes. Amended materials are to be included in their entirety, including the changes noted. If the Senate Chair tells the Secretary that something is to go with the Minutes, even if it has been previously circulated, include it.

All Senate committees are required to provide the Secretary with a written or an electronic copy of their reports, and a link will be provided in the online Minutes to those reports. Usually, the Secretary will reference reports in the text. For example, "Senator Jones gave the report on the Committee of the Budget. See attachment III." If the report is very short, such as, "Senator Jones reported that the Committee on the Budget met on October 7, and he was elected chair of the committee for 1995 to 1996," the Secretary may type it in the online Minutes.

Senators who notified the Secretary or Senate Chair of their absence prior to the Senate meeting are designated by an asterisk (*) in the listing of members absent. Bring to the attention of the Chair any senators who miss successive meetings.

Proofread the Minutes carefully. Allow the Senate Chair to review the entirety of the Minutes so that he/she may make any corrections. Include the completed Minutes along with the Agenda and attachments for the next month's meeting. Once the Minutes are approved by the Senate, place the Minutes on the Senate website.

Keep files for each month including the Agenda, Agenda materials, the Minutes, and any other documentation associated with the meeting. Also, keep files of all committee reports and actions, any correspondence with the University administration, roster of members, seating charts, and committee lists. This may be accomplished through electronic means.

Before the January Meeting

The new Secretary will inherit the previous Secretary's files. It is the new Secretary's responsibility to confer with the Chair for any assignment that may be necessary. Changes to the seating chart, roster of members, and committee lists may be needed. Make any new name place cards.

Before the May Meeting

The Secretary is responsible for seeing that Certificates of Appreciation are completed for any retiring Senate member. (Check with the Chair of the Elections Committee to determine who is retiring at the May meeting or consult the senators list on the Senate website.) The Secretary is also responsible for purchasing a gavel on which is engraved the name of the outgoing Senate Chair, title of position, Eastern Kentucky University, and year(s) as Chair. (The gavel can be purchased online through Crown Trophy in Lexington. Send the bill to the Chair.) Prepare a new roster of Senate members and a seating chart for the organizational meeting, which the newly elected Chair will use.

May Meeting

The Chair will give out the certificates individually at the beginning of the regular meeting. The gavel will be presented to the outgoing chair by either the Parliamentarian or the University President. Make sure all newly elected Senators have name place cards (check with the Chair of the Elections Committee for the names and departments of the new Senators or consult the Senator list on the Senate website). At the organizational meeting which follows the May meeting, the name place cards will be rearranged to remove out-going Senators and insert incoming Senators.

After the May Meeting

As soon as possible, post the new Senate roster and the newly elected committee members for the next academic year on the Senate website.

When the Senate meeting dates for the new academic year are known, contact Conferencing and Events in Perkins to reserve the South Room of the Keen Johnson Building for the eight Senate meetings and post the meeting dates on the Senate website.

In May, provide a list of next year's Senate meeting dates and a table arrangement diagram to the Keen Johnson custodians.

In August

The Secretary is responsible for preparing an up-to-date roster of Senate members, including the name of the Parliamentarian. Make a new alphabetically arranged seating chart (except for the Secretary, Chair, and Parliamentarian [who sit at head table] and the President, Provost, and Regent) for use by the Secretary and Chair.

Check with the President's Office to see if they will cover the cost of refreshments for meetings. If so, provide a schedule of meetings so they can coordinate with catering.

After the September Meeting

Be vigilant for any changes in Senate membership, especially senators who are on sabbatical, leave, or have a conflict which prevents them from attending Senate meetings or committee assignments. Report any changes to the Senate Chair.

Send all digital audio and data files from the previous year on a disk or CD to the University Archives (Library 126) for preservation.