

Faculty Senate Agenda

April 5, 2021

3:30 p.m.

CALL TO ORDER

ATTENDANCE

APPROVAL OF MINUTES

March 1, 2021

PRESIDENT'S REPORT: Senator McFaddin

GUEST SPEAKERS:

- Roshawn Tyter – Academic Impressions: Web-based Trainings & Resources for full-time & part-time employees
- Roger Cleveland - Increasing Diverse Faculty
- Eyouel Mekonnen – SGA Update (*tentative*)

UNFINISHED BUSINESS:

- (*if any*)

NEW BUSINESS:

- Policy Updates – Haley Norberg
 - Policy 4.1.4 – Course Syllabi (Action Item)
- Report from Council on Academic Affairs – Associate Provost Wies
[See separate [PDF file](#) for the curriculum forms – 148 pages]
- Nominations for Senate Chair
- Nominations for Senate Vice Chair
- Senator & Committee Vacancies List (*Information Only*)
- Other (*if any*)

REPORTS & QUESTIONS:

Executive Committee: Senator Ciocca
Faculty Regent: Senator Marion
COSFL Representative: Senator Woodruff
Provost: Senator Pogatschnik

STANDING COMMITTEES:

Academic Quality Committee: Senator Jones, Chair
Budget Committee: Senator Woodruff, Chair
Elections/University Nominations Committee: Senator McCardle, Chair
Information Technology Committee: Senator Nachtwey, Chair
Rights & Responsibilities Committee: Senator McKinney
Rules Committee: Senator Kay, Chair
Welfare Committee: Senator Gremp, Chair

AD HOC COMMITTEES:

Review Open Textbook Resources: Senator Woodruff (*reporting for Kelly Smith, Chair*)

ADJOURNMENT

FACULTY SENATE MINUTES

March 1, 2021

3:30 p.m.

The Faculty Senate of Eastern Kentucky University met on Monday, March 1, 2021, via Zoom. Chair Ciocca called the fifth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent: B. Dyer, K. Engebretson, D. Fifer[^], T. Gooch, E. Meiners, T. Otieno, J. Schept*, E. Styer*[^]

** Indicates prior notification of absence*

[^] ALT Bill Young attended for D. Fifer

[^] ALT Mengkun Yang attended for E. Styer

APPROVAL OF MINUTES:

Senator Crosby moved approval of the February 1, 2021 minutes as written, seconded by Senator Walz. **Motion carried.** (YES = 47 votes NO = 0 votes ABSTAIN = 0 votes) (See also: [Individual Votes](#))

REPORT FROM THE PRESIDENT: Senator McFaddin

This week we helped our community partners at Baptist Health Richmond, the Madison County Health Department, and our local city/county government establish Madison County's first regional vaccination site. The COVID-19 vaccination clinic will begin March 3 and be held at the ECU Perkins building. The current vaccination priority is for Phases 1A and 1B, but we are hopeful as those populations gain expedited access to be vaccinated that Phase 1C is soon on the horizon. ECU faculty/staff are considered essential higher education personnel under Phase 1C unless you fall into any other categories due to age or health conditions. You will find more information on vaccine eligibility and appointment scheduling at the Baptist Health COVID-19 website: www.ScheduleYourVaccine.com.

Please also take advantage of the [waiting list](#) available for ECU faculty/staff who are willing to be "on call" for vaccination should there be vaccine doses available at the clinic that must be used each day. While the COVID-19 vaccine is not mandatory for our employees, it is recommended if you are eligible using public health guidance.

ECU is getting a second round of federal stimulus funds. Last spring, a total of \$5.2 million was distributed to ECU students as part of the CARES Act. More recently, with the CRRSAA Higher Education Emergency Relief Fund (HEERF II) enacted in December 2020, another \$5.2 million in federal funding is earmarked for direct student aid. We have initiated a plan to distribute \$4.8 million of the second round of funding to priority groups of students, as specified by the Department of Education guidelines. A student communication will be sent by email and text Monday, March 1st, and the funds will be distributed as students complete the confirmation process. The remaining student funds will be distributed to students who are not in the priority groups through an expedited application process. We used a similar application with the first round of funding. It provides an opportunity to assist students with emergency needs related to the pandemic, such as job loss or housing insecurity.

With this round of HEERF II funding, an additional \$13 million is provided for institutional use by the University. Guidelines for the appropriate use of these funds are continuing to be developed. We intend to alleviate the financial impact caused by the loss of tuition revenue we have experienced this year due to the COVID pandemic. In light of that decline, we are

experiencing a particularly challenging enrollment environment and we are employing multiple strategies and initiatives to counter potential impacts to recruitment and retention of students. We ask everyone to support our efforts and help spread the word of the various elements of the [EKU Advantage](#), including EKU BookSmart, waived application fees, and the Madison County “Promise” and “Colonel Commitment” scholarships.

Another continued matter of budgetary concern is the proposed legislation related to our state pension system. House Bill 8 has passed the House in early February and is now in the Senate. The bill has some momentum. For some, the bill will offer relief while for others like several universities and other quasi organizations it is a burden. The lack of actionable data has made it hard to land on a fair contribution number. Many organizations including EKU have drastically reduced the number of employees drawing from the KRS system. However, the amount of our contribution is not based on our current situation. It is a complicated model that requires the time and due diligence of our lawmakers to completely understand the unique situations of all organizations affected. It is not a simple solution to years of pension problems, and hopefully the legislature will dive deeper into the topic. Currently, the effect on EKU will be a substantial increase in contributions to the system, way beyond the number of employees in the system we have currently. We will continue to advocate for EKU and share our position on pension issues throughout the legislative session.

Finally, a recent communication was sent to the campus community on the realignment and renaming of several of our colleges. I am excited to see the new opportunities that will strengthen the excellence of our academic programs in the reimagined Business and STEM colleges as well as the College of Justice, Safety, and Military Science. Along with these new designations we are also preparing to usher in new leadership with the Provost transition and new deans for CLASS, CJSMS, and the Business College. I thank all those assisting in these simultaneous searches and am grateful we can also rely on the expertise and assistance of the national AGB search firm to ensure a smooth search process and help identify a strong candidate pool. Please take advantage of all opportunities to provide your feedback and insight in the various stages of these important searches.

There will be further discussion on many of these issues later this week when the Board of Regents meets Thursday, March 4. The meeting agenda and video link are available [here](#).

GUEST SPEAKERS:

[Faculty Advocate](#). Beth Polin was in attendance to discuss her role and responsibilities as the new faculty advocate.

[Recruitment Strategies and Faculty Participation](#). Jill Page and Elizabeth Ballou gave a presentation on recruitment strategies and how faculty and departments can engage in recruitment activities.

[Student Government Association](#). Eyouel Mekonnen shared the following update.

- Student Government has voiced support for adding EDC 106 to General Education Element 6.
- Student Government has been working hard to ensure that there is student representation on all university committees that deal with anything student related.

UNFINISHED BUSINESS:

[Policy 4.3.5 – Drop or Withdrawal from Courses](#). Senator Crosby moved approval of Policy 4.3.5, seconded by Senator Hagan. Motion carried. (YES = 44 votes NO = 2 votes ABSTAIN = 3 votes) (See also: [Individual Votes](#))

NEW BUSINESS:

[Report from Council on Academic Affairs](#). Associate Provost Wies presented the following materials for review and notification. As none of these are major changes to the curriculum, a vote for approval is not required.

NEW PROGRAMS.**COLLEGE OF BUSINESS AND TECHNOLOGY***School of Business (SBUS)*

1. Certificate in Banking and Financial Services
2. MBA Departmental Certificate in Functions of Business

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES*Anthropology, Sociology, & Social Work*

3. Certificate in Society and Environmental Stewardship

Communication

4. Certificate in Sports Communication

Government

5. Certificate in Applied Social Science Analytics

Honors Program

6. Departmental Honors Certificate

PROGRAM SUSPENSIONS**COLLEGE OF EDUCATION***Curriculum & Instruction*

7. Director of Special Education
8. Environmental Education Endorsement
9. Environmental Education Endorsement in the M.A. in Middle Grades Education (M.A.Ed.) with Teacher Leader Endorsement Preparation
10. Environmental Education Endorsement in the M.A. in Secondary Grades Education (M.A.Ed.) with Teacher Leader Endorsement Preparation
11. Instructional Computer Technology (P-12)
12. Math Specialist Endorsement (P-5)

Educational Leadership and Counselor Education

13. M.A. in Student Personnel Services in Higher Ed

COLLEGE OF SCIENCE*Geosciences*

14. BS Geographic Information Science

PROGRAM REVISIONS**COLLEGE OF BUSINESS AND TECHNOLOGY***Applied Sciences & Technology (AGRI)*

- 15. BS Agriculture
- 16. BS Animal and Veterinary Sciences
- 17. AAS Technical Agriculture
- 18. Companion Animal Management Certificate

*School of Business (SBUS)***Background and Overview of Proposed Changes to the Business Core**

- 19. BBA Accounting
- 20. BBA Computer Information Systems
- 21. BBA Finance
- 22. BBA General Business
- 23. BBA Management
- 24. BBA Marketing
- 25. BBA Risk Management and Insurance
- 26. MBA Experience Program Revision
- 27. MBA online Program Revision
- 28. Certificate in Accounting
- 29. Certificate in Corporate Communication
- 30. Certificate in Financial Literacy
- 31. Certificate in Global Supply Chain Management
- 32. Certificate in Marketing Research
- 33. Certificate in Sales
- 34. Minor in Baking and Financial Services
- 35. Minor in Business
- 36. Minor in Entrepreneurship
- 37. Minor in Personal Finance
- 38. Minor in Risk Management and Insurance
- 39. Dept Cert in Foundation of Business Thought
- 40. Dept Cert in Technical Skills of Financial and People Management
- 41. Dept Cert in Transformation of Inputs to Outputs

COLLEGE OF EDUCATION*Communication Sciences and Disorders*

- 42. BS in Communication Disorders
- 43. Master of Arts in Communication Disorders

Curriculum & Instruction

- 44. Alternative Routes to Initial Certification (MAT) in Teacher Education
- 45. Elementary Education

Educational Leadership and Counselor Education

- 46. M.A.Ed. in Instructional Leadership
- 47. Specialist in Education (Ed.S.) Educational Administration and Supervision

COLLEGE OF HEALTH SCIENCES*Health Promotion and Administration*

48. B.S. Health Services Administration

Occupational Science & Occupational Therapy

49. Occupational Therapy Doctorate (O.T.D) fall 2021

50. Occupational Therapy Doctorate (O.T.D) fall 2022

51. Minor in Horses, Humans and Health

School of Nursing

52. Associate of Science in Nursing (A.S.N.)

COLLEGE OF JUSTICE AND SAFETY

53. B.S. in in Homeland Security

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES*Anthropology, Sociology, & Social Work*

54. B.A. in Anthropology

55. Minor in Anthropology

56. Minor in Archaeology

57. Certificate in Social Analytics and Demographics

58. Certificate in Sociology and Recreation Studies

Communication

59. B.A. in Communication Studies

Government

60. B.A. & M.P.A. in Public Administration

History, Philosophy, and Religious Studies

61. Minor in Asian Studies

62. Certificate in Asian Studies

Psychology

63. B.S. in Psychology: Autism/Developmental Disabilities Concentration

COLLEGE OF SCIENCE*Biological Sciences*

64. B.S. Wildlife Management

Chemistry

65. Forensic Science BS

66. BS and MS 3+2 Forensic Science/Chemistry

67. BS and MS 3+2 Chemistry

Computer Science

68. BS Computer Science

Mathematics and Statistics

69. BS Mathematics

70. BS Statistics

71. MA in Applied Mathematics

72. Applied Data Science Certificate

[General Education ENGAGE Plan](#). Associate Provost Wies provided information on the General Education ENGAGE Plan which was approved by the General Education Committee on February 2. The program will design and deliver evidence-based professional development to all faculty teaching General Education courses. The program will begin in fall 2021 and will be housed in the Noel Studio.

GENERAL & STANDING COMMITTEE REPORTS:

REPORT FROM SENATE CHAIR: Senator Ciocca

The Executive Committee met on February 22, 2021 at 3:30 PM via the Zoom Platform to set the April Senate agenda.

During his report, Provost Pogatshnik shared that there were more comments than usual from faculty during the 14-day commenting period for Policy 8.3.3 – Employee Conduct. This policy, in its current form, combines Policy 1.6.2 - Non-Retaliation, Policy 8.3.4 - Response to Bullying and Harmful Conduct and Policy 8.3.4R - Progressive Disciplinary Action. Given that these three policies were already in effect, Policy 8.3.3 was brought to the attention of the Senate as an informational item at the February 1st meeting, and the Faculty was given the opportunity to comment for the regulatory 14 days period.

These revisions were requested by Human Resources with the intention of updating and consolidating this similar information into one location. The new policy received twenty-five comments, with the bulk of the comments regarding the language under “Gross Misconduct”: Any act which serves to defame or malign the reputation of the University. That language, due to faculty feedback, has been revised to read: “Any act undertaken while in the employee’s official university capacity (emphasis mine) that serves to defame or malign the reputation of the university.” Defamation is a statement that injures a third party’s reputation. The [tort](#) of defamation includes both [libel](#) (written statements) and [slander](#) (spoken statements). This statement is not intended to infringe upon first amendment rights nor academic freedom.

REPORT FROM FACULTY REGENT: Senator Marion

The next Board of Regents meeting is scheduled for Thursday, March 4 at 9 a.m. The meeting will be livestreamed at <https://epresence.eku.edu/bor-meeting>, and the meeting agenda is available at <https://regents.eku.edu/agendas-0>.

The [CPE advised on February 3](#), “All personnel in higher education are classified as phase 1c along with other frontline essential workers as defined by the Centers for Disease Control and Prevention.” Given this information, along with the message shared by Dr. McFaddin on February 25 by email, please feel free to let our faculty colleagues and other university personnel know that they can use regional vaccination centers as phase 1c slots open, including at the new Baptist Health regional vaccination center in the Perkins Building. A map for [regional vaccination centers is linked here](#). A direct link for Baptist Health’s regional portal is [here](#).

REPORT FROM COSFL: Senator Woodruff

COSFL's next meeting will be on Friday, March 5.

REPORT FROM PROVOST: Senator Pogatshnik*Student Progress Reports*

We achieved over 80% participation at all undergraduate course levels for the Four-Week Progress Reports this term.

College Realignment

A realignment of Colleges for the 2021-2022 Academic Year was recently announced. A new STEM College will be created which merges most of the Technology programs in the College of Business and Technology with the College of Science. The new College will enable ECU to provide a more central focus to our STEM programs which play a key role in our Performance-Based Funding metrics. It also offers greater opportunities for inter-departmental collaborations and potential expansion of academic programs in the STEM fields. Dean Otieno and Dean Erikson have been asked to co-lead a transition team that will work out the details for the merger.

The College of Business and Technology will become the College of Business. This restructuring will provide greater focus on our wide range of programs in business and business administration, particularly as it expands its offerings in online education, including a new online MBA program that is scheduled to launch in fall. Related to this, our undergraduate programs in Military Science will now become part of the College of Justice and Safety.

College Dean Searches

ECU has engaged the services of an external search firm, AGB Search out of Washington DC, for all three searches to assure strong candidate pools for each of these critical leadership roles.

- Dr. Ida Kumoji and Dean Julie George have agreed to lead the search committee for the Dean of CLASS to replace Dean Zeigler, who will begin serving as Provost on July 1 of this year.
- Dr. Beth Polin and Dr. Ryan Baggett have kindly agreed to serve as co-chairs of the search for the new Dean of the College of Business. The new Dean will replace Dean Tom Erikson who has served as Dean of the College of Business and Technology since 2014. Dean Erikson has been asked to assist in the reorganization and academic program development for the new STEM College once a successor has been named. I'm deeply indebted to Dean Erikson for his exemplary leadership of the College of Business & Technology.
- Dr. Lynnette Noblitt and Mr. John Williamson have agreed to co-chair the search for the Dean of the College of Justice and Safety. Dr. Derek Paulsen has served as Interim Dean of the College since July, 2020.

STANDING COMMITTEES:

Academic Quality Committee. Senator Jones reported that at the February meeting the committee reviewed the summary of the data analysis from the faculty survey that was sent to faculty in December. A finalized report should be available to the full Senate by April.

Budget Committee. Senator Woodruff reported that much of the discussion at their last meeting was on our pay structure. That was an issue that was raised among several members of the committee.

Senator Grempe, Faculty Welfare Committee chair, also agreed to add the discussion to their agenda and invited Pattie Sallee from Human Resources to attend the meeting. Ms. Sallee raised some concerns.

Senator Woodruff followed up with Ms. Sallee for further clarification. As he understands it, if pay increases are not done across the board, it can negatively impact TRS.

President McFaddin stated that what will not be calculated in a TRS is a supplemental stipend or a non-base pay calculation for an employee. So if you're teaching overloads, summer school, or some of those things that are considered non-based compensation in TRS, those would not be included in the final calculation of the high three or five years. He will have a conversation with the Executive Director of TRS to make sure of the correct interpretation.

Elections & University Nominations Committee. Senator McCardle stated that an email was distributed to faculty this morning calling for nominations for vacancies on the university standing committees. The call for nominations will remain open for two weeks. Then, the committee will create the ballot and send out the notice for the election which will remain open for two weeks. The results of the election should be available by April.

Information Technology Committee. Senator Nachtwey reported that the committee met last week and decided to develop a document for senators on the current voting process with google forms.

The committee is also working with the Rules Committee on the best way to handle voting once we return to face-to-face meetings. It is anticipated that we will continue to use google forms and senators will get an email in their outlook accounts with links to vote.

Rights & Responsibilities Committee. Senator McKinney stated that the committee is still reviewing the Faculty Grievance Policy. Dr. Beth Polin has been invited to attend the next meeting.

Rules Committee Report. Senator Kay encouraged all committee chairs to review their internal procedures and send any updates to her by March 5.

The Rules committee will meet on Monday to continue discussions on updates to the Faculty Handbook, in particular the definitions of faculty. Dr. Wies and Haley Norberg have been invited to attend the meeting.

Faculty Welfare Committee. Senator Grempe reported that the committee met last week to continue discussions and provide input on ways to keep and retain retired faculty. Our suggestions seemed to be well received and we plan to follow up to see if any of those will be implemented.

As Senator Woodruff indicated earlier, the committee met with Patty Sallee from Human Resources to discuss our pay structure and pay increases and the potential impact on retirement benefits.

Ad Hoc Committee on OERs. Senator Woodruff announced that the committee submitted a proposal to the Board of Regents for consideration for the Innovation Funds again for next year.

The Faculty Outreach sub-committee is working on a faculty survey which should be distributed soon.

ADJOURNMENT:

Senator Pogatshnik moved to adjourn at approximately 5:15pm.

Approval of Minutes from February 1, 2021.

The respondent's email address (**lynn.squicciarini@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**tricia.kelley@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**gerald.nachtwey@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**carolin.walz@eku.edu**) was recorded on submission of this form.

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- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**jens.arneson@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**cynthia.harter@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**todd.mccardle@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**eric.sokolowski@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**don.yow@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**pat.calie@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**matthew.winslow@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**sheri.mcguiffin@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

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Approval of Minutes from February 1, 2021.

The respondent's email address (**benjamin.woodruff@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

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Approval of Minutes from February 1, 2021.

The respondent's email address (**bill.young@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**brian.clark@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**rachel.bishop-ross@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**chris.neumann@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**shane.dutton@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**marco.ciocca@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**jon.endonino@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**lindsay.cormier@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**rich.byrd@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**amy.schilling@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**anne.cizmar@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**derek.bussan@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**javier.alvarez@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

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Approval of Minutes from February 1, 2021.

The respondent's email address (**richard.crosby@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**mengkun.yang@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**daniel.enz@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**melanie.johnson@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Approval of Minutes from February 1, 2021.

The respondent's email address (**thomas.jarvis@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☒ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

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Approval of Minutes from February 1, 2021.

The respondent's email address (**michael.fore@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

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Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**molly.mckinney@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**lisa.jones@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**james.blair@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**fontaine.sands@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**renee.causey-upton@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**clint.pinion@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**lisa.kay@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**joanne.mcglown@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**erin.eliassen@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**rob.weise@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**isaac.powell@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**michelle.gremp@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**christopher.budano@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**adam.lawson@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Minutes from February 1, 2021.

The respondent's email address (**carla.hagan@eku.edu**) was recorded on submission of this form.

Do you approve of the minutes for the February 1, 2021 meeting of the Faculty Senate? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**lynn.squicciarini@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**derek.bussan@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☒ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**molly.mckinney@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**christopher.budano@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**sheri.mcguiffin@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**clint.pinion@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**renee.causey-upton@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**tricia.kelley@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**todd.mccardle@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**cynthia.harter@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**benjamin.woodruff@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**bill.young@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☒ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**jennifer.hight@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**adam.lawson@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**eric.sokolowski@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**matthew.winslow@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**gerald.nachtwey@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**don.yow@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**carolin.walz@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**chris.neumann@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**amy.schilling@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**marco.ciocca@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**pat.calie@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**joanne.mcglown@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**jackie.couture@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**carla.hagan@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**richard.crosby@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**fontaine.sands@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**lisa.jones@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**shane.dutton@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**javier.alvarez@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**lisa.kay@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**mengkun.yang@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☒ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**daniel.enz@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**lindsay.cormier@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**michael.fore@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**joel.cormier@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**erin.eliasen@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

☐ YES

☐ NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**brian.clark@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**jens.arneson@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**jon.endonino@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**charles.hughes@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**isaac.powell@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

YES

NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**anne.cizmar@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**thomas.jarvis@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

YES

NO

☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**rob.weise@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

YES

☒ NO

ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**rich.byrd@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**rachel.bishop-ross@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms

Approval of Policy 4.3.5 - Drop or Withdrawal from classes.

The respondent's email address (**michelle.gremp@eku.edu**) was recorded on submission of this form.

Do you approve of the adoption of Policy 4.3.5 - Drop or Withdrawal From Classes? *

- ☐ YES
- ☐ NO
- ☐ ABSTAIN

This form was created inside of Eastern Kentucky University.

Google Forms



David T. McFaddin
President

TO: The Eastern Kentucky University Faculty Senate

FROM: Senator David T. McFaddin

DATE: 05 April 2021

RE: April Report

We are nearly one month away from finals week and our spring commencement. Through what will likely be remembered as the year of the pandemic, at times we have felt those days were unknowns in the distant horizon. Now as we are nearing these milestones we might also ask, where has the time gone? What matters most is that we made it this far successfully, and above all else, we plan to finish strong. Now is the time when our students will need your guidance and support most. With endless challenges and disruptions ranging from illness to ice storms and flooding, we know our students have felt the impacts in different ways. We have asked a lot of them and you as faculty this year, and this is where our commitment and dedication to the academic opportunities we provide at ECU must shine through.

Our students cannot reach their goals and dreams without you, and this holds true at any stage of the student life cycle. Those struggling with final assignments and projects need our support and encouragement to stay the course and button up these last few weeks to finish courses and degrees. Some will question their return to college and retention rates show some opportunities for intervention. Be mindful of the role we all play in keeping students here, returning students are an important piece of our enrollment picture. Summer is an important term to help students catch up or get ahead and thank you to our faculty who are teaching summer courses. Summer term enrollment looks strong and has seen successful growth trends, please continue to encourage this option for students. The summer term is beneficial to the University in several ways.

We will continue to focus on student recruitment through the summer for our class of 2025, and if your schedule and passion allow and move you to join us in these efforts, please do. All support and ideas are welcome. Next year's incoming freshmen class will come to us with distinct experiences and potential challenges due to the level of disruption they've seen in their high school instruction, transfers could face similar challenges. In addition to academic support, we should be mindful of the unique social and emotional needs related to pandemic adjustments and will continue to support the full student experience through wraparound services like ECU's Counseling and Student Success Centers. We will continue meeting students where they are, propping them up, and at times, pushing them forward. Giving students our support and personal attention is a signature piece of the Eastern experience, and they need it now more than ever. We see how it works in student after student. ECU changes lives, it changes families, it changes communities. When we celebrate the success of a student like Nick Koenig, Rhodes Scholar finalist, Goldwater Scholarship recipient, National Collegiate Honors Council (NCHC) Student of the Year, and student leader, that success amplifies the work we all do to offer opportunity. We are excited to celebrate the success of our spring graduates May 7-8 with our first in-person commencement ceremonies in 17 months.

We not only recognize student success but also faculty achievement. Each year our highest honors go to our Foundation Professors and I am pleased to announce and congratulate the latest recipients, Dr. Myra Beth Bundy, and Dr. Jennifer Spock. You will hear much more about their work and how we will formally recognize them in announcements soon, please join me in recognizing and congratulating Dr. Bundy and Dr. Spock for their excellence in teaching, service, and research. Faculty leadership is always vital, and faculty will be an important voice as we head into our next strategic planning process. I thank those of you already involved in our various President's councils that are working to shape who we aspire to be as a university.

We have a more refined financial picture as we enter our budget building and planning phases. We are working diligently to overcome post-pandemic enrollment shifts and hope to continue closing gaps and yielding a strong class of new Colonels. In terms of legislative factors affecting our resources, the final budget bill does not change ECU's base general fund appropriation. Performance funding will see an overall 2% increase with \$17,307,100 available in FY 2021-22. Legislative changes to the performance-funding model call for new higher ed revenue to be applied through performance funding, while allocating base budgets through state general fund appropriations. This will be a much-improved performance funding model. With the passage of [House Bill 8](#), a total of \$8.9 million was allocated to cover ECU's KERS employer contribution increase in FY 2021-22. The bill also includes changes to the employer portion of the state pension liability, and we will continue to work to ensure ECU only assumes our assigned and accurate pension obligations for our personnel, without taking on liabilities from other state agencies.

As we push through to close out this semester, thank you for your adaptation and perseverance. Our goals as an institution remain the same, but how we reach those goals and seek to educate and innovate will continue to evolve as we respond to internal and external factors. I wish you the best in the weeks ahead and I hope to see many of you at the May commencement.

One Eastern,



David T. McFaddin, Ed.D.
President
Eastern Kentucky University



Eastern Kentucky University Policy and Regulation Library

4.1.4

Volume 4, Academic Affairs
Chapter 1, Academic Practices
Section 4, Course Syllabi

Approval Authority: Board of Regents

Responsible Executive: Provost

Responsible Office(s): Office of Academic Affairs,
Colleges, and Departments

Effective: May 15, 2009

Last Revised: April 27, 2007

Issued: October 30, 1993

Next Review Date:

Course Syllabi

Policy Statement

Each course and each section of each course must have a complete syllabus. Faculty members will distribute a complete syllabus containing all materials outlined below either in paper format or online to students and their department chair typically on the first day of class but no later than 8 a.m. of the last day of the Add/Drop period. If requested by students, a faculty member must provide a syllabus in an alternate format (e.g., a paper copy, an email attachment, etc.).

This policy ensures that course syllabi across the University consistently contain the required elements.

Entities Affected

- Colleges
- Departments
- Faculty
- Students

Requirements for a Syllabus

A complete syllabus should contain the following elements:

1. Department, prefix, number, title, credit hours, course reference number, meeting day/time, and modality.
2. Instructor name and contact information.
3. Catalog course description, including prerequisites.

4. Text(s) with dates, supplemental text(s), other required readings and references.
5. Student learning outcomes. Student learning outcomes express in the following manner what successful students learn in the course:
 - a. Outcomes should use action verbs that express what students will learn and demonstrate in the course.
 - b. Upper division and graduate courses should expect students to acquire more sophisticated skills in critical and creative thinking than lower division courses. For courses taught concurrently at the 500/700 levels, outcomes should clearly distinguish what is expected of students enrolled at the 500 level from what is expected of students enrolled at the 700 level.
 - c. Outcomes should be measurable. Faculty members should be able to evaluate student mastery of the learning outcome.
 - d. Multi-section courses must have a common core of student learning outcomes that are addressed in all sections. Individual faculty members may add outcomes to the common core.
 - e. Approved general education courses must list the General Education Goals addressed in the course in addition to the common core of student learning outcomes
6. Evaluation method(s) and relative weight of each course requirement.
7. Student Progress. The syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.
8. Attendance policy. Faculty members will outline a specific course attendance policy consistent with their departmental attendance policy, if one exists. Do not simply refer students to the University attendance policy. Instead, the syllabus should describe how absences and tardiness will be recorded, how excused and unexcused absences will be handled, and how missed exams and late or missed assignments will be handled.
9. Notification of the last day to drop the course. For courses that start and stop on standard dates, the faculty member may either list the drop date or direct the student to the Colonel's Compass for the date. For courses that start or stop on nonstandard dates, the faculty member should list the drop date.
10. Course requirements: required activities, papers, quizzes, exams, oral reports, special projects, field trips, labs, etc. For courses taught concurrently at the 500/700 levels, the course requirements should clearly distinguish requirements at the 500 level from those at the 700 level. An approximate time schedule for these requirements must be included.
11. Course outline: an outline indicating subject matter, and an approximate time schedule. (Faculty members may combine 10 and 11).

12. All course syllabi must include a link to <https://academicaffairs.eku.edu/syllabi>, which contains the current standardized statements regarding accessibility, accommodation, academic integrity, discrimination and harassment, and student rights under Title IX . This information should not be copied into the syllabus at length.

Definitions

- **Syllabus:** An outline for a course that describes the course content, provides a general framework for covering the course material, and identifies requirements for successful completion of the course.

Responsibilities

- Course Instructor
 - Develop a syllabus with the required parts, submit to Department Chair, and distribute to students as outlined in this Policy.
- Students
 - Read and understand the syllabus for each enrolled course.
 - Ask questions of instructors if clarification is necessary.

Interpreting Authority

Executive Vice President for Academic Affairs and Provost

Review and Approval

Policy Revised

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
January 26, 2009	Board of Regents	Adopted
January 8, 2009	President Doug Whitlock	Approved
December 3, 2008	Provost Council	Approved
December 1, 2008	Faculty Senate	Approved
April 17, 2008	Council on Academic Affairs	Approved
April 27, 2007	Board of Regents	Adopted
October 24, 2005	Faculty Senate	Approved

Policy Issued

<u>DATE</u>	<u>ENTITY</u>	<u>ACTION</u>
October 30, 1993	Board of Regents	Adopted

DATE

March 3, 1993

December 3, 1984

ENTITY

Faculty Senate

Faculty Senate

ACTION

Approved

Approved



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Office of the Provost
for Academic Affairs

CPO 46, 212 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
Phone: (859) 622-8812

TO: Members of the Faculty Senate
FROM: Jennifer Wies, Chair, Council on Academic Affairs
DATE: March 30, 2021
SUBJECT: CAA Items for April Faculty Senate Meeting

As a result of the Council on Academic Affairs meeting on March 25, 2021, the following items are presented for the Faculty Senate's agenda on April 5, 2021.

Curriculum Proposals

NEW PROGRAM

Page

COLLEGE OF HEALTH SCIENCES

Health Promotion & Administration

- | | |
|--------------------------------------|---|
| 1. Minor in Substance Use Prevention | 1 |
|--------------------------------------|---|

NEW CONCENTRATION

Educational Leadership and Counselor Education

- | | |
|--|---|
| 2. Ed.D. Educational Leadership & Policy Studies | 4 |
|--|---|

Create an additional concentration area in Curriculum Leadership for Social Justice

PROGRAM REVISIONS

COLLEGE OF BUSINESS AND TECHNOLOGY

School of Applied Sciences & Technology (AETM)

- | | |
|----------------------------------|----|
| 3. B.S. Aviation | 15 |
| 4. Minor in Aerospace Management | 18 |

School of Business (SBUS)

- | | |
|---|----|
| 5. B.B.A. General Business | 20 |
| 6. B.B.A. Risk Management and Insurance | 23 |
| 7. Minor in Entrepreneurship | 26 |

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| 9. Rank I – Secondary Education and P-12 | 35 |

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Exercise and Sport Science

11. M.S. Exercise and Sport Science 50
 12. B.S. Sport Management 55
 13. B.S. Public Health 60
 14. Bachelor of Science (B.S.) & Master of Public Health (M.P.H) Public Health Accelerated 3 + 2 Dual 65
 15. Minor in Public Health 91
 16. Certificate in Public Health 93
 17. Master of Public Health (M.P.H.) 95

School of Nursing

18. Master of Science in Nursing (M.S.N) 99

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

Communication

19. B.A. in Broadcasting and Electronic Media 111
 20. B.A. in Public Relations 113

Psychology

21. M.S. in General Psychology: Applied Behavior Analysis Concentration: 115
 22. Minor in Veterans Studies 119
 23. University Certificate in Veterans Studies 121

School of Music

24. B.M. in Music with an Emphasis in Music Industry-Recording Arts: 123

COLLEGE OF SCIENCE

25. Environmental Education undergraduate certificate 126
 26. Environmental Education graduate certificate 128
 27. Environmental Sustainability and Stewardship Undergraduate Certificate 130

Computer Science

28. B.S. Digital Forensics and Cybersecurity 132
 29. Certificate in Cyber Security and Digital Forensics (undergraduate) 137
 30. Certificate in Cyber Security and Digital Forensics (graduate) 139
 31. M.S. in Computer Science 141

Action Items

32. Enrollment Management Memo: Non-Degree Seeking Language Update 145
 33. Recommendations for Accreditation Language for Admissions and Transfer Credit 146

Information Item

34. COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

Anthropology, Sociology, and Social Work

- Memo: Departmental Reorganization 148
 Separation and Creation of Dept. of Social Work

Please review the following information. If your term is expiring and you have been re-elected or you know who the new representative will be for your area, please contact the secretary via email. If any senator will be out on sabbatical or leave for the fall and/or spring, please be sure to let us know who will temporarily replace you.

MAY 2021 SENATOR VACANCIES

<u>SENATOR</u>	<u>DEPARTMENT</u>	<u>TERM EXPIRES</u>
Blair, James	MGT, MKT, & International Business	2021
Budano, Christopher	Model	2021
Byrd, Richard	Music	2021
Causey-Upton, Renee	Occupational Therapy	2021
Clark, Brian	Recreation & Park Administration	2021
Crosby, Richard	Music	2021
Dutton, Shan e	Model	2021
Dyer, Bryan	Applied Engineering & Technology	2021
Eliassen, Erin	Family & Consumer Science	2021
Endonino, Jon	Anthropology, Sociology & SOC Work	2021
Engebretson, Ken	Ed Leadership Counselor Educ. & COE	2021
Enz, Daniel	Applied Engineering & Technology	2021
Gooch, Todd	History, Philosophy & Religious Studies	2021
Gossage, Anne	English & Theatre	2021
Grempe, Michelle	Curriculum & Instruct. & Spec. Ed.	2021
Hagan, Carla	Agriculture	2021
Jones, Lisa	Baccalaureate Nursing	2021
Kraska, Peter	School of Justice Studies	2021
LaPlante, John <i>(step down)</i>	Military Science <i>(Need 2 yr replacement)</i>	2023
Lawson, Adam	Psychology	2021
McCardle, Todd	Curriculum & Instruct. & Spec. Ed.	2021
McKinney, Molly	Health Promotion & Admin.	2021
Nachtwey, Gerald	English & Theatre	2021
Otieno, Tom	Dean's Representative <i>(2 yr. appointment)</i>	2021
Pinion, Clint	Env. Health SCI & Clin. Lab. Sci.	2021
Schept, Judah	School of Justice Studies	2021
Sokolowski, Eric	Model	2021
Squicciarini, Lynn	Anthropology, Sociology & SOC Work	2021
Styer, Eugene	Computer Science	2021
Woodruff, Benjamin	ACCT, FIN, & Information Systems	2021

COMMITTEE VACANCIES

Academic Quality Committee (3 vacancies)

(replace) James Blair, Christopher Budano, Lisa Jones
(remaining) Ann Burns, Anne Cizmar, Senate Vice Chair

Board of Governors (2 vacancies)

(replace) Richard Crosby, Thomas Jarvis
(remaining) Matthew Howell *[term expires 2023]*, Joanne McGlown *[term expires 2023]*, Clint Pinion *[term expires 2022]*, Steve Szabo *[term expires 2022]*, university president

Budget Committee (2 vacancies)

(replace) Clint Pinion, Benjamin Woodruff
(remaining) Isaac Powell, Robert Weise, Don Yow, Provost, Senate Chair, Financial Affairs VP, Dean Representative

Elections & University Nominations Committee (4 vacancies)

(replace) Todd Gooch, Todd McCardle, Molly McKinney, Clint Pinion
(remaining) Amy Schilling

Executive Committee (3 vacancies)

(replace) Renee Causey-Upton, Lisa Jones, Benjamin Woodruff
(remaining) Rachel Bishop-Ross, Melanie Johnson, Lisa Kay, Senate Chair, Senate Vice Chair, Provost, Faculty Regent

Committee Vacancies Continued**Faculty Rights & Responsibilities Committee** (3 vacancies)

(replace) Anne Gossage, Molly McKinney, Gerald Nachtwey

(remaining) Cynthia Harter, Carolin Walz, AAUP Representative

Faculty Welfare Committee (3 vacancies)

(replace) Michelle Grempe, Carla Hagan, Todd McCardle

(remaining) Joanne McGlown, Carolin Walz, Human Resources Representative

Information Technology Committee (1 vacancy)

(replace) Gerald Nachtwey

(remaining) Javier Alvarez-Jaimes, Jennifer Hight, Amy Schilling, Alexander White

Rules Committee (3 vacancies)

(replace) Renee Causey-Upton, Todd Gooch, Michelle Grempe

(remaining) Rachel Bishop-Ross, Lisa Kay

COSFL (1 rep & 2 alternates)

(replace) Teri Nowak (rep), Benjamin Woodruff (alt.), Timothy Smit (alt.)

Faculty Senate Chair report
 April 2, 2021
 Submitted by Marco Ciocca, chair of the Senate

Dear Senators: Slowly, haltingly and with some unexpected snow flurries, spring is here. Vaccinations proceed briskly and many of you took advantage of the opportunity. Let's hope that by Summer or Fall we can go back to a more "normal" Eastern. I miss in person class time.

Senate Activities: Executive Committee

The Executive Committee met on March 22, 2021 at 3:30 PM via the Zoom Platform.

GUEST SPEAKERS:

- **Roshaon Tyter:** the XC decided to invite Roshaon Tyter from Academic Impressions to give a presentation on web-based trainings and resources available for full-time and part-time employees.

Roger Cleveland: The XC approved inviting Dr. Cleveland to talk about increasing diversity faculty.

NEW BUSINESS:

- *Policy Update – Haley Norberg*
 - Policy 4.3.5 – Drop or Withdrawal from Courses, which was approved by Faculty Senate in March, was posted online for public comments this morning and will remain available through April 5.
 - Senator Crosby moved to present Policy 4.1.4 – Course Syllabi at the April Senate meeting for action, seconded by Senator Woodruff. Motion carried unanimously. Immediately following the XC meeting, the policy was distributed to the senators to share with their colleagues to gather feedback for discussion at the April Senate meeting.
 - Two policies (Academic Credit and Intellectual Property) are currently under review and revisions should be completed by the end of the semester. The policies should be ready for vetting in the fall semester.
- *Policy Commenting Period for administrative Policies*
 Administrative policies are listed for information only on the Senate agendas so that faculty are aware of policy changes that may have an effect on employees. As administrative policies are not action items for Senate, paperwork for those policies will not be available until they are posted online for the 14-day commenting period. If available, Ms. Norberg will attempt to post administrative policies for the 14-day commenting period as close to Senate meetings as possible.
- *2021-2022 Senate Schedule*
 It is anticipated that in-person meetings will be possible next year. With that in mind, a tentative schedule of Senate meetings and XC meetings was shared. The tentative list will be included in the May Senate packets for the organizational meeting.

- *Senator and Committee Vacancies*

A tentative list of senator and committee vacancies was shared. I sent a memo along with the list of vacancies to all chairs asking that replacements be named in time for new members to attend the May organizational meeting.

The tentative list of vacancies will be included as an informational item in the April Senate packets.

- *Nominations for Chair and Vice Chair*

Chair Ciocca reminded that nominations for chair and vice chair will be called for at the April Senate meeting.

- *Academic Quality Committee –*

The committee was charged with developing a faculty survey to find out what worked and didn't work regarding instructional changes as a result of the pandemic. The results will be shared the Senate meeting.

The meeting adjourned at approximately 5:30 pm.

Respectfully submitted.

Marco Ciocca, Chair of the Senate

April 2, 2021.

Faculty Regent Report to Faculty Senate

April 5, 2021

Dear Faculty Colleagues,

The Board of Regents met on Thursday, March 4th. The next regents meeting is scheduled for June 17th. The most recent meeting was approximately three hours in length and the entire meeting can be streamed on the [EKU E-Presence YouTube page](#). Included in the meeting were approvals related to the Board Innovation Fund applications and Board's support of an agreement to join the ASUN conference in athletics. A brief synopsis of the meeting and a recap of some follow-up that occurred after the meeting is described below. Additionally, some CPE-related news items are also provided.

Board of Regents Meeting Summary

The meeting agenda from March 4th is available at <https://regents.eku.edu/agendas-0>.

The Board received an update regarding enrollment and student progress ([video link](#))

- **Enrollment & Student Progress Update**
 - For Spring 2021, e-campus enrollment was up 5.2% (n = 3,440) and graduate enrollment was up 2.7% (n = 2,366). Also, new freshman and transfers were up 7.2% (n = 534).
 - Total enrollment (N = 12,211) was down (-3.2%); however, some of the decline for the year was already anticipated and budgeted.
 - In student life, signature event planning is on-going for closing out the spring term with a program to enhance the student life experience for students on-campus and in the community.
 - Downward statewide trends in FAFSA application rates and college-going student rates are requiring that the University remain vigilant in engaging everyone in an all-hands-on-deck approach related to enrollment, recruitment, and retention goals.
- **University Budget:** The university budget was designed to be smaller going into this year due to anticipated enrollment projections and while the amount of revenue from tuition and fees is lower than the previous year, expenses were also reduced, and the university remains on budget. The financial update report can be [viewed here](#).
- **Strategic Planning Process Update:** The Board was apprised of the ongoing work of the strategic planning co-chairs (Drs. Jennifer Wies and Bethany Miller) and the Board also received an update on the timeline for the adoption of the next strategic plan. ([View here](#))
 - Phase I (done in 2020) indicated that ECU stakeholders are committed to "school of opportunity" mission including service to the ECU service region and first-generation college students.
 - The creation of draft materials related to the mission, values, goals, and how to integrate reporting metrics remains on-going (Spring 2021) with the intent that in Fall 2021 a draft plan will be able to be released for stakeholder feedback.
 - The planned timeline is that the new strategic plan will be finished/approved and launched in August 2022.
- **Legislative Update:** Ethan Witt and President McFaddin gave updates related to ECU's position on a KERS-related pension bill, while also highlighting that ECU has identified at

least \$15 million of assigned pension liability that is presumably incorrectly assigned to the university. Ethan Witt also provided information on the status of a bill to revise the performance-based funding model to a model that received consensus support of the university presidents. The new model sets a base floor for each school and new funds coming into the system, would be able to be provided through performance incentives rather than using the performance funding model to remove funds from university base budgets to re-allocate elsewhere in the system.

- **Board Innovation Funds:** Dr. Tom Martin provided an introduction and gave a recap of the proposals reviewed by the Board Innovation Fund committee. Overall 12 applications were submitted requesting \$600,000. Three awards were recommended for \$115,000 in total.
 - **Alternative Textbook Challenge Grant, Round 2:** Kelly Smith, University Librarian, provided a recap of the \$23,000 spent from the initial \$25,000 investment in the previous funding round. The projected savings from the first OER award are \$327,000 annually. **A total of \$50,000 were requested in this round, and the anticipated impact would be \$8.5 million in savings over the next five years.** The savings will now be directly to the university rather than the students due to the textbook/book smart scholarship model. Chair Diaz was very supportive of OERs and the initiative of the Faculty Senate, the OER Committee, and Kelly Smith.
 - **Leveraging the Natural & Historic Capital of ECU's South Campus for Education, Research & Public Engagement:** Dr. Stephen Richter, ECU Natural Areas and Biological Sciences, provided information on upgrades for the Taylor Fork Ecological Area including the development of the Wilder Outdoor Education Center (named after Dr. Melinda Wilder). Numerous benefits to current students, research, and welcoming community members and prospective students were described. The total cost of \$210,000 has been offset by the interdisciplinary team's existing support of \$30,000 coupled with \$130,000 from a private donation. \$50,000 were requested and approved.
 - **Foster Virtual Commercial Music Camp:** On behalf of the legendary Stephen Collins Foster Music Camp, Dr. Joseph Carucci, presented how this new program will recruit 25-50 participants per year, and how it could possibly grow to 60. The support is expected to result in a self-sustainable program after three years. The program will welcome non-traditional students, highlight commercial music at ECU, expand the reach of Foster Camp through the virtual methods that will be used, and will establish greater notoriety for ECU as well as the instructors and guest educators.
- **Athletics Update:** The Board received updates on the amount of play the various teams were able to compete in this year which was a remarkable accomplishment relative to the rest of the NCAA. **Most significantly, the Board voted in favor of an agreement for ECU to join the ASUN conference for ECU's intercollegiate play.**

CPE Statewide News Updates: Statewide news from CPE can be viewed at the following link: <http://cpe.ky.gov/news/archive>. Some highlights of the news are described below.

- **Higher EDquity:** The next Higher EDquity webinar will be at noon on Tuesday, April 13. The title is "Creating a Community of Inclusion: Actions for Accessibility Allyship". To learn more or to register, visit: <http://cpe.ky.gov/higheredequity/webinar-041321.html>

- **Seeking Members: The Commonwealth Education Continuum Workgroups:** Governor Beshear created the CEC in 2020 and now the CEC is seeking members of the various workgroups. The three workgroups have their schedules posted and are seeking interested persons to apply for joining by April 7, 2021. The workgroup titles area as follows:

- **Early Postsecondary Opportunities Workgroup**
- **Educator Workforce and Diversity Workgroup**
- **Success Transition to Postsecondary Workgroup**

Persons can learn more and apply here: <https://kentucky.gov/Pages/Activity-stream.aspx?n=PostsecondaryEducationCouncil&prId=316>

- The CPE received a \$2.1 million grant from the James Graham Brown Foundation to create a statewide initiative that will improve equity and close outcome gaps on college campuses. ([Read more](#))
- CPE is using \$1.5 million in relief funds for improving mental health on campuses. ([Read more](#))

Follow-up from ECU Board of Regents Meeting: During the most recent Board meeting, I was compelled to raise the issue of red-tape/maroon-tape reduction efforts on-campus given extensive faculty input to me. In the week following the Board meeting, I had significant conversation with university leaders regarding concerns raised by faculty and staff related to procurement-related difficulties and time being spent on purchasing in lieu of other mission critical duties. In short, there are and have been on-going efforts to continue to streamline and improve in these areas and a lot of difficulties encountered were likely related to the Banner system being slightly behind the newest JAGGAER procurement system rollout. Improvements are ongoing and if I can be of greater support, please let me know.

To close, please accept my thanks to you for your engagement with Faculty Senate. Please feel free to share this report with your colleagues, and as always, please know that I would welcome any advice or suggestions from you or our faculty colleagues. You may reach me by email (jason.marion@eku.edu) or phone (513-317-9508).

Respectfully submitted,



Jason W. Marion

**Additional Thanks: As an addition to the Regent report, the Kentucky Science & Engineering Fair was on March 27th and the awards program was on March 28th. I'm particularly grateful for the support of nearly 30 ECU faculty, the Lt. Governor, ECU President, Provost, and several key university staff members, most notably June Settle from Physics and Astronomy. Two of our best of fair judges in Physical Sciences were Faculty Senate Chairs (Dr. Ciocca and Dr. Dirk Grupe [MoSU]). Nearly 275 of Kentucky's best middle school and high school students participated. Next year will mark ECU's 20th consecutive year hosting the fair. To view the awards program, [click here](#). To see a list of the winning projects including project titles, [click here](#).*

Provost Report to Faculty Senate

April 5, 2021

My apologies to all for being unable to attend the April Faculty Senate meeting. The end of the Spring term always seems to be the busiest, but most rewarding time of year. Today is the beginning of Scholars' Week, which in addition to the activities that are outlined below, also includes the Phi Kappa Phi induction ceremony and the Annual Scholar's Assembly hosted by EKU Libraries. We are also closing in on finalizing a plan for the General Education Redesign and I'm excited about the new Faculty Development Initiative of EKU EngaGE to be offered thorough FCTL beginning in Fall 2021. Finally, I've like to call to your attention a few highlights from the KY State Science & Engineering Fair on March 27 and 28, along with some preliminary information on Spring Commencement. Additional details are outlined below.

Scholars' Week

Our annual Scholars' Week is taking place this week (April 5-9, 2021) and features the scholarly and creative work of faculty and students from across campus. Scholars' Week celebrates, showcases, and promotes the rich culture of faculty, student, and mentored scholarship, research, and creative endeavors across EKU.

This year, Scholars' Week includes our annual

- Faculty Awards and Recognitions Ceremony, featuring Noel Faculty Awards recipients in areas related to leadership, high-impact practice, innovation, and inclusive excellence; Critical Thinking and Critical Reading award recipients; and our first Three-Minute Thesis (3MT) competition winners and their faculty mentors;
- Interdisciplinary Faculty Symposium, featuring the scholarly work of faculty in areas related to Best Practices in Modern Teaching, 21st Century Innovations, Caring for the Commonwealth, and 2020 Vision: What We Learned and How We can Improve;
- Alumni Spotlight (featuring Dr. Derrick Morton, who received the Bachelor of Science degree in Biology from EKU in 2009);
- University Presentation (UP) Showcase, highlighting the research and creative endeavors of our undergraduate and graduate students, along with their faculty mentors;
- and concludes with the University Scholars Assembly, where student award recipients will be recognized.

You can access all sessions from the online version of the 2021 Scholars' Week program at ekuscholars.eku.edu/. We look forward to recognizing our outstanding scholars with you this year.

General Education Updates

The recommendations from the three Fall task forces were moved to an Implementation Team. That team has now identified the responsible parties for advancing the recommendations:

1. The General Education Committee will work to
 - a. examine and possibly revise the General Education mission
 - b. evaluate current goals and Element alignment
 - c. focus on the “real world” connections between General Education courses and students’ futures
 - d. highlight General Education teaching and learning in ECU’s communication structures.
 - e. develop General Education-branded materials for students, faculty, and staff
2. The General Education Skills Alignment Task Force recommendations will inform a project led by the Associate Provost for Academic Programs (Jennifer Wies). The goals of the project are to:
 - a. Elevate the awareness, engagement in, and reflection of transferrable skills (campus-wide)
 - b. Explain academic experiences using a common set of transferrable skills (students)
 - c. Meaningfully engage transferrable skills within General Education courses through alignment between skills and student learning outcomes (faculty)
 - d. Participate in discussions based on graduate experiences about the relationship between transferrable skills and disciplinary content (employers)
3. General Education Teaching Certification Task Force recommendations have guided the design of the EngaGE program, led by the Assistant Provost (Russell Carpenter), prepared for a phased approach to implementation beginning with phase I in Fall 2021. The EngaGE program will:
 1. Provide professional development programming related to teaching designed for all General Education faculty;
 2. Enhance resources and tools related to engaging and learner-centered teaching in General Education courses;
 3. Increase visibility of successful teaching in General Education courses through a new portfolio of faculty awards, each carrying university-wide recognition;
 4. Provide structured section- and course-level redesign programs that include incentives for successful implementation; and
 5. Provide structured programs to encourage faculty in the design and implementation of new or enhanced teaching approaches in General Education courses that include incentives for successful implementation.

My sincere thanks to Dr. Wies, Dr. Carpenter, all three GE Task Forces and the host of faculty who have been instrumental in this redesign project. Once fully implemented, these changes will benefit both students and faculty as we strengthen the foundation of all academic programs through our General Education curriculum

KY Science & Engineering Fair

During this previous weekend, ECU once again played host, virtually, to the KY State Science & Engineering Fair. I'd like to offer a special thank you to Faculty Regent, Dr. Jason Marion and to Ms. June Settle for their incredible work in organizing this showcase event once again.

Approximately 25 ECU faculty, staff and alumni served as judges for this year's event; all of the interviews with the students took place virtually. Next year will be the 20th annual event, again hosted by ECU. My thanks to everyone who helped make this year such a success and I know we all look forward to next year's event that will be held back on our campus.

Spring Commencement

Final preparations are underway for our Spring 2021 Commencement Ceremonies which are planning to be held in-person at Roy Kidd Stadium. Ceremonies will once again be hosted by the Colleges with 5 ceremonies to take place on Friday, May 7 and Saturday May 8. Please look for additional information in forthcoming updates from the President's Office.

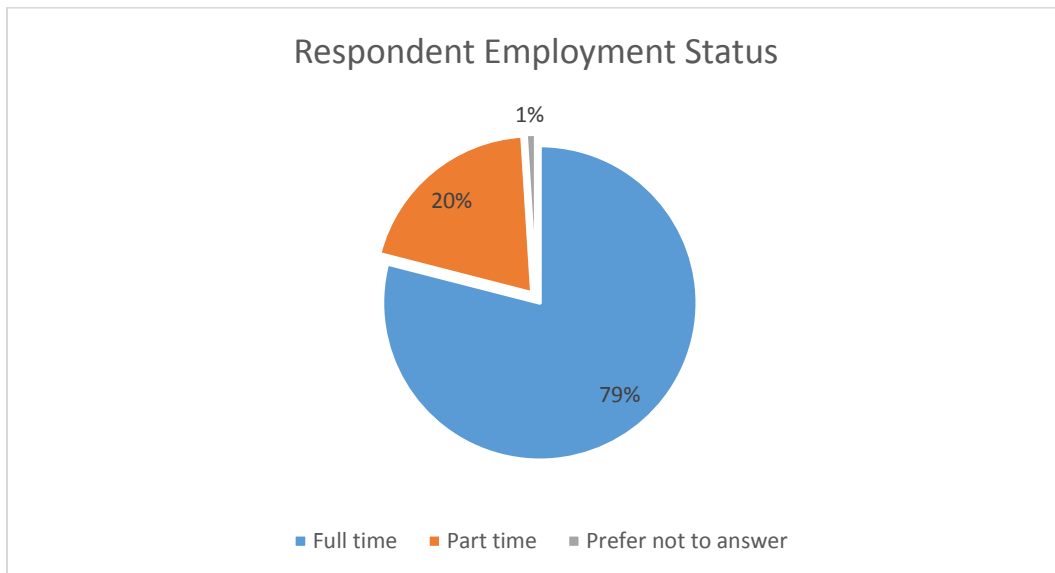
As we approach our Spring Commencement, I hope all of us take a few moments to reflect back on what has truly been an amazing year. Our outstanding covid teams implemented a plan that guided us through the past year with minimal interruptions. The work of the faculty in adopting new technologies and teaching methods, and adapting to the needs of our students, has been nothing short of extraordinary. I want to offer my sincere thanks to all the faculty for their dedication and creativity that you all have demonstrated during the past academic year.

Jerry

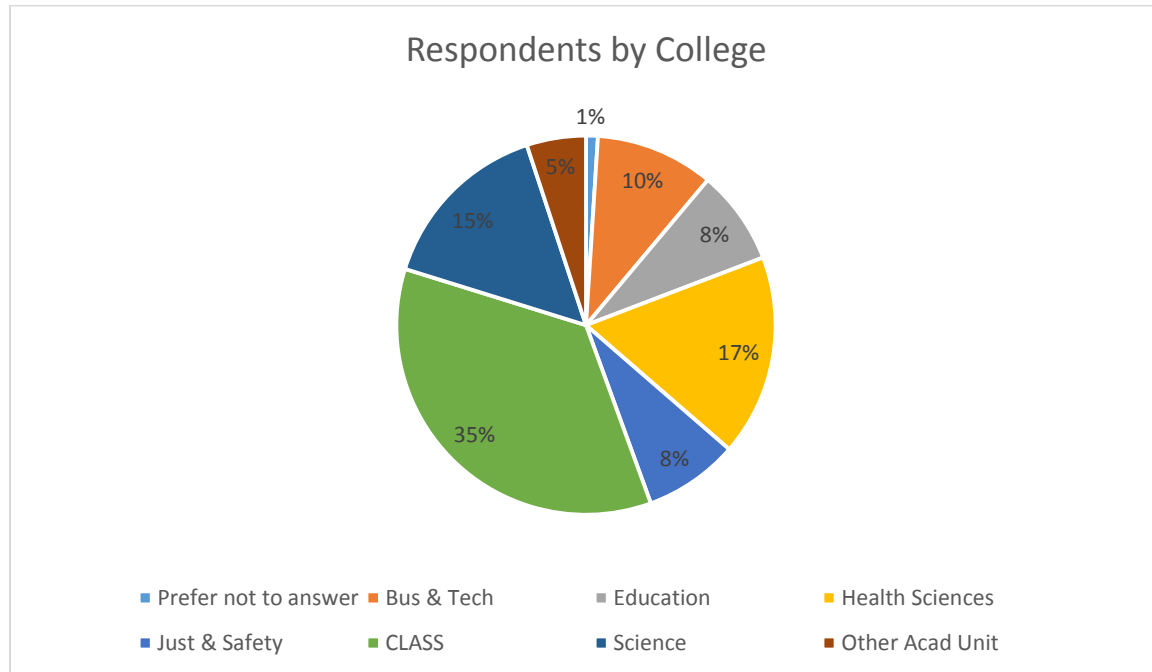
**Eastern Kentucky University
Faculty Senate, Academic Quality Committee
Report to Executive Committee
March 22, 2021**

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

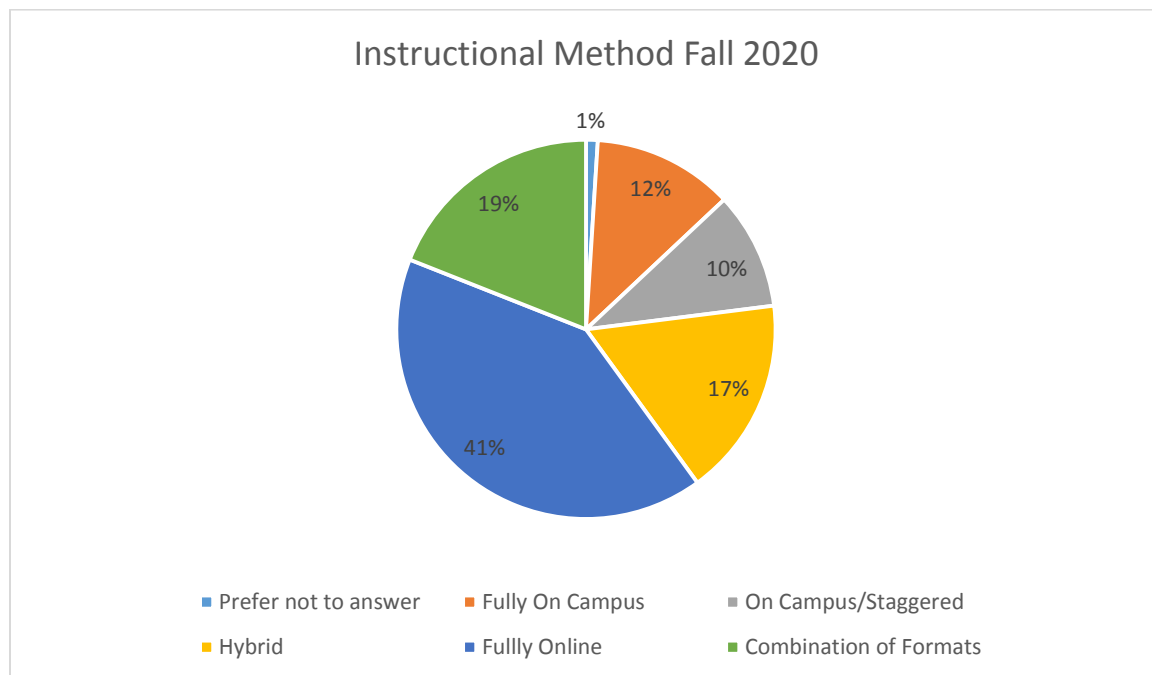
A survey was developed and emailed to all EKU full time and part time faculty in December, 2020. There were 172 faculty who responded, with the majority employed full time.



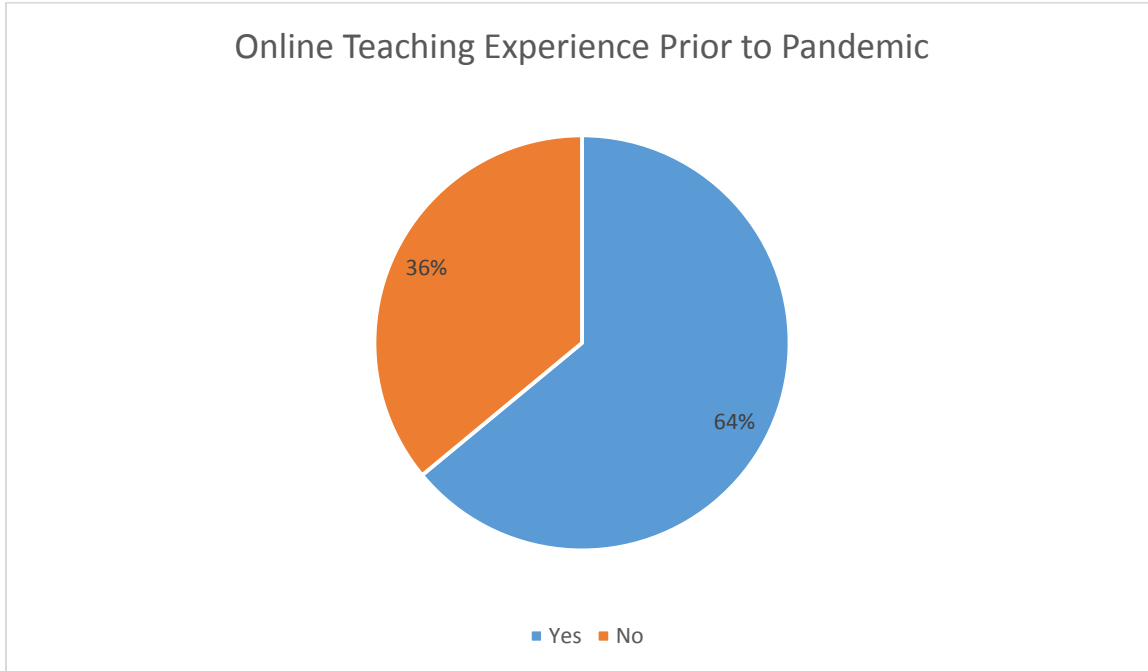
Respondents were from all 6 Colleges, and “Other Academic Units”. Although respondents did not specify, “Other Academic Units” could be considered Model Laboratory School or ECU Libraries.



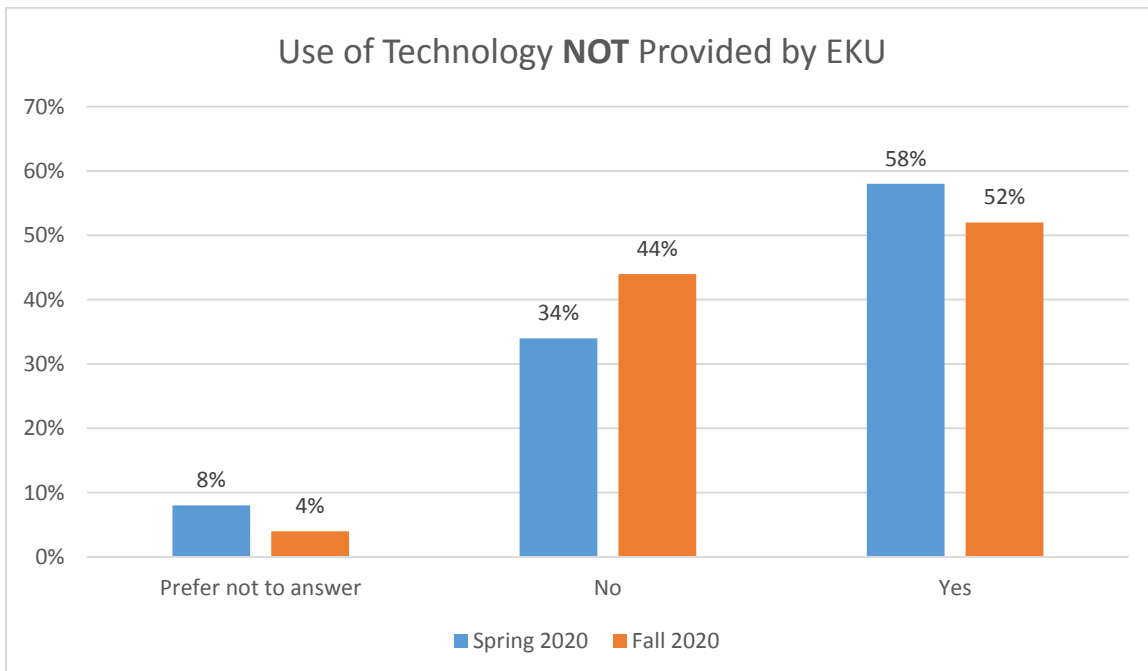
The majority of respondents indicated their classes were fully online fall 2020.



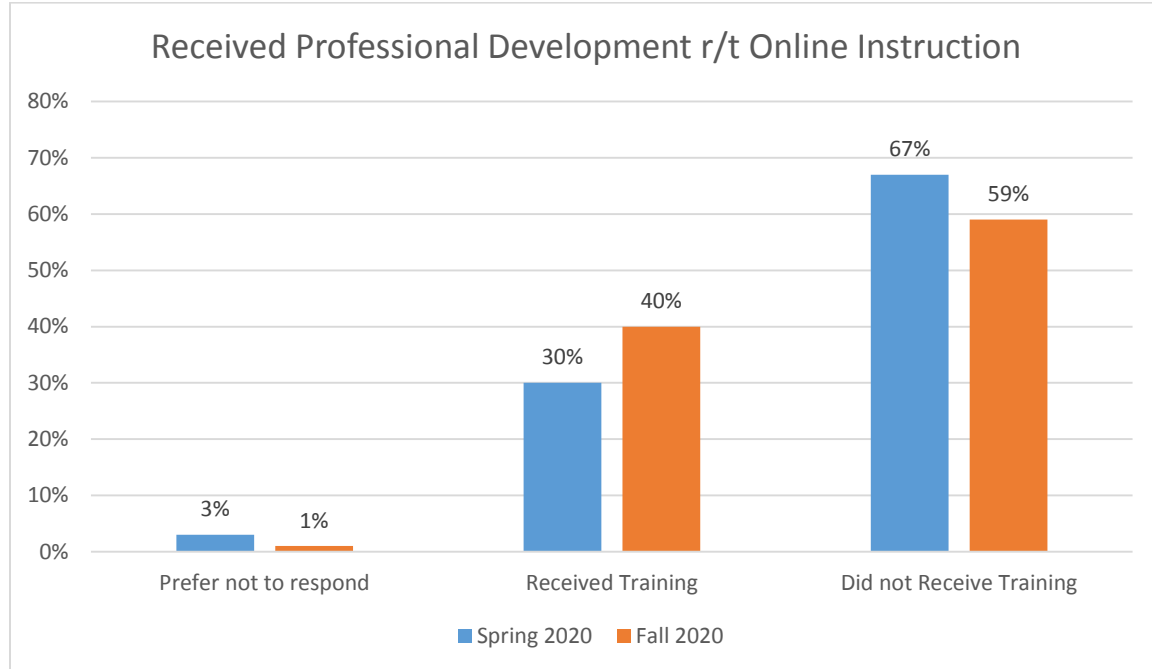
Most respondents had some online teaching experience prior to the pandemic.



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



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



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

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

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

Worked well:

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

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

Did not work well:

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

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

Respectfully Submitted,

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

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

Dr. Ann Burns, Associate Professor, Education Leadership and Counselor Education

Dr. Anne Cizmar, Associate Professor, Government

Dr. Richard Crosby, Professor, Music

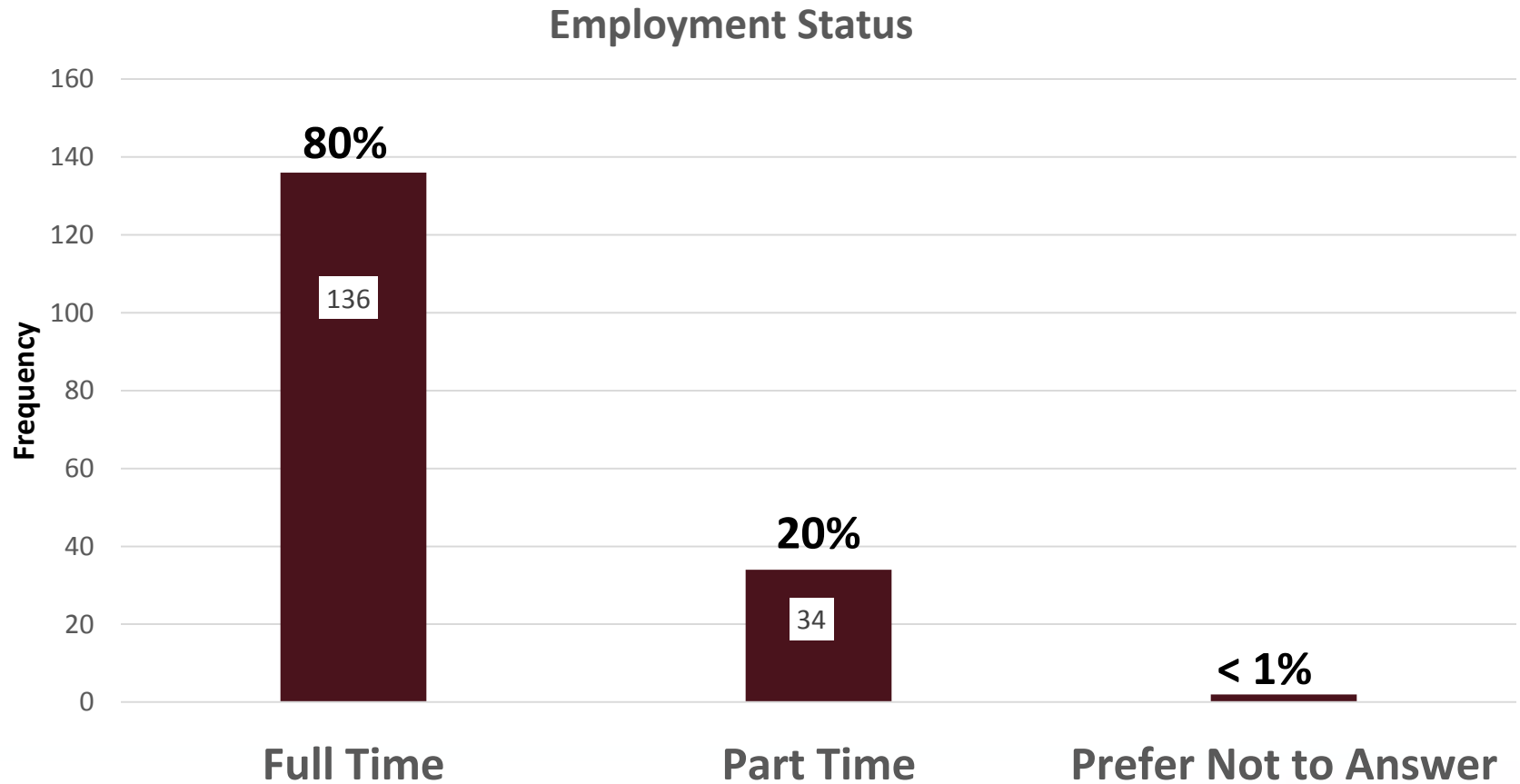
Dr. Lisa Jones, Associate Professor, School of Nursing (AQC Chair)

Academic Quality Committee Survey Results 2020-2021



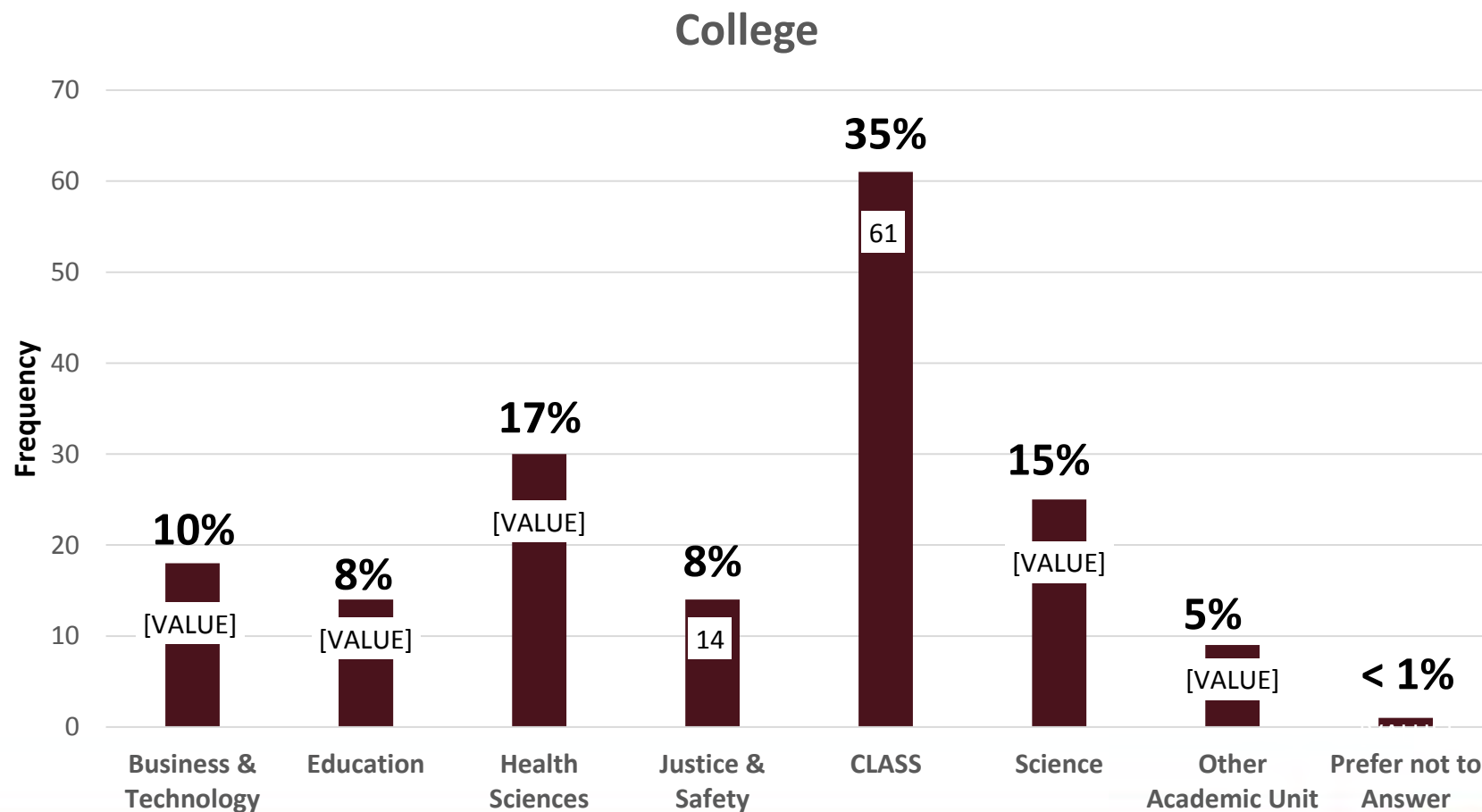
Faculty Employment Status

n = 72 Completed Surveys



Faculty College Status

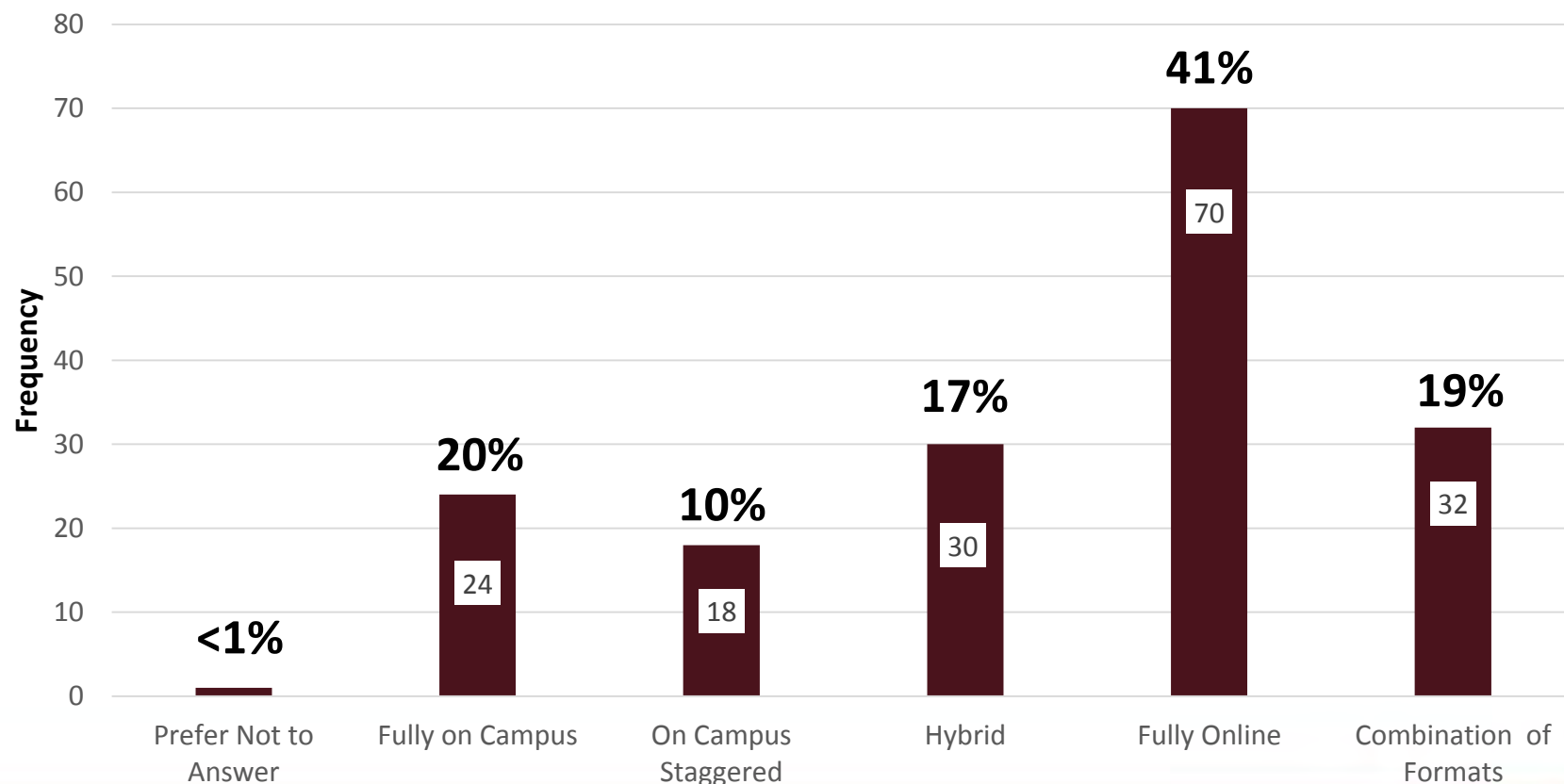
n = 172 Completed Surveys



Class Format Fall 2020

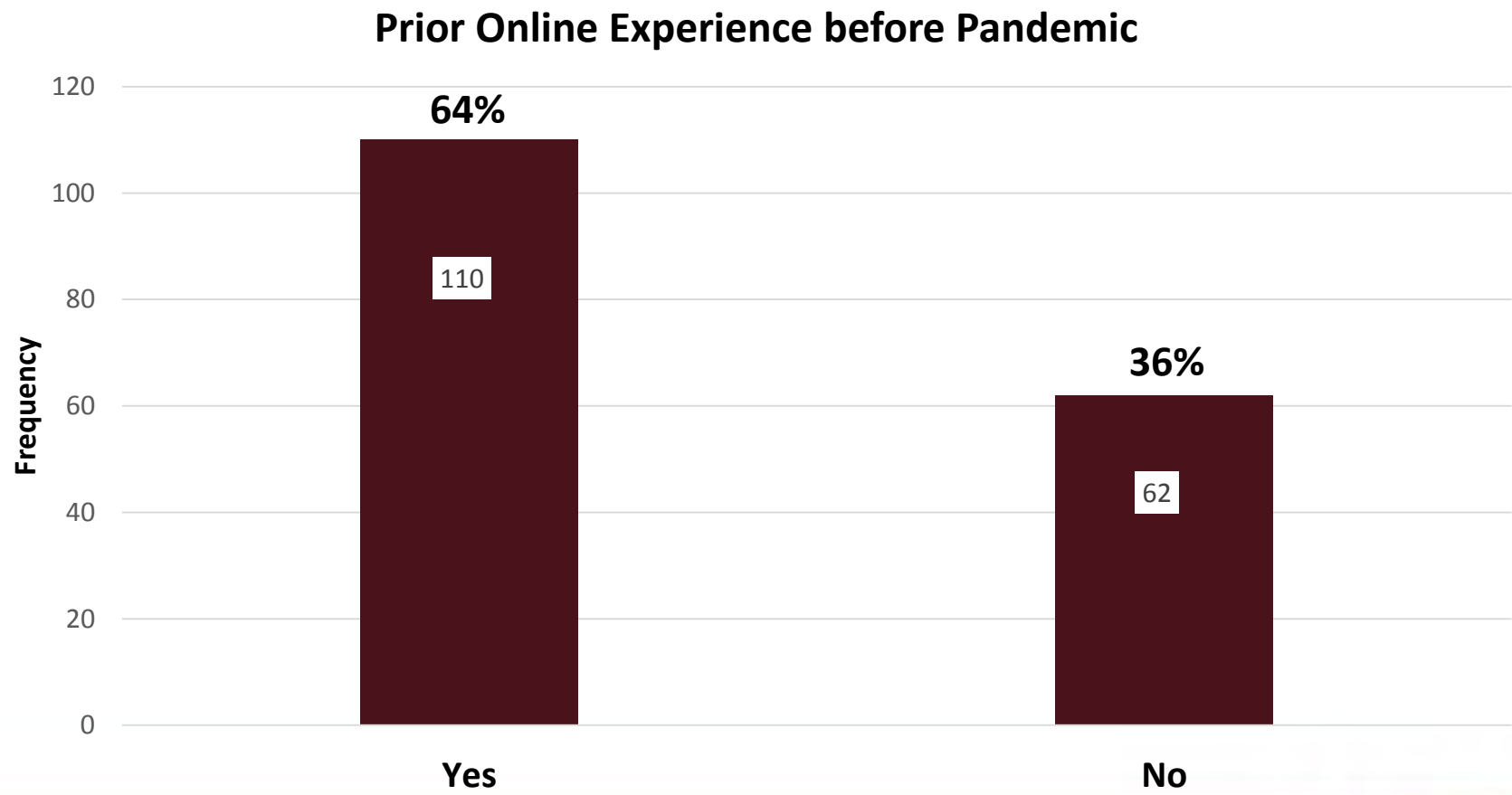
n = 172 Completed Surveys

Class Format Fall 2020



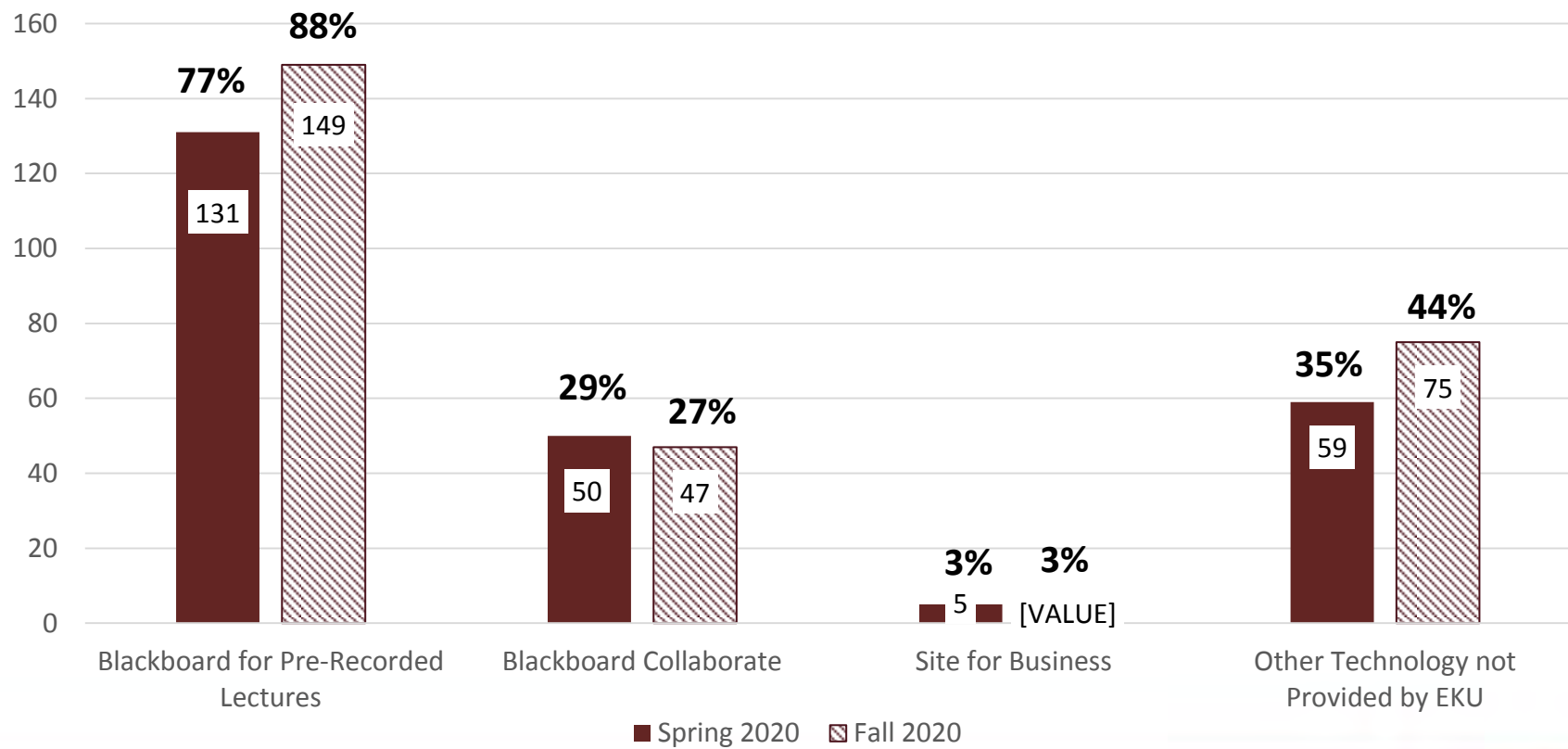
Prior Online Experience before Pandemic

n = 172 Completed Surveys



Technology Used Spring 2020 vs Fall 2020

Technology Used



Perceived Satisfaction with Technology Options at ECU

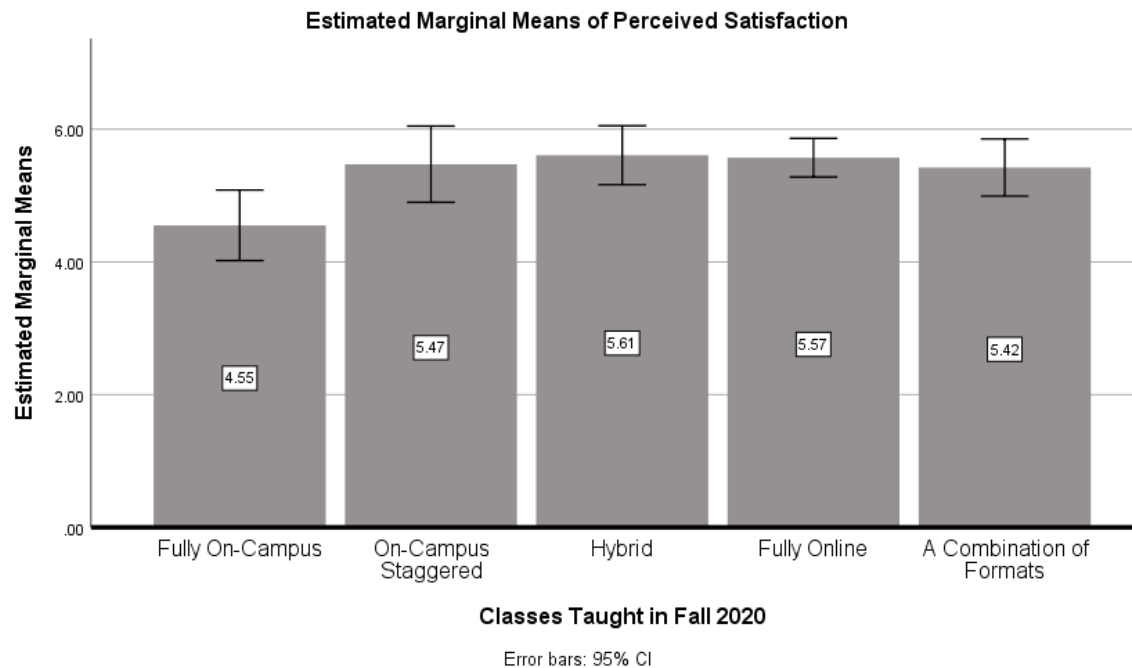
- 4-Items, 7-Point Scale (1: Strongly Disagree, 7: Strongly Agree; 1: Extremely Dissatisfied, 7: Extremely Satisfied)
 - I am satisfied with the technology options at ECU.
 - Overall, when teaching at ECU, I am pleased with the technology options.
 - Using the technology options at ECU is a satisfying experience.
 - My feeling toward the technology options at ECU can be described as:
- Alpha = .926 (Acceptable, since above .70).
- Mean = 5.42 (5 = Somewhat Agree)
- Standard Deviation = 1.26

Perceived Satisfaction with Technology Options at ECU: Previous Courses Taught

- Omnibus Test
- $F(1, 170) = 3.049, p = .02$

Key Results

Fully On-Campus instructors were **Significantly Less Satisfied** with the technology options at ECU than Hybrid and Fully Online instructors.



Challenging

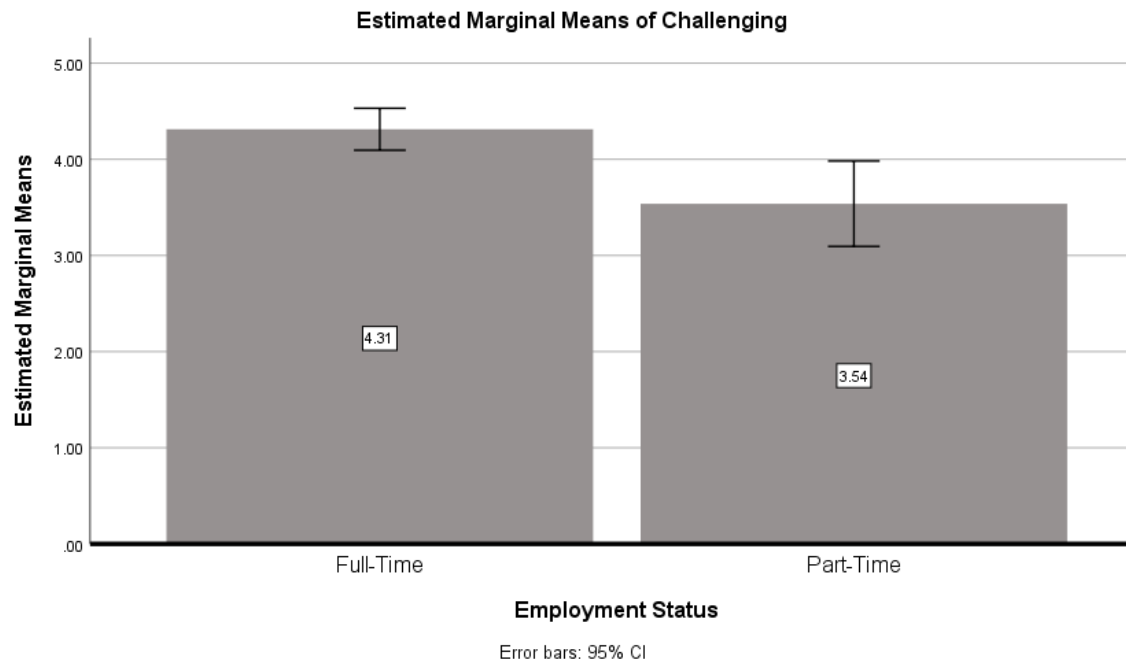
- 5-Items, 7-Point Scale (1: Strongly Disagree, 7: Strongly Agree)
 - It was challenging managing the class.
 - I had a lack of familiarity with online teaching technology.
 - I faced a lack of computer and technology resources at home.
 - There was difficulty getting students to attend and participate.
 - Replicating campus instruction in an online environment was difficult.
- Alpha = .751 (Acceptable, since above .70).
- Mean = 4.16
- Standard Deviation = 1.32

Challenging: Full-Time vs Part-Time

- Omnibus Test
- $F(1, 168) = 9.57, p < .01$

Key Results

Full-Time instructors found the semester to be **Significantly More Challenging** than **Part-Time** instructors.



Challenging: Previous Courses Taught

- Omnibus Test
- $F(1, 170) = 5.50, p < .01$

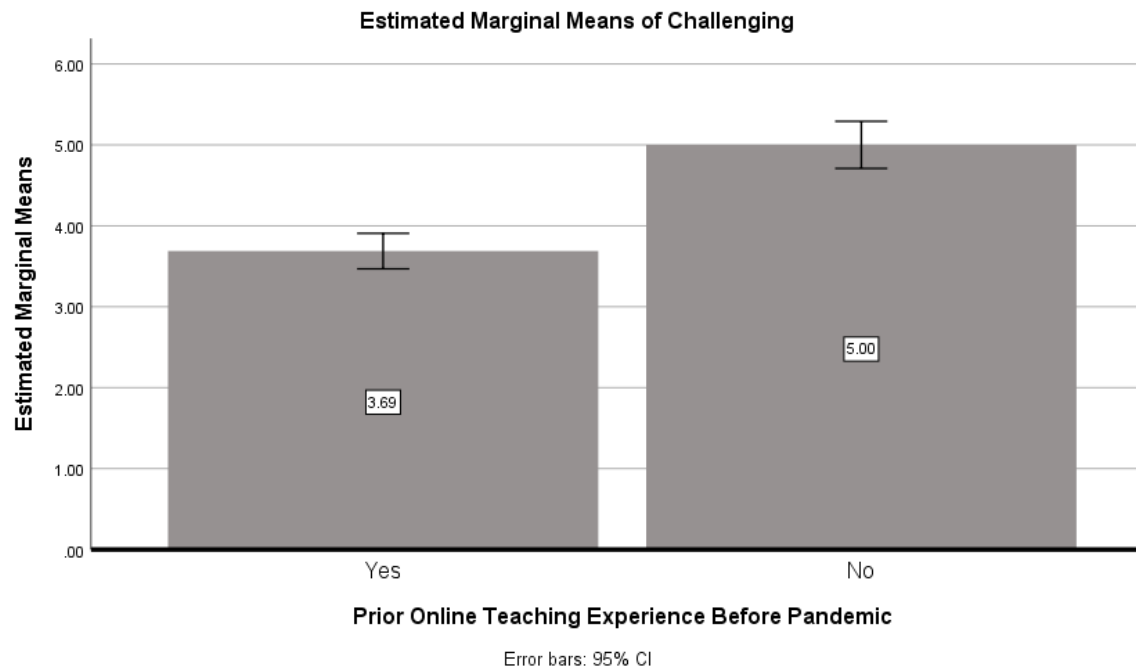
Key Results

Fully Online instructors found the semester to be **Significantly Less Challenging** than All Other instructors.



Challenging: Previous Taught Online

- Omnibus Test
- $F(1, 169) = 50.45, p < .01$



Key Results

Instructors **With Prior Online Teaching Experience** found the semester to be **Significantly Less Challenging** than instructors **Without Prior Online Teaching Experience**.

Familiarity with Blackboard

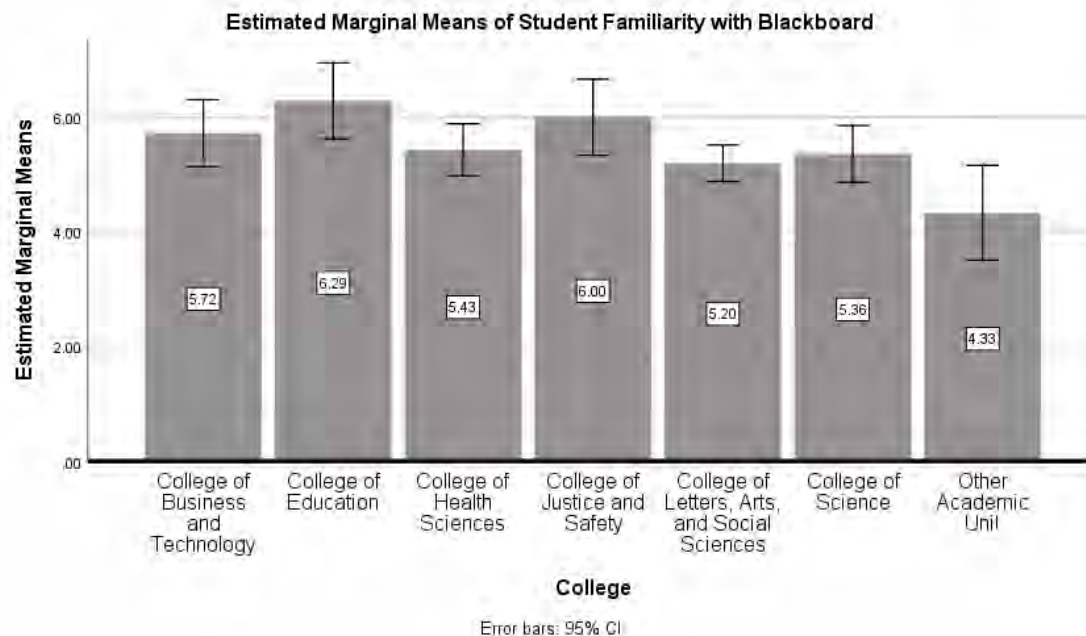
- Your Familiarity ($m = 6.12$)
- Student Familiarity ($m = 5.41$)
- Work Colleagues Familiarity ($m = 5.79$)
- Omnibus Test
 - $F(1, 152) = 14.06, p < .01$
- Significant Difference Between Each Group
 - Results: Overconfidence or Superior Skillset

Student Familiarity with Blackboard: Colleges

- Omnibus Test
- $F(1, 170) = 3.23, p = .01$

Key Results

Other Academic Unit instructors found Students to be **Significantly Less Familiar with Blackboard** than College of Education and College of Justice and Safety instructors.

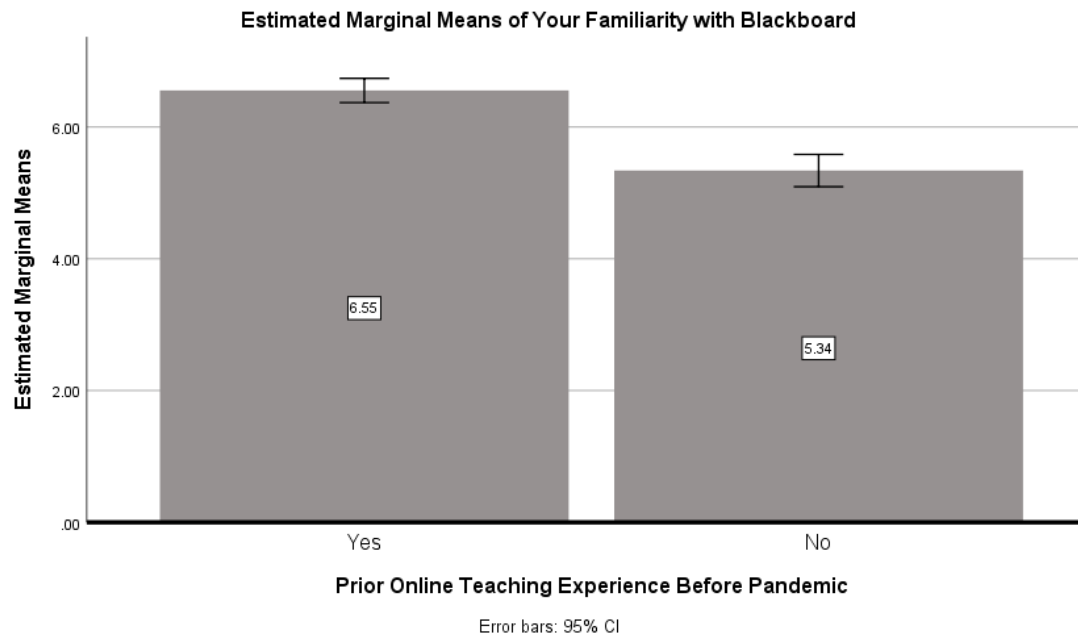


Your (Instructor) Familiarity with Blackboard: Prior Online Teaching Experience

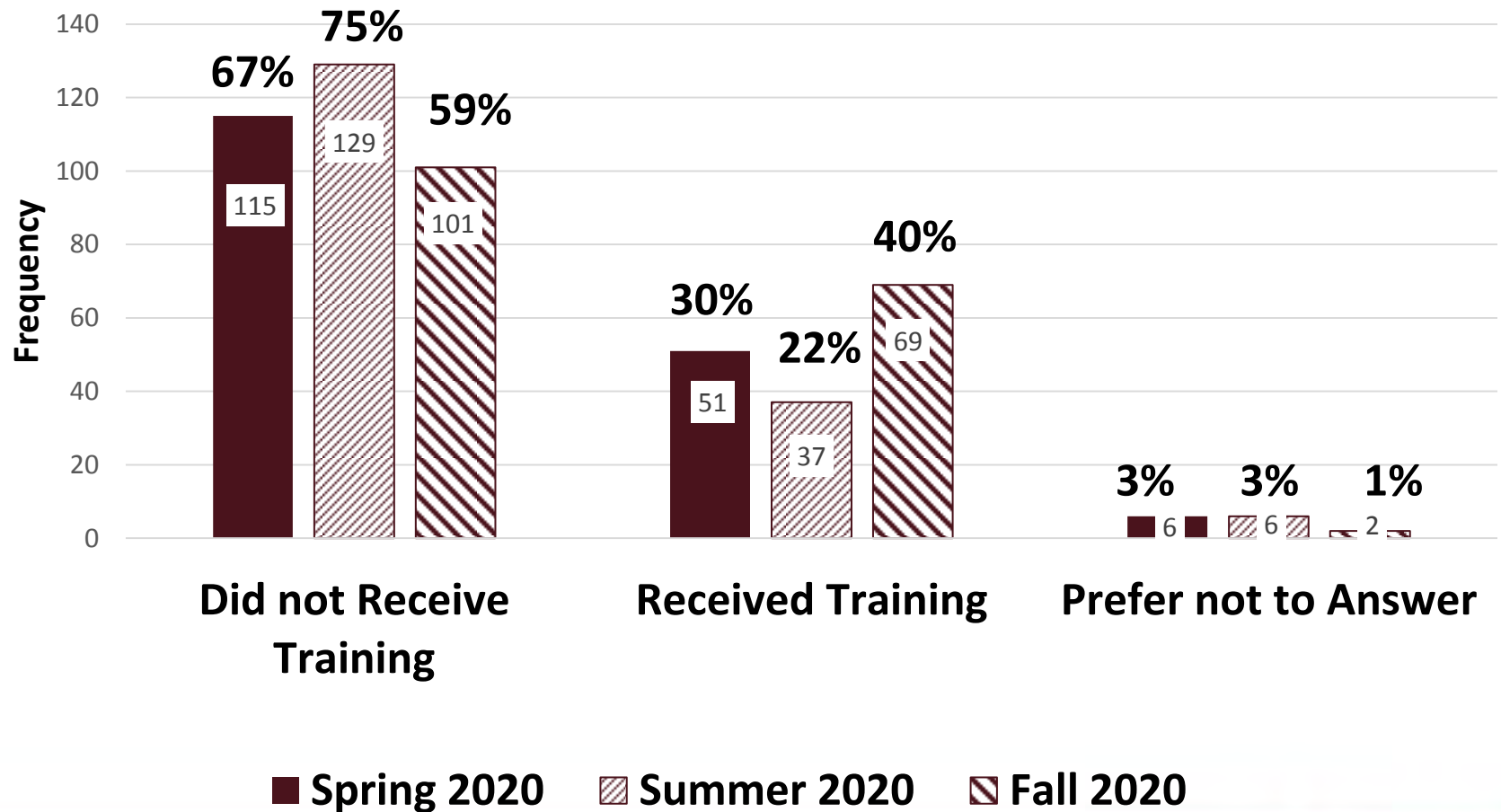
- Omnibus Test
- $F(1, 171) = 61.11, p < .01$

Key Results

Instructors with **Prior Online Teaching Experience** found **Themselves** to be **Significantly More Familiar with Blackboard** than instructors with **No Prior Online Teaching Experience**.



Professional Development R/T Online Instruction



Work-Family Conflict

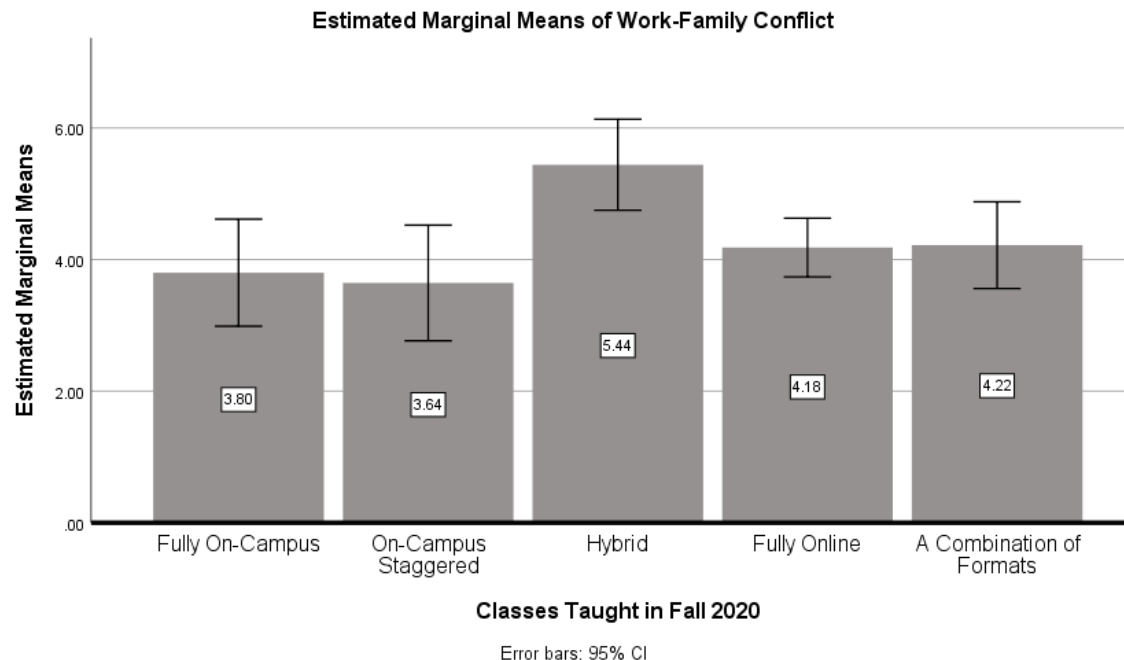
- 5-Items, 7-Point Scale (1: Strongly Disagree, 7: Strongly Agree)
 - The demands of my teaching interfere with my home and family life.
 - The amount of time my teaching takes up makes it difficult to fulfill family responsibilities.
 - Things I want to do at home do not get done because of the demands my teaching puts on me.
 - My teaching produces strain that makes it difficult to fulfill family duties.
 - Due to my teaching duties, I have to make changes to my plans for family activities.
- Alpha = .975 (Acceptable, since above .70).
- Mean = 4.30 (4 = Somewhat Agree)
- Standard Deviation = 1.94

Work-Family Conflict: Previous Teaching Experience

- Omnibus Test
- $F(1, 169) = 3.64, p = .01$

Key Results

Instructors with **Previous Experience Teaching Hybrid Courses** have **Significantly or Marginally More Work-Family Conflict** than instructors with **Any Other Previous Teaching Experience**.



Describe what worked well when teaching during the pandemic:

- **Technology/Resources**
- **65 faculty**
 - Zoom
 - Respondus
 - Discussion Board
 - Collaborate
 - Blackboard
 - YouTube

Describe what worked well when teaching during the pandemic:

- **Structure/Clear Expectations**
- **29 faculty**
 - Predictable schedule, maintaining a routine
 - Clear course organization and posting of deadlines and frequent check ins with students worked really well.
 - Clear expectations for student. Information in multiple locations and reminders.
 - A regular flow for each week

Describe what worked well when teaching during the pandemic:

- **Flexibility**
- **14 faculty**
 - Schedule
 - Deadlines
 - Method of instruction

Describe what worked well when teaching during the pandemic:

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

Describe what did not work well when teaching during the pandemic

- **Student Engagement/Motivation**
- **54 faculty**
 - Students were not engaged at all
 - Students were too easily distracted and not accountable for their own work
 - Some students used the pandemic as a means to not participate or turn in work late
 - I would go through breakout rooms and ask questions and only a few would answer and sometimes I got completely ignored

Describe what did not work well when teaching during the pandemic

- **Student Attendance**
- **33 faculty**
 - As the semester went on and as COVID cases grew, less and less students were coming to the one day per week course
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Describe what did not work well when teaching during the pandemic

- **Student Technology Access/Connectivity**
- **30 faculty**
 - Our students often lack secure internet access and/or access to reliable devices
 - Students' difficulties with their own technology or not having access to technology or software programs
 - I used Collaborate for video and recording. Many students were NEVER able to get their mics and video to work, so class participation was really restricted

Describe what did not work well when teaching during the pandemic

- **Students Overwhelmed/Unprepared for Online Instruction/Mental health**
- **25 faculty**
 - Freshman, especially those in R courses who are less prepared, are not a good population for online learning. The R course students are stressed and isolated like everyone else, but they also have higher incidence of major stressors in their lives and more academic struggles
 - The demands on me to manage the students' mental, social, and physical problems cause great strain
 - Another challenge is the overwhelming sense, confirmed by students, that they were suffering from depression and frequently conflicting and competing priorities. Many students were juggling caring for children while working both inside and outside the home

Describe what did not work well when teaching during the pandemic

- **Faculty Work/Life Balance**
- **15 faculty**
 - Adding to faculty workload when other faculty were out sick to cover their sections of courses
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Academic Quality Committee 2020-2021

- Dr. James Blair, Assistant Professor, Dean College of Business & Technology
- Dr. Christopher Budano, Associate Dean, K12/Dir of Teaching, Model Laboratory School
- Dr. Ann Burns, Associate Professor, Education Leadership and Counselor Education
- Dr. Anne Cizmar, Associate Professor, Government
- Dr. Richard Crosby, Professor, Music
- Dr. Lisa Jones, Associate Professor, School of Nursing (AQC Chair)

The Committee on Rules 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 a Rules Committee Chair and Secretary and inform the Faculty Senate Chair and Secretary.

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.

Request that all Faculty Senate committees send changes to Rules Committee each year for updates.

In February

Present motions to Faculty Senate for action.

In March

Submit approved motions to the Senate Chair and Vice Provost for changes to Faculty Handbook (Bylaws) and internal procedures.

In April

~~Request that all Faculty Senate committees send changes to Rules Committee each year for updates.~~