

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
SENATE EXECUTIVE COMMITTEE
(Final; Information)

SC.20.24 Report of Actions Taken by the Senate Executive Committee on Behalf of the Senate

Allowing Students to Elect CR/NC

Under this proposal, students would have the option to elect credit-no-credit (CR/NC) for any course this semester. This would be handled as it is currently, with two modifications: (1) the deadline to select CR/NC would be extended to May 6 for just this term, and (2) courses selected for CR/NC in which the student earns “CR” in this term could be used for general education and toward fulfillment of major and minor requirements. The SEC’s preliminary assessment was unanimous to recommend that the Senate support this policy change. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed.

The SEC discussed Senate input and—given the overwhelming agreement from all sides—voted unanimously to support this policy change. In addition, based on the comments SEC received and internal deliberations, the SEC voted unanimously to recommend that the Provost consider two additions when implementing this policy change. SEC recommended that the Provost (1) institute a mechanism to advise any students who may want to use this option of possible implications for their academic and/or professional development and (2) make an exception to this expanded policy for any 8-week courses or other courses that students had already completed by the beginning of Spring Break. If this first proposal were implemented with these two additions, SEC believes it would be improved and would have received even more Senate support.

Extending the Drop Deadline

Under the second proposal, the deadline for students to drop a course would be extended until May 6. The SEC’s preliminary assessment was unanimous to recommend that the Senate support this policy change for this semester only. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed.

The SEC discussed Senate input and voted unanimously to support this policy change and to forward you the comments and suggestions SEC received, without commenting on their relative weight or priority. You will find several ideas in the comments relating to, among other things, the need for mechanisms to provide students with advice and possible tuition implications.

Allowing Faculty to Change Courses to P/F

Under a third proposal, faculty members would be given the option to convert individual courses that they are teaching to “pass/fail.” While this proposal would work like the existing

S/U grading option, this option would be in effect only for the current semester. This proposed change responds to the fact that many courses will have to make considerable modifications to assessment and grading. It also attempts to provide faculty with maximum flexibility to accommodate their course and students.

The SEC received initial input on this proposal from the Chair of the Senate Committee on Educational Policy (EP), which raised a series of concerns with the proposal. In part because of these concerns, the SEC's preliminary assessment by 11-0-1 was to recommend that the Senate not endorse this proposal. SEC conveyed that recommendation to the Senate along with the materials SEC reviewed. Per request, we also forwarded an explanation from the Office of the Provost of its original reasons for making the proposal. Those reasons had already been shared with the SEC and EP.

Because the Senate's view of this proposal differed from SEC's initial assessment, the SEC carefully reviewed this input along with the underlying comments we received. Many of the concerns that SEC members and EP members initially expressed with this proposal could be found, in some form, in these comments. In order to capture the Senate's will as best as SEC could under the circumstances, while recognizing both its support for this proposal and the more contentious nature of some aspects of the proposal, the SEC voted unanimously to support this policy change while strongly suggesting that the Office of the Provost consider three modifications. The SEC believes that when implementing any such policy, the Office of the Provost should: (1) allow faculty to employ this option only in special cases when—given the nature of the course itself—fair grading has become demonstrably impossible or impracticable because of the move to online teaching prompted by the COVID-19 pandemic; (2) require a review process of some kind to ensure the policy is used only in these narrow circumstances and only after the overall consequences for students have been appropriately considered in a holistic balancing; and (3) allow an opt-out for students who would prefer a grade in accordance with initial expectations on a syllabus. If this proposal were implemented with these three additions, we believe it would be greatly improved and would have received more Senate and SEC support.

RS.20.03, Resolution on the University's Response to COVID-19

The Resolution as a Whole

When asked about the resolution as a whole, SEC received 178 responses of 256 senators.

85% - I cannot endorse this resolution in its entirety (though I may want to endorse some specific ideas found in it).

13% - I would like to endorse the resolution in its entirety.

2% - I would like to abstain

Specific Possibility of Terminating Spring Term

Senators were also asked by the SEC to give particularized input on the following specific proposal: “Be it resolved, Senate members call for the University to end immediately the Spring 2020 semester and direct instructors to calculate final grades based on the first eight weeks’ assessments or convert to pass/fail, which would allow for seniors in coursework to graduate and apply to professional or graduate programs, with consideration of this extraordinary situation; exceptions can be made for students who need to enroll in 8-week courses in order to graduate in May 2020.” SEC received 178 responses of 256 senators.

59% - I cannot endorse the SEC developing a resolution or communication with content like this in any form.

19% - This is not necessary, given the circumstances and other efforts around campus.

11% - I would endorse the SEC generating a resolution or communication that addresses this topic, with appropriate input and after learning about efforts that are already under way.

5% - I could endorse the SEC developing a resolution or communication with language like this but only with substantive changes (which were explained in comments that were provided to us).

3% - I would like to abstain.

2% - I would endorse the SEC generating a resolution or communication that addresses this topic, with appropriate input and after learning about efforts that are already under way. But I also have some non-substantive suggestions (to be explained in comments that were provided to us).

The Senate Executive Committee (SEC) approved the following proposals on behalf of the Senate on Wednesday, April 15, 2020.

EP.20.111	Update the Management, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.128	Establish a new Fashion concentration within the BASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.129	Establish a new Fashion concentration within the BFASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.131	Establish a new Photography concentration within the BASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>

EP.20.132	Establish a new Photography concentration within the BFASA major in Studio Art	Educational Policy <i>E. Meyer, Chair</i>
EP.20.135	Agricultural & Consumer Economics, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.138	JP: Agricultural & Consumer Economics, BS and Agricultural & Applied Economics, MAAE	Educational Policy <i>E. Meyer, Chair</i>
EP.20.139	Information Management, MS (on campus & online)	Educational Policy <i>E. Meyer, Chair</i>
EP.20.142	Community Health, PhD	Educational Policy <i>E. Meyer, Chair</i>
EP.20.143	Nuclear, Plasma, and Radiological Engineering, PhD	Educational Policy <i>E. Meyer, Chair</i>
EP.20.146	Business Data Analytics Concentration – Floating	Educational Policy <i>E. Meyer, Chair</i>
EP.20.148	Accountancy: Accountancy Analytics, MS (online)	Educational Policy <i>E. Meyer, Chair</i>
EP.20.149	Technology Management Graduate Concentration	Educational Policy <i>E. Meyer, Chair</i>
EP.20.150	Revision of the Curriculum Requirements for the M.S. in Financial Engineering, Department of Industrial & Enterprise Systems Engineering, The Grainger College of Engineering	Educational Policy <i>E. Meyer, Chair</i>
EP.20.151	Agricultural Leadership, Education, & Communications: Agricultural Education, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.152	BS: Agricultural Leadership, Education, & Communications, BS	Educational Policy <i>E. Meyer, Chair</i>
EP.20.155	Urban Studies & Planning: Social Justice, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.156	Urban Studies & Planning: Global Cities, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.157	Urban Studies & Planning: Policy & Planning, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.158	Urban Studies & Planning: Sustainability, BA	Educational Policy <i>E. Meyer, Chair</i>
EP.20.159	Urban Studies & Planning, BA	Educational Policy <i>E. Meyer, Chair</i>

SENATE EXECUTIVE COMMITTEE

Rob Kar, Chair
Mike Bohlmann
Brian Brauer
Nicholas Burbules
John Dallesasse
Shawn Gilmore
Kim Graber
Casey Griffin
Ane Icardo Isasa
Eric Meyer
Gay Miller
Chris Span
Joyce Tolliver
Matthew Wheeler
Susan Zhou