

**Re: Spring 2021 Modalities & Concerns Senate Review Summary**

Based on the feedback we received on the Spring 2021 Modalities & Concerns master document (see below for link), Faculty Senate members were asked complete the relate survey. The summary of this form, with identifiers removed, is being shared with all Senate members along with a copy to the administration, on behalf of the Senate. Thank you.

[Link to master document](#)

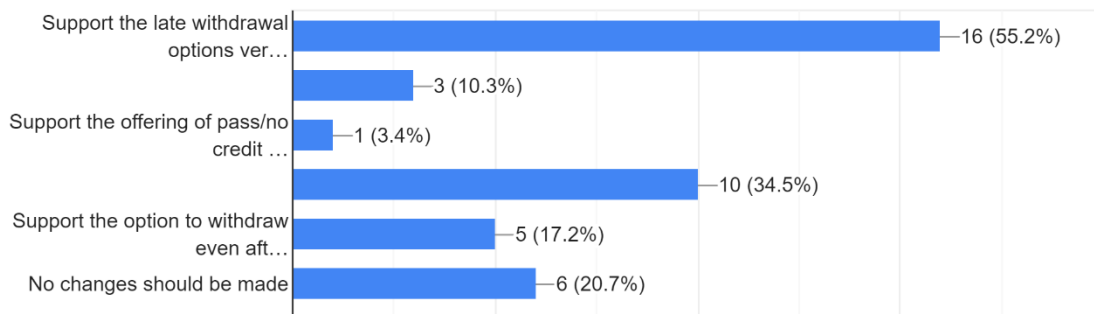
**Theme1: Pass/No Credit Concerns** Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)

1. Support the late withdrawal options versus pass/no credit option
2. Support the offering of pass/fail as an additional option
3. Support the offering of pass/no credit as an additional option
4. Support the offering of pass/no credit as an additional option with programs having right to designate core course that may not be P/NC
5. Support the option to withdraw even after receiving a final grade
6. No changes should be made

**Results**

Theme1: Pass/No Credit Concerns Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)

29 responses



1. The current process is fine
2. Pass no Credit simply destroys a students motivation for excellence and settles around mediocrity
3. I think each program should have the ability to decide its standards while taking the challenges faced by students in mind.
4. Pass/No Credit does not adequately prepare students beyond Stockton and acts as a disincentive to strive for academic success.
5. Given the impacts of the pandemic on students' lives, it makes sense to offer a flexible option that could benefit students, while reserving for schools the ability to keep certain courses "off the menu" for that flexibility.

6. I see this much like a second chance. As I commented below regarding the "support the replacement of a failing grade if a course is retaken regardless of what semester it is taken." I see pass/no credit as essentially the same.
7. I don't think pass/fail it is necessary.
8. I think P/NC should now be used in extreme circumstances
9. My first choice is to offer pass/no credit as an option with the right of programs to designate core courses that may not be P/NC. If that is not a popular choice, I also support the late withdrawal option. My concern with "support the option to withdraw after receiving a final grade" regards teaching evaluations. Last semester, the admin said they would remove those evals of students who withdrew after the IDEAs were administered. I would want the same assurance (this places a lot of work on staff and faculty should be notified if evals were withdrawn).
10. Programs need to have the option due to accreditation to NOT have their courses P/NC.
11. Pass/Fail or Pas/No credit may work in favor of those students who end up getting a D. If they get a "Pass", they may still lack critical skills needed to do well in subsequent courses. It is not in the best interest of the student or the class as a whole if there are a lot of students who fall below the grade requirement to take a course.
12. I believe students deserve as many safeguards to accommodate any number of different kinds of circumstances. These are necessary safeguards for the continued pandemic and mass-death crisis we're experiencing. I believe programs can certainly offer some constraints if they feel strongly about some of these options, but not all programs need constraints. I also do not agree that these safeguards lower standards--these proposals are meant to alleviate anxieties from students about institutional mechanisms and would function separately from course pedagogy or curriculum.
13. Unless circumstances change significantly regarding the pandemic, we know what we are getting into this Spring semester. I see no reason to give pass-no credit or late withdraw options.
14. We need to be able to adapt accordingly to provide faculty and students options that will provide them with more resources to fulfill course requirements in special circumstances.
15. We're still in the middle of the pandemic. Many students' circumstances, especially those who were dealing with tough situations pre-COVID, will not have improved that much--they are among the last people to get access to a vaccine. PNC, to my mind, is just another layer of protection and another way to support students (who need it).
16. It has been one year for students to get used to the online modality.
17. Not having a letter grade in some classes many affect transferring and applying to graduate school.
18. I feel pass with no credit has potential to lower program standards whereas late withdrawal provides students who are struggling with a safeguard
19. Pass/no credit or pass/fail should only be an option if there is a change in course modality in the mid-semester.
20. It is difficult to gage graduate admission - capacity without grades.
21. Students can run into unexpected challenges at the end of the semester (illness, tech challenges, etc.), which could ruin their grade for the semester. This protects them from having an F or D on their transcript but still holds them accountable for completing the course successfully in a future semester.

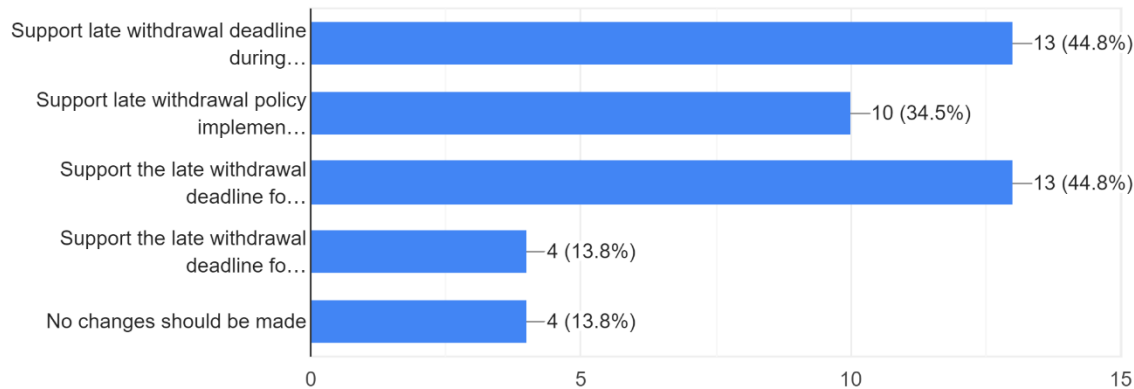
**Theme2: Late Withdraw Date Concerns Category- Based on ideas and comments reviewed, I support the following action. (check all that apply) \***

1. Support the late withdrawal options versus pass/no credit option
2. Support late withdrawal deadline during Spring 2021
3. Support late withdrawal policy implemented immediately as acceptable and preferable to alternatives such as grade replacement or pass/no credit options
4. Support the late withdrawal deadline for undergrads courses
5. Support the late withdrawal deadline for grad courses
6. No changes should be made

**Results**

Theme2: Late Withdraw Date Concerns Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)

29 responses



1. If students attempt online and cannot succeed in that manner they can withdraw at a later date
2. I think there should be more flexibility in terms of withdrawing as students may run into unexpected challenges in the middle of a semester. In the meantime, students should be reminded of the potential consequences of withdrawing from a class.
3. I support late withdrawal as long as the decision is made in the very near future. We cannot change the rules after students have already withdrawn with an understanding that the dates set in the academic calendar are final. I do have concerns that late withdrawal may reduce our academic integrity, but also understand that we are in a unique situation.
4. Again, students should be offered an extenuating flexibility for Spring 2021 and this should be communicated to them ASAP.
5. this will give a student the opportunity to get back on track if reported to the Care and Community Standards office mid-or later in the semester. Students may start out the semester ok but may have unexpected circumstances arise.
6. As long as the announcement is made early, I support it for undergraduates.
7. Everyone's situations (students, staff, faculty) may change collectively or individually throughout the semester because of the pandemic.

8. While I'm uncertain exactly how the implementation of this policy differs from "Spring 2021" to "immediately," I agree with the comments from the master document that call for this policy to be introduced as soon as possible so faculty and preceptors can discuss this option with students as needed.
9. As I've said in my previous response, students deserve as many safeguards to accommodate any number of different kinds of circumstances--late withdrawals accomplish that. I also see not find the distinction between undergraduate and graduate students to be meaningful--graduate students should be afforded the same options as undergraduates. As I've said, these proposals are meant to alleviate anxieties from students about institutional mechanisms and would function separately from course pedagogy, curriculum, academic standards, and "rigor." To separate graduate students from this option because it might inconvenience some faculty would not be appropriate.
10. See above
11. Not sure how this would impact IDEAs since those are usually completed at the end of the semester.
12. This option should be available for non-accredited programs only
13. If we are going to do late withdrawal, it really should not be used for graduate classes.

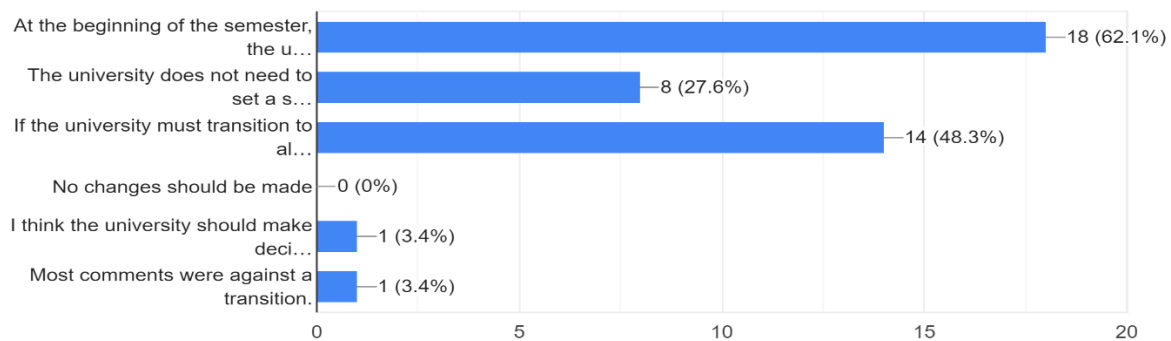
**Theme3: Mid-semester Transition to Online Category-** Based on ideas and comments reviewed, I support the following action. (check all that apply)

1. At the beginning of the semester, the university should set a clear standard for the conditions that will trigger a transition to online-only course delivery.
2. The university does not need to set a standard for the conditions that will trigger a transition to online-only course delivery but should be flexible and follow the advice of public health experts regarding the need to make the transition.
3. If the university must transition to all online course delivery, it should provide more time and resources for faculty and students to make the transition.

**Results**

Theme3: Mid-semester Transition to Online Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)

29 responses



1. I appreciate that the admin have allowed near complete faculty discretion on course modality. As such, many faculty have been able to design their courses in accordance to their risk acceptance. However, the University need clear protocol to protect the safety of students, faculty, and staff in response to infection rates etc.
2. Provided that clear, unambiguous guidance is available from federal and state public health experts, I feel the university should follow all such guidelines.
3. The University should be transparent in decision making from the onset. Their decision statement should include "following the advice of public health experts regarding the need to make the transition".
4. More time is needed to prepare and revise course curriculum for moving to an online model.
5. I understand that the university needs flexibility in making these decisions. However, faculty and students deserve time and space to make that transition. This is especially true for pre-tenure faculty, because such a transition can affect their teaching observation (if scheduled later in the semester) and IDEA evaluations.
6. Everyone's health takes precedent over teaching modalities.
7. Time will be needed to help faculty transition courses to go fully online,
8. Last semester was handled very hastily without time for input from faculty and students and without time to make the transition.

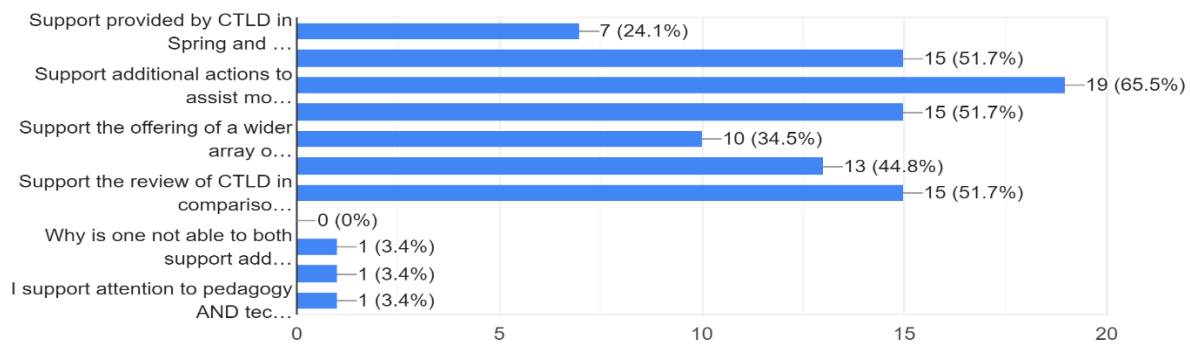
**Theme4: Role of the Center for Teaching & Learning Design (CTLD).**

**I support the following action. (check all that apply) \***

1. Support provided by CTLD in Spring and Fall of 2020 was sufficient.
2. Support additional focus on pedagogy, as opposed to technology, through CTLD.
3. Support additional actions to assist more discipline specific work (e.g., support for labs, support for experiential courses, etc.)
4. Support additional training on performing peer observations of online courses through CTLD.
5. Support the offering of a wider array of educational technology through CTLD.
6. Support the request for additional resources, including additional design specialists, for CTLD.
7. Support the review of CTLD in comparison to Institute for Faculty Development for potential loss of services.
8. No changes should be made

Theme4: Role of the Center for Teaching & Learning Design (CTLD) Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)

29 responses



1. I strongly recommend that the CTLD invest in more pedagogical training and resources. The trainings so far focus on how to use Blackboard, but not how to teach with Blackboard. My previous university had an e-learning academy and purchased a subscription to Quality Matters, which allows faculty to enroll in trainings focused on designing quality online courses: <https://www.qualitymatters.org/> It was a very helpful resource.
2. I support additional everything for CTLD
3. CTLD did an amazing job given their resources, but they need more personnel and cannot effectively do all the jobs IFD used to do.
4. I found CTLD (and IT) support services excellent, but agree with the comment that "while the CTLD has been crucial to the move online it has been mostly about the "technology" and "design." I believe we need increased pedagogical support for online learning, as well as for our diversity initiatives."
5. The issue is that their attention to edtech and classroom technology neglects the pedagogical implications of that edtech--namely that certain edtech is well documented as harmful to student learning.
6. Many faculty do not see a reduction in services with the CTLD compared to the IFD. In fact, many of us feel better informed and prepared under the new leadership than before. This is

especially true for tenure and promotion requirements, which the CTLD have better addressed than the IFD.

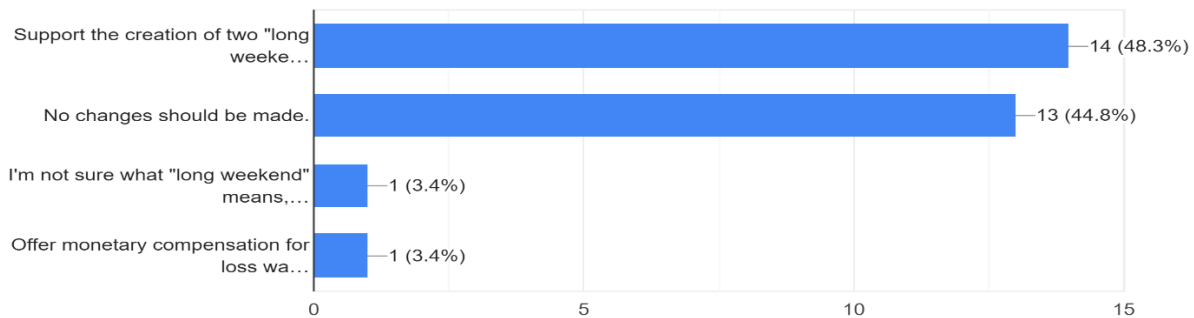
7. Now that we have had some time with CTLD, I think it would be appropriate to consider how it compares to IFD.
8. CTLD has done a great job and has some extremely dedicated staff. However, they also need to expand their ability to support instructional design beyond a purely technological focus. Additional staffing and resources could help them with this.

**Theme5: Physical & Mental Health Items due to Lack of Spring Break.**

**I support the following action. (check all that apply) \***

1. I support the following action. (check all that apply) \*
2. Support the creation of two "long weekends" without any assignments due to allow for a kind of collective "mini break".
3. No changes should be made.

Theme5: Physical & Mental Health Items due to Lack of Spring Break Category- Based on ideas and comments reviewed, I support the following action. (check all that apply)  
29 responses



1. While I'm in favor of a little reprieve, any official "breaks" should have been decided much earlier. Faculty built their syllabi and course plans for the semester by now. By asking us to cancel assignments and re-arrange our plans, the university places more burden on us. Still, I would be open to ideas - maybe the university could endorse some suggestions that faculty could integrate on their own, based on what works for their courses. I understand the burnout is real for faculty and students.
2. I like this idea, I am just not sure how this could be implemented.
3. Too late for many of us to reasonably change syllabi at this point.
4. People have already composed syllabi. It is too late to ask them to change to have two long weekends without any assignments due.
5. I think this would be a good solution for both faculty and students since we were not fully prepared to be teaching online for the past year and having no spring break I think the long weekends would be a good wellness break for all.
6. At this point, faculty cannot easily change their semester plans/syllabi for a change like this.
7. I agree with the comment that "I do not understand why a longer winter break was OK but spring break is not. We don't want them to come back from spring break with COVID but

coming back from Winter Break with COVID is ok?" "Everyone" needs a break, but I don't see how a long weekend without assignments is much of a break. Most of my students are in school only three days a week to begin with. Additionally, my assignments do not specifically require working on them over a weekend, even if it were a "long" weekend.

8. There are already holidays to help frame this during spring semester.
9. I think many students and faculty members would have difficulty adjusting to not having a spring break. A short mini break would help everyone relax and be more focused on their work afterwards.
10. should be done on a case-by-case basis, similar to students having to quarantine for two weeks.
11. It's too late to implement schedule changes such as long weekends--I've already designed my class schedule and any cancelled classes would require MORE work to redesign the course schedule. Also, for faculty who grade, course prep, and have service commitments, it wouldn't be a break at all since those days would be used to do that work. What would be the most helpful for my mental and physical health is being compensated for the loss wages and for the extra work we've been putting into online course designs.
12. We have already discussed a "mini break" within my discipline.
13. At this time, most courses have been established. It might be a burden on students for professors to change their assignment dates at this time. This option should be discussed with faculty without imposing a mandate at this time.
14. We cannot continue to change our syllabi over and over again. These discussion needed to happen in the fall.
15. I think a break would be great, but it is too late. The syllabi have been finalized and classes have already begun. Don't put more on faculty by making us re-write our syllabi.
16. I would rather have the academic freedom to decide what my students need. I do not need the admin (or anyone else) telling me what my students need. I think I can decide if my students need a break or need some additional work.
17. I support two "long weekends," as a majority of faculty request something to act as a break during the semester.
18. These could be done 1/3 and 2/3 through the term: around 2/27-2/28 & 4/3-4/4.



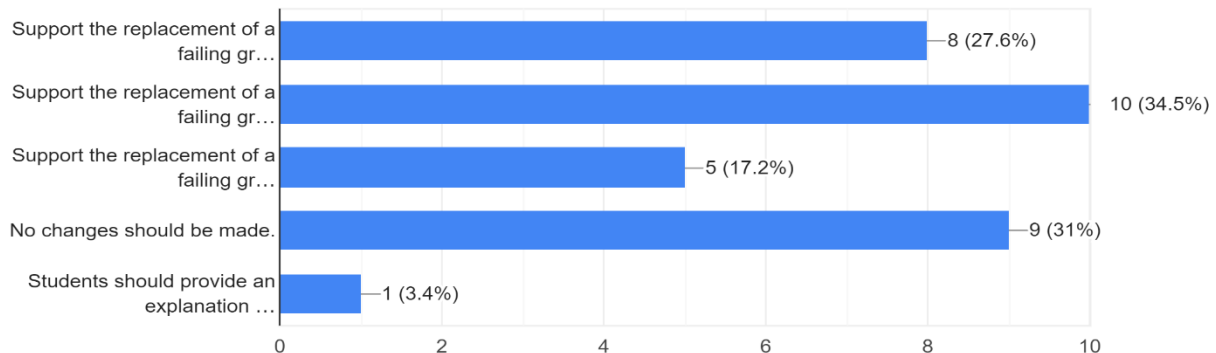
## Theme6: Grade Replacement Category.

I support the following action. (check all that apply) \*

1. Support the replacement of a failing grade if a course is retaken during pandemic-stricken semesters.
2. Support the replacement of a failing grade if a course is retaken regardless of what semester it is taken.
3. Support the replacement of a failing grade if a course is retaken with constraints/limitations in place. (\*Use next question to make suggestions on constraints/limitations.)
4. No changes should be made.

Theme6: Grade Replacement Category--Based on ideas and comments reviewed, I support the following action. (check all that apply)

29 responses



1. Individual programs should decide for what courses and have a limit in place for how many times this option could be used
2. Allowing grade replacement makes a lot sense -- it is compassionate while still holding the student accountable.
3. I believe in second chances. If a student fails a course and is motivated enough to re-take it, the reward for the effort should be in dropping the failing grade.
4. Limit number of undergrad program courses retaken for replacement grades. Graduate level should not have this option.
5. Grade replacement allows for much more equity for students, particular those who lose semesters due to mental health strains, loss in the family, sudden physical ailments, etc. I also am not convinced that there is sufficient evidence that students will abuse the grade replacement system, e.g. retaking the course until they earn an A grade. I would need a lot more concrete evidence that this is not simply a made up problem based on a handful of students saying they would do this (when who knows if they actually would). I also do not believe that we should nix this option because some set of privileged students (who have the time and resources to retake a course to go from B to A) would abuse the system when many students who have struggled with mental and physical health issues would benefit immensely from grade replacement. Lastly, I also believe grade replacement should be automatic--no paperwork would need to be filled out. The point, in my view, is to help students, and additional clerical work--when it doesn't seem necessary--puts roadblocks to attaining that aid.

6. The mechanism to protect students who may fail due to medical reasons is provided by the medical withdrawal and could be addressed with incomplete grades. Otherwise, we are enticing students to go deeper into debt when they may not be prepared for college at this point in time.
7. We have a later withdrawal date than most similar colleges/universities precisely so students can have enough chances in class and then make an educated decision whether to withdraw. If they are doing poorly, they can withdraw more than 2/3 into the semester and then re-take the course multiple times. Our multiple-retake policy for classes already allows students to enroll in courses and not take them seriously. Grade replacement will only make the problem worse.
8. It seems a reasonable thing to allow a student to completely replace a grade when the course is retaken. If a student's approach and seriousness to their coursework has changed, why should they be penalized by their past experience/effort?
9. Perhaps three times as an undergrad, and permit programs to determine the grade by which someone may retake a course.