UNIVERSITY SENATE MEETING AGENDA  
March 4, 2019

A regular meeting of the University Senate will be held on  
Monday, March 4, 2019 at 4:00 p.m.  
in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Approval of Minutes of February 4, 2019
2. Report of the President  
   Presented by President Susan Herbst
3. Report of the Senate Executive Committee  
   Presented by SEC Chair Hedley Freake
4. Consent Agenda Items:  
   Report of the Senate Nominating Committee  
   Report of the Senate Curricula and Courses Committee
5. Report from the Scholastic Standards Committee presented by Senator Veronica Makowsky  
   • PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the  
     University Senate II.C.1.b and II.F.5 (Education Abroad)
6. Report from the General Education Oversight Committee presented by Senator Eric Schultz  
   • PRESENTATION on a motion to amend the By-Laws, Rules and Regulations of the  
     University Senate II.C.2 (General Education)
7. Report from the Senate Executive Committee  
   • PRESENTATION and VOTE on a Motion to Recommend Amending UCONN  
     Endowments Named for Members of the Sackler Family
8. Annual Report of the Dean of the Graduate School  
   Presented by Kent Holsinger, Vice Provost for Graduate Education
9. Report on Global Affairs  
   Presented by Dan Weiner, Vice President for Global Affairs
10. New Business

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair  
Pam Bramble  
Nancy Bull  
Debra Kendall  
George McManus  
Justin Fang  
Karen Bresciano  
Gary English  
Veronica Makowsky  
Jaci Van Heest  
Nandan Tumu

For the benefit of the Moderator and Tellers, Senators are urged to sit at the tables and leave the chairs around the perimeter for the press and spectators.
1. We nominate Gustavo Nanclares to chair the Senate Enrollment Committee for spring 2019 (ending June 30, 2019)

Respectfully submitted,

Pam Bramble, Chair
Peter Gogarten
Del Siegle

Jack Clausen
Gustavo Nanclares
Mei Wei
University Senate Curricula and Courses Committee  
Report to the Senate  
March 4, 2019

Summary of 1000- to 2000-Level Course Additions and Revisions

I. The Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. DMD 1002 Foundations in Digital Media and Design II (#9439)  
   Proposed Catalog Copy
   DMD 1002. Foundations in Digital Media and Design II  
   Three credits. Two 1.5 hour lecture sessions. Prerequisite: DMD 1001. Open to Digital Media and Design majors only; others by instructor consent.  
   Introduction to the fundamentals of storytelling through the use of a variety of practical digital media applications.

B. DMD 1101 Design Lab I (#9360)  
   Proposed Catalog Copy  
   DMD 1101. Design Lab I  
   Three credits. Studio course. Prerequisite: open to Digital Media and Design majors only, others by instructor consent.  
   Exploration of the creation, manipulation, and reception of digital images through project-based work using image-editing software. Through lecture, discussion, projects and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.

C. DMD 1102 Design Lab II (#9361)  
   Proposed Catalog Copy  
   DMD 1102. Design Lab II  
   Three credits. Two 2.5-hour studio sessions per week. Prerequisite: DMD 1000 or 1001, DMD 1101. Open to Digital Media and Design majors only, others by instructor consent. Not open to students who have completed DMD 3020.  
   Theory, principles, and practices of digital screen-based visual communication. Through a multi-disciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.

D. DMD 2230 3D Motion I (#9688)  
   Proposed Catalog Copy  
   DMD 2230. 3D Motion I  
   Three credits. Two 2.5-hour studio sessions per week. Prerequisite: DMD 2200. Open to Digital Media and Design majors only; others by instructor consent.  
   Introduction to techniques of 3D motion such as modeling, lighting and texturing 3D forms; keyframes and keyframe interpolations; and motion graphics effectors and simulations.

E. HDFS 1083 Foreign Study (#10757)  
   Proposed Catalog Copy  
   HDFS 1083. Foreign Study
Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student’s departure. With a change in content, this course may be repeated for credit. Special topics taken in a foreign study program.

F. HDFS 2083 Foreign Study (#10758)

*Proposed Catalog Copy*

HDFS 2083. Foreign Study
Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student’s departure. With a change in content, this course may be repeated for credit. A maximum of six credits can be used to meet major requirements. Special topics taken in a foreign study program.

II. The Senate Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:

A. ECON 2447/W Economics of Sport (#8112) [Adding W version of an existing course]

*Current Catalog Copy*

ECON 2447. Economics of Sports
Three credits. Prerequisite: ECON 1200 or 1201.
Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

*Revised Catalog Copy*

ECON 2447. Economics of Sports
Three credits. Prerequisite: ECON 1200 or 1201.
Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

ECON 2447W. Economics of Sports
Three credits. Prerequisite: ECON 1200 or 1201. ENGL 1010 or 1011 or 2011.

B. EPSY 2450/W Whole Child, School, and Community: Linking Health and Education (#9179) [Adding W version of an existing CA2 course]

*Current Catalog Copy*

EPSY 2450. Whole Child, School, and Community: Linking Health and Education
Three credits.
Examination of interrelated contributors in health and education on child well-being using the Whole School, Whole Community, Whole Child model. Discussion of theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors, providing broad perspective on interconnections across critical systems of care for children. CA 2.

*Revised Catalog Copy*

EPSY 2450. Whole Child, School, and Community: Linking Health and Education
Three credits.
Examination of interrelated contributors in health and education on child well-being using the Whole School, Whole Community, Whole Child model. Discussion of theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors, providing broad perspective on interconnections across critical systems of care for children. CA 2.

EPSY 2450W. Whole Child, School, and Community: Linking Health and Education
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 2.

C. HIST 3412/W Intellectual and Social History of Europe in the Twentieth Century (#8799)
   [Level, title, & description change; adding CA1-C]
   
   Current Catalog Copy
   HIST 3412. Intellectual and Social History of Europe in the Nineteenth Century
   Three credits. Lansing
   The thought and feeling of Europeans in their social context.

   Revised Catalog Copy
   HIST 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe
   Three credits.
   An examination of nineteenth-century European thinkers and their ideas in their social contexts.
   CA 1.

   HIST 2412W. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe
   Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Lansing.

D. HIST 3413W Intellectual and Social History of Europe in the Nineteenth Century (#8800)
   [Level, title, & description change; adding CA1-C]

   Current Catalog Copy
   HIST 3413W. Intellectual and Social History of Europe in the Twentieth Century
   Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
   The thought and feeling of Europeans in their social context.

   Revised Catalog Copy
   HIST 2413W. From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe
   Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
   An examination of twentieth-century European thinkers and their ideas in their social contexts.
   CA 1.
Summary of General Education-Related Action Items

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following 3000- or 4000-level courses for revision in the Quantitative (Q) Competency:

A. MARN 3003Q Environmental Reaction and Transport (#8658) [Revise prereqs]

*Current Catalog Copy*

MARN 3003Q. Environmental Reaction and Transport
Four credits. Prerequisite: CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q). Vlahos
An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

*Revised Catalog Copy*

MARN 3003Q. Environmental Reaction and Transport
Four credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.
An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision the following 3000- or 4000-level courses in the Writing (W) Competency:

A. HIST 3540/W American Environmental History (#4999) [Revise title; add repeatability; add CA1-C, CA4, and E]

*Current Catalog Copy*

HIST 3540. American Environmental History
Three credits. Rozwadowski, Shoemaker, Woodward
Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements.

HIST 3540W. American Environmental History
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

*Revised Catalog Copy*

HIST 3540E. Environmental History of the Americas
Three credits. May be repeated for credit once with a change of topic.
Transformations of one region within the Americas, such as the United States, Caribbean, or South America since 1450. The effects of human practices and policies, varying ideas about nature across cultures and time periods, and the rise of environmental movements. CA 1. CA 4.

HIST 3540EW. Environmental History of the Americas
B. POLS 3019/W Black Political Thought (#8747) [Add W section to existing non-W]

Current Catalog Copy
POLS 3019. Black Political Thought
Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.
Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization.

Revised Catalog Copy
POLS 3019. Black Political Thought
Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.
Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization.

POLS 3019W. Black Political Thought
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 1 – Arts and Humanities:

A. HIST 2412/W From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe (#8799) [C]
B. HIST 2413W From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe (#8800) [C]
C. HIST 3540/W American Environmental History (#4999) [C]
D. JOUR 1002 The Press in America (#8436) [C]
E. JOUR 2010 Journalism in Movies (#8159) [C]
F. WGSS 2217/W Women, Gender and Film (#5790) [A]

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 2 – Social Sciences:

A. EPSY 2450W Whole Child, School, and Community: Linking Health and Education (#9179)

VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 3 – Science and Technology, non-Lab:

A. EEB 3205 Current Issues in Environmental Science (#8679) [*Note: This course is also revising its recommended preparation]
EEB 3205. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students, others with instructor consent. Recommended preparation: 8 credits of college level science. 
Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures.

Proposed Catalog Copy
EEB 3205E. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students; others with instructor consent. Recommended preparation: six credits of college level science. 
Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics may include: earth processes, climate change; human population; food resources; genetically-engineered organisms; soil/water/air resources; alternative energy; biodiversity; deforestation/restoration; urban planning; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3.

VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, non-International:

A. HIST 3540/W American Environmental History (#4999)

IX. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Environmental (E) Literacy:

A. EEB 3205E Current Issues in Environmental Science (#8679)
B. HIST/MAST 2210E History of the Ocean (#8660)
C. HIST 3540E/EW American Environmental History (#4999)
D. NRE 2215E Introduction to Water Resources (#9159)
E. NRE 2600E Global Sustainable Natural Resources (#9201)

Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart, Sai Vietla (student rep)

From the 2/6/19 meeting
Education Abroad: Senate By-Laws and EEAC By-Laws

A. Background: Global Affairs asked the Senate Executive Committee to charge the Scholastic Standards Committee with developing by-laws that would formally authorize Education Abroad to govern courses and programs that take students abroad. The Scholastic Standards response was two-fold: the emendations and additions to the Senate By-Laws (below) and a set of by-laws (roughly based on those of the Honors Program) for internal use by Education Abroad that would ensure academic review and approvals stemming from the Schools and Colleges and jurisdiction over security, finances, and institutional liability for education abroad programs. These internal by-laws are presented separately today by the Scholastic Standards Committee as developed and approved by that committee.

B. Current Relevant By-Laws

II.C.1.b
Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement
It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through the University’s Study Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

C. Proposal to Senate: Motion
To amend the By-Laws, Rules and Regulations of the University Senate as follows: (deleted items in strikethrough; new language underlined).

By-Laws, Rules, and Regulations of the University Senate II.C.1.b and II.F.5

II.C.1.b
Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement
It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through
the University’s Study Education Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

II.F.5

Education Abroad

The Senate Scholastic Standards Committee delegates direct oversight for the approval process for UConn-sponsored credit-bearing and other academically designed Education Abroad courses and programs to the Vice President for Global Affairs under the following conditions. UConn sponsored credit-bearing and other academically designed Education Abroad programs and courses must first meet the academic standards and approval of the University’s schools and colleges. After the approval of the relevant schools and colleges, the Education Abroad Advisory Committee (EAAC) will evaluate the course or program and make a recommendation to the Vice President for Global Affairs. The Vice President for Global Affairs may reject or postpone a course or program for financial, liability, operational, or safety reasons.

Directed by the Vice President for Global Affairs or their designee, the EAAC shall maintain by-laws outlining the review and recommendation process for all UConn-sponsored credit-bearing and other educationally designed programs and courses. EAAC by-laws, and any changes to them, must be approved by the Senate Scholastic Standards Committee.

The Vice President for Global Affairs or designee shall report to the Senate Scholastic Standards Committee annually concerning these programs and courses.
UNIVERSITY OF CONNECTICUT
Senate Committee for Scholastic Standards

By-Laws of Education Abroad Advisory Committee

1. Purpose

The Education Abroad Advisory Committee (EAAC) is established as a requirement of the By-Laws, Rules, and Regulations of the University Senate [Section II.F.5], and its responsibilities are delegated by the Senate Committee on Scholastic Standards to provide direct oversight for the approval of credit-bearing Education Abroad courses and programs offered by the University. Members will act as an education abroad liaison with their school or college, or administrative unit. Further, the EAAC shall maintain By-Laws outlining the approval process for all University-sponsored student experiences abroad, including, but not limited to, credit-bearing programs and courses. The EAAC does not provide oversight for student organizations’ travels abroad.

The University’s schools and colleges are solely responsible for review and approval of all academic aspects of credit-bearing Education Abroad courses and programs. The responsibility and the prerogative of the EAAC is limited to determining the appropriateness of such courses and programs relative to the locations where they are proposed to be held with adequate considerations of time, affordability for students, safety and security, and other issues related to institutional liability.

The Senate Committee on Scholastic Standards authorizes the Vice President for Global Affairs to reject or postpone a course or program for financial, liability, and safety reasons.

2. Membership

a. The EAAC shall consist of the following members:

- Two faculty members from the College of Liberal Arts and Sciences appointed by the Dean in consultation with the Vice President for Global Affairs or his/her designee;
- One faculty member each from all other schools and colleges appointed by the Deans of such schools and colleges in consultation with the Vice President for Global Affairs or his/her designee;
- Dean of the Graduate School or his/her designee;

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1 This is to acknowledge that this By-Law is modeled after the University of California-Berkeley Study Abroad By-Laws of the Study Abroad Advisory Board (Version April 2, 2012).
For information only.
The by-laws below are not part of the March 4, 2019 SSC motion.

- Dean of Students or his/her designee;
- Director of the Honors Program
- Director of the Student Support Services;
- University Director of Advising;
- Director of First Year Experience and Learning Communities;
- Director of Education Abroad (ex-officio, and committee secretary);
- Vice President for Global Affairs or his/her designee (ex-officio).

b. The Chair of the EAAC shall be elected by the membership at its regular meeting in October. The chair has the term of two years, and is eligible for re-election to two consecutive terms.

3. Term of Membership

a. The faculty member term of the EAAC is two years, renewable for one term with the consent of the Dean. The Director members are by the virtue of their professional appointment at the University.

b. Faculty members who fail to participate in two consecutive regular meetings may be removed from the EEAC.

4. Meetings

a. Regular

The EAAC shall hold regular meetings four times each calendar year during the second week of February, April, October, and December. Such meetings will take place in person in Storrs. Regional campus members may participate via conference call.

b. Special

A special meeting of the EAAC may be called by the Chair, and/or the Director of Education Abroad. The call to a Special Meeting must be sent to all members of the EAAC at least five days prior to the meeting.

c. Emergency

An Emergency Meeting may be called by the Chair, and/or the Director of Education Abroad. The call to an Emergency Meeting must be communicated as soon as possible.

5. Quorum

Half plus one voting members of the EAAC are required for a quorum.
For information only.
The by-laws below are not part of the March 4, 2019 SSC motion.

the EAAC by invitation only. A member of the EAAC shall recommend a
student for participation on case-by-case basis. A Student does not participate
in the voting process.

10. Program Approval Procedure

a. Scope

Education Abroad programs are academic programs in which students travel
abroad for university-sponsored or university-related purposes to a foreign
location. This includes undergraduate and graduate study, as well as clinical,
practicum and internship programs of any duration. Program approval can include
UConn custom programs, exchange programs, direct enroll partnerships and
third-party providers.

b. Procedure

To ensure quality and alleviate potential duplication of resources or competition
among programs, proposals for a new Education Abroad programming concept
must adhere to the following process:

(1) Full-time faculty or departments conceiving a new Education Abroad
programming concept must first discuss and secure preliminary approval
to explore the concept with their Department Head and/or Dean,
depending upon the applicable school/college governance structure.
(2) With Department Head/Dean approval to explore the concept, the
proposer should discuss the concept with the Vice President for Global
Affairs or his/her designee at the earliest possible stage of development.
(3) The Vice President for Global Affairs or his/her designee will conduct a
baseline review with the proposer to explore the programming concept in
terms of programmatic and logistical matters. This will include a review of
whether the proposed program overlaps with existing programs and a
preliminary assessment of risk, compliance and feasibility.
(4) Assuming the proposed Education Abroad programing concept is granted
preliminary approval by the Vice President for Global Affairs or his/her
designee, if the proposed program will include a location under a U.S.
Department of State Travel Advisory Levels Three and Four or Level Two
with specific travel to a location or area that is listed as “Reconsider
Travel” or “Do Not Travel” within the country, the proposed programs
must then receive approval under the Policy for Education Abroad and
Related Activities in Sites with U.S. Department of State Travel Warning
and Alert Countries, or any successor policy. See
http://policy.uconn.edu/2015/07/23/policy-for-education-abroad-and-

(5) Once the programming concept receives preliminary approval by the Vice President for Global Affairs or his/her designee and is approved in accordance with the Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning/Travel Alert, if applicable, the proposer should prepare the Education Abroad Program Proposal for the EAAC (Appendices I and II). The proposal includes a letter of support from the Department Head (if applicable) or Dean, Department approval for the proposed course(s), course syllabi and the completed Program Proposal Form.

(6) Upon completion of the Education Abroad Program Proposal, the Office of Global Affairs, under the advice of EAAC, will conduct a review of program feasibility, financing, risk assessment and compliance with general University operations prior to implementation of the program by employing applicable standards as articulated by Standards of Good Practice for Education Abroad (Forum on Education Abroad, Current Edition), including a site visit as articulated in By-Law12.

(7) The overseas partners involved must meet the legal requirements of the State of Connecticut and the University.

(8) Education Abroad programs should not be announced or promoted to students until the Office of Global Affairs has granted final approval to proceed with the program and there is reasonable assurance that the required arrangements will be in place in time for the proposed program start date.

c. Authority of Final Approval

As part of Global Affairs’ review and vetting responsibilities, with the advice of EAAC, the Vice President of Global Affairs or his/her designee is responsible for confirming that each Education Abroad program:

(1) is in compliance with the University’s Policy for Education Abroad and Related Activities in Sites with U.S. Department of State Travel Warning/Travel Alert;
(2) has successfully completed an academic and programmatic review by the EAAC;
(3) meets Global Affairs established standards; and
(4) is in compliance with University contracting policies and procedures, including but not limited to those required by the applicable contract or purchasing agreement. A program may not be implemented without a completed contract or purchasing agreement.

11. Third-Party Providers
a. The University does not endorse any third-party providers of education abroad programs. However, some programs are mediated through a third-party provider with relationships to an academic institution. In such case, the assessment of the third-party provider shall be included in the review and approval process.

b. No committee, faculty or staff interaction with third party program providers shall include any solicitation of financial or other benefits to the University, or its personnel, in exchange for inclusion on an approved list, except in the case of a benefit to students.

12. Site Review

Once a proposal is provisionally approved by the Vice President of Global Affairs or his/her designee, a formal review (up to a site visit) may be necessary. This formal review or site visit will be conducted by the proposer or professional staff from Global Affairs. The detailed report from the site review shall address specific criteria outlined in the Site Visit Checklist (Appendix III). In cases where a proposer has intimate and current knowledge of the program, and is able to satisfactorily complete the Site Visit Checklist, a site review may not be required.

13. Approval

a. The EAAC shall review and discuss the proposal and report(s) from the site visit during the Regular Meeting.

b. Programs are approved by the majority votes cast, as outlined in the By-Law 6.

c. If a program receives EAAC approval for one location, a new proposal must be submitted to the EAAC for any new locations.

14. Evaluation of Approved Programs

All existing approved programs shall be evaluated. The evaluation process consists of:

a. Monitoring through student evaluations, student debriefings, and close contact between Education Abroad and program administration, in the United States and abroad;

b. Site review resulting in detailed report to ensure that provider is providing high quality service and facilities to students;

b. Periodic formal review, by a team comprising one or more faculty and professional staff, in predetermined cycles; and

d. Other formal review(s) on issues that arise during the evaluation process or a site visit.
15. Renewal of Approved Programs

The approval process shall include a provision for renewal as needed.

a. If required, appropriate updates to the approved list and respective programs shall be made to ensure that information provided to prospective students remains accurate and current.

b. Changes to approved courses are reviewed as needed by the academic department.
Proposal to revise the Senate By-Laws, Rules and Regulations on General Education

Background: Revisions to amend the portion of Senate By-Laws, Rules and Regulations pertaining to General Education, as approved by the Senate on February 4 2019, struck a sentence describing compensation for the GEOC Chair. A renewed appreciation of this sentence’s value for posterity has accompanied efforts to fill the Chair for a new term.

Proposed Motion: The General Education Oversight Committee and the Senate Curricula and Courses Committee propose that the following addition be made to the Senate By-Laws, Rules and Regulations II.C.2.e., as indicated by outlined text.

The Chair of the GEOC need not be a Senator. The Chair serves one three-year term and may not be re-appointed for a consecutive term. Responsibilities of the Chair in leadership of GEOC include management of GEOC meetings, coordination of all GEOC functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University with respect to the General Education Curriculum. Because of the unusually demanding nature of this position, the chair will be given at least 50% release time and be provided with administrative support.
Motion to Recommend Amending UCONN Endowments Named for Members of the Sackler Family.

Background:

Numerous news reports and investigative journalism published since 2016 report unethical marketing practices employed by members of the Sackler family, as sole owners of Connecticut based Purdue Pharma, in the sale and distribution of OxyContin. Of particular note is a series published by the L.A Times demonstrating how OxyContin, in medical terms, fails to deliver the promised pain relief and instead causes profound withdrawal symptoms with even limited use, often leading to addiction and death.

https://www.latimes.com/projects/oxycontin-part1/

https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain

In addition, as the opioid crisis grew in the United States, several lawsuits brought by state and local governments are working their way through state and federal courts including the current lawsuits in Massachusetts and Connecticut. In these particular cases, dramatic evidence provided through Purdue Pharma internal communications indicates that several members of the Sackler family directed Purdue Pharma marketing strategies that they knew were misleading in minimizing the negative effects of OxyContin.


Finally, as the market in OxyContin began to falter around 2016 due to negative publicity, Purdue Pharma redirected efforts toward selling OxyContin abroad, particularly in developing countries with less medical support to cope with the addictive effects of the drug. The network of companies, collectively known as Mundi-Pharma are also owned by the Sacklers, and, according the L.A. Times is employing similar tactics to push OxyContin onto populations ill-equipped to cope with the dangers associated with its use.


The Sackler family gave several endowments to the University of Connecticut including funds to support activities in fine arts, medical research and human rights. Several events on campus bear the Sackler name including the Sackler Lecture on Human Rights at the Dodd Center, and the Sackler Music Composition prize, the Sackler Artist in Residence and Master Arts Institute endowments. The funds for these endowments were given to UCONN after the introduction of
OxyContin to the market, and therefore, the funds themselves can be considered tainted as profits from highly questionable, and perhaps criminal activities, as will be determined in various legal venues including Massachusetts and Connecticut State courts. It is important to note that the Sackler family paid over 600 million dollars in fines as part of a 2007 settlement, but, it has been reported, maintained their sales practices for years after.

Public Relations Through Donations:

The Sackler family, including Raymond and Beverly Sackler have spent millions of dollars to place the family name on a host of civic, educational, and arts related institutions and endowments, and in many cases, have made substantial political contributions. While perhaps legitimate interests of the Sackler family these efforts should now be seen in light of the significant potential of liability claims being made against the Sackler family members, as well as Purdue Pharma. Participation and use of these endowments connects the host institutions with the unethical sales and marketing practices now under legal scrutiny even though the funds themselves are disconnected from any further marketing of OxyContin itself.

Whereas:

The University of Connecticut has received approximately 4.5 million dollars in philanthropic gifts from the Sackler family and,

Whereas:

The Sackler family and Purdue Pharma earned millions of dollars through the sale of OxyContin, and,

Whereas:

These funds should be considered tainted by the source of their earnings due to corrupt and dishonest marketing and sales practices as supported by the court case brought by the Attorney General of the Commonwealth of Massachusetts, and,

Whereas:

As reported, and confirmed by the presence of advertising for OxyContin on the website for Mundi-Pharma, a network of international companies also owned by the Sackler family, the Sacklers are continuing their efforts to market OxyContin abroad and into regions where there is less ability to cope with the dangers of addiction, and,

Whereas:

Many artistic, education and political institutions are reconsidering the gifts received from the Sackler family,
The Senate Resolves:

That the University of Connecticut will request the UCONN Foundation to remove the Sackler name from all endowments and programs and take steps to repurpose monies held in those endowments to support research and public programs in the arts, sciences and humanities that deal with the effects of drug addiction. In the interim, no public programs will be scheduled that by current agreement must bear the Sackler name, after the current academic year, 2018-2019.

Sponsor:
The University Senate Executive Committee
Hedley Freake, Chair Pam Bramble Karen Bresciano
Nancy Bull Gary English Justin Fang
Debra Kendall Veronica Makowsky George McManus
Nandan Tumu Jaci Van Heest