UNIVERSITY SENATE MEETING AGENDA
April 5, 2021

A regular meeting of the University Senate will be held on
Monday, April 5, 2021 at 4:00 p.m. via WebEx
Meeting link sent directly to Senate Members
Public access link: https://ait.uconn.edu/university-senate-meeting/

The Agenda for this meeting is as follows:

1. Call to order and Approval of Minutes of March 1, 2021 University Senate meeting
2. Report of the President
   Presented by Provost Carl Lejuez
3. Report of the Senate Executive Committee
   Presented by SEC Chair Carol Atkinson-Palombo
   Vote on a motion to amend the University Senate By-Laws
4. Consent Agenda Items
   Report of the Senate Curricula and Courses Committee
5. Report from Senate Curricula and Courses Committee by Senators Schultz and Wagner
   VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.C.2.e, GEOC
6. Report from the Senate Justice, Equity, Diversity, and Inclusion Committee by Senator Rubega
   Resolution Supporting Anti-Racist Policies and Practices
   Resolution Endorsing AAFAS Statement on Anti-Asian Violence
7. Report from Senate Scholastic Standards Committee by Senator Bedore
   PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.H
   University Calendar
   PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.A.4,
   High School Students and Credit Bearing Courses
8. Report from Senate Nominating Committee by Senator Ortega
   Presentation of the 2021-2022 University Senate Standing Committee Rosters
9. Report from the Vice Provost of Graduate Education
   Presented by Vice Provost & Dean of the Graduate School Kent Holsinger
10. New Business

SENATE EXECUTIVE COMMITTEE
    Carol Atkinson-Palombo, Chair
    Pam Bramble
    Nafs Fuad
    Andrea Hubbard
    Gustavo Nanclares
    Eric Schultz
    Gary English
    Michael Hernandez
    Deb Kendall
    Angela Rola
    Manuela Wagner
A. Justification:
   In 2019 the Senate Executive Committee formed an ad hoc committee charged with completing a comprehensive review of the By-Laws, Rules, and Regulations of the University Senate. The focus of the review was on both substantive and non-substantive changes aimed at fixing outdated language, clarifying processes and roles, and improving readability and consistency throughout the document. The proposed changes are indicated on the attached document.

B. Proposal to Senate: Motion
   We propose to amend the By-Laws, Rules and Regulation of the University Senate as indicated on the attached with strikethrough for deleted language and underline for new language.
I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

A. PHIL 1109. Global Existentialism (#5316) [Approved for CA4-Int by GEOC]
   Proposed Catalog Copy
   PHIL 1109. Global Existentialism
   3.00 credits.
   Prerequisites: None
   Grading Basis: Graded
   An exploration of existential philosophy from a global, multicultural perspective. Focus will be on existentialists from the Global South in conversation with those in the Global North. CA 4-INT.

II. The Senate Curricula and Courses Committee recommends REVISION of the following 1000- or 2000-level courses:

A. ARE 3215 Business Management (#5475) [Revise from 3000-level to 2000-level]
   Current Catalog Copy
   ARE 3215. Business Management
   3.00 credits
   Prerequisites: None.
   Grading Basis: Graded
   Analysis of marketing, management, and financial decision-making tools in agribusiness.

   Revised Catalog Copy
   ARE 2215. Business Management
   3.00 credits
   Prerequisites: None.
   Grading Basis: Graded
   Analysis of marketing, management, and financial decision-making tools in agribusiness.
   Formerly offered as ARE 3215.

B. ARE 3260 Food Policy (#5794) [Revise from 3000-level to 2000-level; change in recommended prep and description]
   Current Catalog Copy
   ARE 3260. Food Policy
   3.00 credits
   Prerequisites: None required. Recommended Preparation: ARE 1150 or ECON 1200 or 1201.
   Grading Basis: Graded
Analysis of food and agricultural policies in the United States and abroad. Designed for students with diverse departmental affiliations.

Revised Catalog Copy
ARE 2260. Food Policy
3.00 credits
Prerequisites: None. Recommended Preparation: ARE 1150 or ECON 1200 or 1201.
Grading Basis: Graded
Analysis of contemporary food policies, including laws, regulations, government and corporate decisions that shape our food system. Designed to accommodate students from a diverse set of departmental affiliations. Formerly offered as ARE 3260.

C. ARE 3462 Measuring Impact of Programs that Raise Human Well-being (#5774) [Revise from 3000-level to 2000-level]
Current Catalog Copy
ARE 3462. Measuring Impact of Programs that Raise Human Well-being
3.00 credits
Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201; Not open to students who have completed ARE 3464.
Grading Basis: Graded
The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the logical framework and results matrix, sample design, impact evaluation methodologies and project appraisal.

Revised Catalog Copy
ARE 2464. Measuring Impact of Programs that Raise Human Well-being
3.00 credits
Prerequisites: Recommended Preparation: ARE 1150 or ECON 1200 or 1201
Grading Basis: Graded
The theory and practice behind measuring impacts and costs of programs that raise human welfare through poverty alleviation, economic development, and social and environmental justice. Case studies will show how governments and organizations can best optimize programming. Examples include how to increase incomes and farm productivity, how to decrease disease and child mortality, and how to improve resilience to climate change. Topics include survey design, performance indicators, the logical framework and results matrix, sample design, impact evaluation methodologies, and project appraisal. Formerly offered as ARE 3462.

D. ARIS/WGSS 1170/W Women's Contemporary Writing in the Arab World (#3974) [Add CA1, CA4, & W; cross-list with WGSS]
Current Catalog Copy
ARIS 1170. Women’s Contemporary Writing in the Arab World
3.00 credits
Prerequisites: None.
Fiction and non-fiction by women writers from the Arab world. Texts include feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.

**Revised Catalog Copy**

**ARIS 1170. Women’s Contemporary Writing in the Arab World**

Also offered as: **WGSS 1170**

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women’s writing from the nineteenth century to the present in public life; women’s writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

**ARIS 1170W. Women’s Contemporary Writing in the Arab World**

Also offered as: **WGSS 1170W**

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women’s writing from the nineteenth century to the present in public life; women’s writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

**WGSS 1170. Women’s Contemporary Writing in the Arab World**

Also offered as: **ARIS 1170**

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women’s writing from the nineteenth century to the present in public life; women’s writing in social and political movements such as the Arab Spring; the intersectionality of class, race, gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

**WGSS 1170W. Women’s Contemporary Writing in the Arab World**

Also offered as: **ARIS 1170W**

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

An exploration of feminist texts, literary texts, and popular fiction. Topics may include: the role of women’s writing from the nineteenth century to the present in public life; women’s writing in social and political movements such as the Arab Spring; the intersectionality of class, race,
gender, and nation in Arabic literature; and the unique challenges faced by Arab women writers. Taught in English. CA 1. CA 4-INT.

E. WGSS 2124 Gender and Globalization (#4094) [Revise prereqs]

Current Catalog Copy
WGSS 2124. Gender and Globalization
3.00 credits
Prerequisites: None. Recommended preparation: WGSS 1105
Grading Basis: Graded
Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT

Revise Catalog Copy
WGSS 2124. Gender and Globalization
3.00 credits
Prerequisites: None
Grading Basis: Graded
Construction and reproduction of gender inequality and the gendered nature of global structures and processes. Key topics include women's rights as human rights; women's work; gender, development, and the global economy; migration; religious fundamentalism; reproduction, health, and HIV/AIDS; education; violence against women; and gender, war, and peace advocacy. CA 2. CA 4-INT.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. NURS 4250E Public Health Nursing (#4002) [Revise description]

Current Catalog Copy
NURS 4250E. Public Health Nursing
3.00 credits
Prerequisites: NURS 3554, NURS 3664, and 4230W. Corequisite: NURS 4282.
Grading Basis: Graded
Theories from nursing and public health are examined within the context of aggregate/population-based care with emphasis on understanding how the health of the natural environment and human systems are independent. Primary, secondary and tertiary approaches are used to promote the health of selected population/community. Learners will gain knowledge, skills and motivation for sociopolitical advocacy of public and environmental health.

Revised Catalog Copy
NURS 4250E. Public Health Nursing
3.00 credits
Prerequisites: NURS 3554, NURS 3664, and 4230W. Corequisite: NURS 4282.
Grading Basis: Graded
Theories from nursing, public health, and environmental science within the context of aggregate/population-based care; interdependence of the health of the natural environment and human systems; consequences of historical social injustices and social and structural determinants of health on population and environmental health inequities. Using population-centered, trauma-informed, and culturally responsive approaches, primary, secondary, and tertiary prevention strategies are used to promote the health of a selected population/community. Learners will gain knowledge, skills, and motivation for sociopolitical advocacy of public and environmental health.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following courses for offering in intensive session:

A. ANTH 1010E Global Climate Change and Human Societies (N/A) [CA2, CA4-Int, EL]
B. EVST 1000E Introduction to Environmental Studies (N/A) [CA2, EL]
C. HIST 1200 World History, 1200-1800 (N/A) [CA1, CA4-Int] – Approved for one offering
D. PSYC 2101 Introduction to Multicultural Psychology (N/A) [CA4]
E. SOCI 1251 Social Problems (N/A) [CA2, CA4]

V. Other Business
A. GEOC Course Alignment

**GEOC Alignment Report 2020-2021**

**Content Area 1 – Arts and Humanities**

**ANTH 3401. World Religions**

Submitted for review were the following documents: The original CAR from 2003, Content Area Form A: CA1; Supplement A; Course Alignment Overview, and syllabi from 2018 and from a hybrid course from spring 2020. Although the course is taught at both Storrs and Waterbury and is now available online, the same instructor is responsible for all sections.

This course, which provides a detailed understanding of the core features of a variety of world religions, meets at least four CA1 criteria. The course overview, goals, and methods of engaging students meet the objectives for how to think about belief systems, to identify the core beliefs of a wide variety of world religions, and to understand their historical conditions of their emergence. The course is clearly administered with rigor, requiring very active engagement from the students. The committee agrees that ANTH 3401 generously meets its mission as a CA1 Gen Ed.

**RESULT: The course aligns with CA1 criteria.**

**DRAM 1110. Introduction to Film**

Submitted for review were the following documents: The original 2008-09 CAR and intensive syllabus; Content Area Form A: CA1; Supplement A; 2014 syllabus taught for many years by an adjunct faculty member at regional campuses; Summer Session 2020 syllabus.
Subcommittee members were generally agreed that the course still meets at least one CA1 criteria despite a radical content/syllabus change from the socio-cultural analysis of film over history to analyses of the contemporary film production pipeline rather than a historical perspective for which no justification was provided other than the course was previously taught by a different instructor for more than a decade. As a result, subcommittee members were unanimous in wishing more information and syllabi had been provided, particularly syllabi for the regular session rather than solely for summer and intensive sessions. However, communication with the Alignment director indicated that such records had gone missing or were not preserved and thus the course history was largely unknown at this point in time.

Subcommittee reviewers also noted that although it was clear the course was offered on all but one of the regional campuses, the submitted forms indicated that it was solely offered at Storrs without indicating why or whether this was a new or long-term shift in faculty resources or major.

Finally, CA1 subcommittee members expressed concern about how DRAM 1110 in its new iteration fits with the Drama department, mission, and major generally, as well as concern about potential overlap with the film/video concentration in the Digital Media Design department (also in the SFA), for which new course proposals are required to confirm and/or justify.

RESULT: The course aligns with CA1 criteria with several asterisks for the Drama Department to follow up on.

HEJS 2104 (originally HEJS 1104). Modern Jewish Thought

Submitted for review were the following documents: The original CAR from 2014, Content Area Form A: CA1; Supplement A; Course Alignment Overview, and syllabi from 2020. The course is only taught at Storrs.

The committee was unanimous that HEJS 2104 fulfills the first two criteria for CA1 (investigations and analyses of human experience, and inquiries into philosophical and political theory) and delivers by placing the development of Jewish thought within the contextual framework of history, philosophy and political changes. The course clearly engages GEOC CA1 goals / criteria, in particular “investigations and historical / critical analyses of human experience” and “inquiries into philosophical and/or political theory” as well as meeting the overall objectives of the Gen Ed.

The co-chairs will contact the instructor to request updates in his syllabus so that it includes policies for students with disabilities and the university policy against discrimination and sexual harassment.

RESULT: The course aligns with CA1 criteria.

PHIL 1106. Non-Western and Comparative Philosophy

Submitted for review were the following documents: The original CAR from 2004, Content Area Form A: CA1; Supplement A; Course Alignment Overview. It is taught at Storrs, Avery Point, Hartford, and Waterbury and includes syllabi from four different professors.

The Committee was unanimous that this course still meets two to three of the CA1 criteria. The course is designed to expose students to foundational philosophical texts from both Western and non-Western cultures, and thus clearly meets CA1 criteria II “Inquiries into Philosophical inquiry;” its focus on
comparative philosophy engages with the problem of cultural difference, meeting the criteria for “critical analyses of human experience;” and each course syllabus clearly analyzes and compares different traditions of cultural representation, ethics, and value-formation. There were comments about the variation in approaches to the course outlined by the various syllabi, but this is not uncommon with courses taught widely and by several faculty members. The structure, readings, and major themes covered by the different syllabi versions are consistent enough that they correspond to the rubric and, for our current purposes, to the goals of CA1.

RESULT: The course aligns with CA1 criteria.

Content Area 2 – Social Science

ANTH 1006. Introduction to Anthropology

No notes.

RESULT: The course aligns with CA2 criteria.

EDCI 2100. Power, Privilege, and Public Education

It was noted that the proposer did not check the box for CA2 in Main Form, but they did submit the CA2 form.

RESULT: The course aligns with CA2 criteria.

Content Area 3 – Science and Technology

BIOL 1108. Principles of Biology II

No issues noted.

RESULT: The course aligns with CA3 criteria.

EEB 2202. Evolution & Human Diversity

No issues noted.

RESULT: The course aligns with CA3 criteria.

MCB 1405. Honors Core: The Genetics Revolution in Contemporary Culture

No issues noted.

RESULT: The course aligns with CA3 criteria.
Content Area 4 – Diversity and Multiculturalism

ANTH 1006. Introduction to Anthropology
No issues noted.
RESULT: The course aligns with CA4 criteria.

ANTH 3028W. Indigenous Rights and Aboriginal Australia
No issues noted.
RESULT: The course aligns with CA4 criteria.

ANTH 3401. World Religions
No issues noted.
RESULT: The course aligns with CA4 criteria.

DRAM 3133. Latina/o Theatre
No issues noted.
RESULT: The course aligns with CA4 criteria.

EDCI 2100. Power, Privilege, and Public Education
No issues noted.
RESULT: The course aligns with CA4 criteria.

EEB 2202. Evolution and Human Diversity
While the 5 different syllabi are a bit different in terms to assignments & structure, the content is similar across campuses.
RESULT: The course aligns with CA4 criteria.

HEJS 2104. Modern Jewish Thought
No issues noted.
RESULT: The course aligns with CA4 criteria.
PHIL 1106. Non-western and Comparative Philosophy

No issues noted.

RESULT: The course aligns with CA4 criteria.

Quantitative Competency

PHIL 2211Q. Symbolic Logic I

The committee received two syllabi, corresponding to the offerings in Fall 2017 by Keith Simmons and in Fall 2020 by Lionel Shapiro. Both offerings were at Storrs. According to the Main Form, this course is not offered elsewhere.

The committee is unanimous in its opinion that the course continues to fulfill the Q criteria.

RESULT: The course aligns with Q criteria.

Writing Competency

ANTH 3028W. Indigenous Rights and Aboriginal Australia

Dussart Syllabus – The syllabus is missing a description of the feedback process.

RESULT: The course does NOT align with W criteria.

CHEG 4143W. Chemical Engineering Capstone Design II

The syllabus submitted is missing the 15-page revised, written material requirement. This syllabus is also missing the F clause.

RESULT: The course does NOT align with W criteria.

DGS 4234W. Diagnostic Molecular Technologies

No issues noted.

RESULT: The course aligns with W criteria.

DIET 3231W. Writing for Community Nutrition Research

No issues noted.

RESULT: The course aligns with W criteria.
DRAM 4711W. The Director in the Theatre

While the syllabus submitted does align with all W course requirements, the committee found that the requirements as listed are quite wordy and should be clarified for better understanding.

RESULT: The course aligns with W criteria, although some clarification is requested.

EDCI 3100W. Multicultural Education, Equity and Social Justice

No issues noted.

RESULT: The course aligns with W criteria.

EEB 2245W. Evolutionary Biology

Goffinet Syllabus – We found that it almost completely aligns with W course requirements. We recommend a clarification of the feedback schedule to ensure complete alignment.

Lewis Syllabus – This syllabus is missing the 15-page revised, written material requirement.

Santoferrara Syllabus – No missing requirements.

Wagner Syllabus – No missing requirements.

RESULT: The course does NOT fully align with W criteria; some syllabi need revision.

GSCI 4050W. Geoscience and Society

The syllabus is missing evidence of writing instruction and a detailed description of feedback.

RESULT: The course does NOT align with W criteria.

MCB 4997W. Honors Research Thesis in Molecular and Cell Biology

The syllabus is very close to aligning. With the addition of the clarification on the feedback process it will align.

RESULT: The course does NOT quite align with W criteria.

PHIL 3225W. Analysis and Ordinary Language

No issues noted.

RESULT: The course aligns with W criteria.

PHRX 4001W. Current Topics in Pharmacy

Hernandez Syllabus – The F clause is missing from the syllabus.

Kendall Syllabus – The syllabus is missing a description of feedback.
Meade Syllabus – The syllabus is missing a description of feedback, 15-page revised written material, and F clause.
Wick Syllabus – Feedback description is confusing. It is also unclear if all 15 pages of written material are revised.

RESULT: The course does NOT align with W criteria.

PNB 4296W. Senior Research Thesis in Physiology and Neurobiology

Since no syllabi were provided, we could not properly evaluate the course.

RESULT: The course does NOT align with W criteria.

SLHS 4254W. Intro Language Disorders in Children

Grela Syllabus – No W course requirements listed in the syllabus. We believe we were provided with the syllabus for the non-W version of the course.
Spaulding Syllabus - No W course requirements listed in the syllabus. We believe we were provided with the syllabus for the non-W version of the course.
Wig Syllabus – All W course requirements listed in the syllabus.
We also received material for CDIS 4254W. We believe this material is from before the SLHS program was initiated and therefore the SLHS material supersedes the CDIS material.

RESULT: The course does NOT align with W criteria.

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Ben Keilty (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

From the 3/8/21 and 3/22/21 meetings
A. Justification:
We propose to add one ex officio seat on GEOC to represent the following five institutes and programs related to social justice and intersectionality studies institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. The institutes contribute significantly to the current general education curriculum and represent the most significant repositories at UConn of faculty expertise on anti-racism, feminism, anti-homophobia, sexualities studies and disabilities studies. As such, their continued input on GEOC where the standards and curriculum are discussed will be invaluable.

B. Current Relevant By-Laws
II.C.2.E General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

C. Proposal to Senate: Motion
We propose to amend the By-Laws, Rules and Regulation of the University Senate for II.C.2.E, General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program, and one individual representing all of the following five institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.
Resolution Supporting Anti-Racist Policies and Practices at the University of Connecticut

University Senate Justice, Equity, Diversity, & Inclusion Committee
April 5, 2021

Whereas:

- Racist attitudes, actions, policies, and practices are embedded in the history of the University of Connecticut
- This historical legacy results in systemic discrimination, inequity, and injustice in the work and culture of the University that directly harms BIPOC members of our community, and harms our whole community by creating divisions
- The intersectionality of identities exacerbates the effects of racism
- The burden of fighting racism and its impacts is carried disproportionally by those most harmed by racist policies and practices
- The identification and elimination of racist policies and practices should be a priority of our University

This University Senate resolves:

- To endorse Anti-Racism as one of the core values in the mission of The University of Connecticut
- To call on the University administration to clearly identify Anti-Racism as a key component of the University’s identity on all public facing information resources, for example, the UConn “Get To Know Us” web page (https://uconn.edu/about-us/)
- To call on the University administration to conduct, on a continuing basis, analysis on how policies and practice, individually and in concert, result in inequitable and harmful outcomes for BIPOC members of our community, and to correct them
- To educate all members of the University community to recognize racist practices and policies
- To call on all faculty, staff, administrators, students, and stakeholders to actively oppose racism and hate against all BIPOC members of our community, and all marginalized groups.
- To commit to the formation of a just, equitable, and inclusive university community and society beyond.
Resolution Endorsing AAAFS Statement on Anti-Asian Violence
University Senate Justice, Equity, Diversity, & Inclusion Committee
April 5, 2021

Whereas:

- There has been a massive increase in anti-Asian violence across the United States, and both past and recent acts of anti-Asian hate on the University of Connecticut campus
- The University of Connecticut community includes thousands of Asians and Asian Americans, all of whom have been harmed directly or indirectly by the horrifying racist verbal attacks, online and offline harassment, and physical assaults being reported daily
- The University’s mission statement includes a commitment to embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni

This University Senate Resolves:

- To call upon all UConn faculty, staff, administrators, students, and stakeholders to demonstrate leadership, integrity and engaged citizenship in actively opposing all forms of racism against Asians and all BIPOC and otherwise marginalized peoples
- To endorse the University of Connecticut Association for Asian American Faculty and Staff (AAAFS) Statement on Anti-Asian Violence of March 2021, as appended below

UCONN ASSOCIATION FOR ASIAN AMERICAN FACULTY AND STAFF (AAAFS) STATEMENT ON ANTI-ASIAN VIOLENCE
March 2021

The first cases of Covid-19 in the United States were reported in January 2020, and since that time there has been a massive increase in anti-Asian violence across the United States. STOP AAPI HATE notes that hundreds and sometimes thousands of reported incidents occur every month. They report that incidents of verbal attacks, avoidance, physical assault, online harassment, and being spit upon are the most common forms. A recent New York Times article also details many of the abhorrent and deplorable crimes and actions that have targeted Asians over the last year. It is a sad compendium of history and facts that delves into the nuances and complications related to anti-Asian racism. Nationally, attacks are most common in businesses, public streets and sidewalks, parks, online and in public transit, but they also happen here at UConn.

UConn’s commitment to combatting anti-Asian racism began in 1987 with an episode of students’ verbal attacks and spitting on other Asian American peers. What can we say has
changed in 33 years? Certainly, our resolve and commitment to the community has only strengthened in these decades, while the number of Asians and Asian Americans at the University has grown significantly. At UConn, there are thousands who identify as Asian and Asian American: 12.7% of the University’s workforce (faculty, staff, administrators, and graduate assistants; Fall 2019), and 10.5% of our students (Fall 2020). In addition, a significant percentage of our international students come from Asian countries.

Mike Keo, Activist-in-Residence of UConn’s Asian and Asian American Studies Institute, started the social media campaign #IAMI NOTAVIRUS to humanize Asians and Asian Americans targeted by hateful rhetoric, and to counter this virulent and unwarranted malice. We release this statement in the same spirit, to:

• draw appropriate attention to the intensifying violence against Asians in America;
• formally state our position in this ongoing conflict of systems, cultures, histories, and sensibilities;
• and call upon faculty, staff, administrators, and all UConn students and stakeholders to rise to the challenge of actively opposing racism and hate against Asians, all marginalized groups, and all peoples of color.

We state as clearly and as boldly as we can: all of this has impacted us, the Asians and Asian Americans at UConn. What is happening is wrong and we must stand together to not only identify and call-out this kind of behavior and its bad actors; but we must work systemically and synergistically to change culpable aspects of our university and society, to ultimately eradicate this malignancy.

Though today’s political climate often attempts to polarize such issues and concerns, we hope that you will see that this is not a political comment. Rather, it is a call for solidarity and commitment, awareness and understanding, attention and action. We stand with our fellow peer groups and associations, institutes and centers, and student organizations at UConn that are committed to combating the prejudiced, racist, harmful, and violent actions and words that attempt to marginalize and divide us even further. We hope that all of UConn will not only stand behind us, your Asian and Asian American colleagues, but stand with us, as we form even greater bonds and grow in numbers and strength across the university.

For we refuse to wear the moniker of the ‘model minority.’ Because of this racial stereotype, Asian Americans are too often left out of discussions of racial justice, thus ignoring our pain, minimizing our feelings, and assuming a passive response. We call on the University’s Administration to formally recognize that anti-racist work must account for the historical legacy and impact of racism on all peoples of color, including Asians. Further, we call on the University’s Administration to not only condemn recent acts of violence against Asians, but also consciously recognize the impact that these acts have on our UConn family. Even during the unprecedented times we are living through now—battling the Covid-19 pandemic; addressing the scourge of systemic racism; and navigating economic insecurity and inequity for millions of people—we ask the UConn Administration to see
that this is exactly the right time to ensure, specifically and concretely, that the lens of justice sees all shades of Yellow, Black, and Brown.

As part of our work as a cultural organization at the University, we hosted a virtual panel on March 18, from 5-6:30pm. “Asians in America: Anti-Asian Violence and the Fight Against Invisibility”, which featured UConn students, faculty, and staff; provided perspectives on today’s climate and its impact on UConn’s Asian and Asian American community; shed light on our experience; and galvanized anti-racist efforts that will benefit us all.

We also encourage you to access resources and organizations such as STOP AAPI HATE, HatelsAVirus.org, Asian Americans Advancing Justice, and Chinese for Affirmative Action, to name a few. At UConn, please communicate with your peers and colleagues, with your supervisors, and with the administration, to let them know where you stand, and your need for allyship and support.

The Association for Asian American Faculty and Staff hopes that we can work more closely with you and yours each and every day to combat racism, stifle prejudice, and ultimately deconstruct the systems and structures at our university and within society that uphold the American caste system where all shades darker than white are consciously and subconsciously considered less-than.

This struggle began centuries ago; it takes on new forms today; and will continue tomorrow, and the next. If our work helps us to achieve greater unity, then we will have found success.

Yours in solidarity,

The Executive Board of the Association for Asian American Faculty and Staff
The Asian American Cultural Center
The Asian and Asian American Studies Institute

CONTACT: asacc@uconn.edu
A. Background:
The Senate Executive Committee asked the Senate Scholastics Committee to provide a clear definition of reading days for the by-laws, as there is currently confusion about exactly how reading days may be used.

The SSC reviewed peer and aspirant policies on this matter and proposes the following change to the bylaws (underlined below).

B. Current Relevant By-Law

H. University Calendar
The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr. Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

C. Proposal to Senate: Motion
The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.H, University Calendar

H. University Calendar
The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examinations in each. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr. Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days. On the Reading Days, students should not be required to turn in assignments, quizzes, or
presentations or to participate in any other required class-related activity other than office hours or review sessions. In addition, the final assessment period is reserved for scheduled final assessments.

Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.
A. Background:
   The Office of Early College Programs has had some program changes and requests to align
   the By-Laws, Rules, and Regulations of the University Senate with its new policy.

B. Current Relevant By-Law
II.A.4 High School Students and Credit Bearing Courses

   The issuance of UConn credit to high school students is overseen by the Office of Early
   College Programs (OECP). High school students may enroll in UConn courses either through
   the dual-enrollment Early College Experience Program (ECE), or with permission, as
   independent non-degree students.
   Students enrolled in high school who want to take UConn courses as non-degree students
   should contact the OECP prior to registration.
   UConn departments are responsible for ensuring the equivalence of ECE courses taught in
   high schools and at UConn. Instructors must be certified by the University department to
   teach ECE courses and must follow accreditation criteria established by OECP and NEASC.
   University departments offering their courses through ECE are responsible for monitoring
   grading practices and ensuring that they are comparable to practices in the department.
   Completed ECE courses will be recorded on a non-degree UConn transcript with grade.
   - Students who earn a grade of ‘C’ or higher receive University credit.
   - Students who earn a grade lower than ‘C’ shall not receive credit; the course grade
     will appear as “audit” on the student’s transcript.
   Upon matriculation, ECE students will be provided the opportunity to move non-degree
   coursework to the undergraduate record (see 5. below).

   Students may withdraw from a course or from the ECE program at any time; also the
   University or the secondary school may require withdrawal from specific courses or from
   the entire ECE program at any time, per policies designated in the UConn ECE Policies and
   Procedures Guide.

C. Proposal to Senate: Motion
   The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation
   of the University Senate II.A.4, High School Students and Credit Bearing Courses

   The issuance of UConn credit to high school students is overseen by the Office of Early
   College Programs (OECP). High school students may enroll in UConn courses either through
   UConn’s concurrent enrollment program, the dual-enrollment UConn Early College
   Experience Program (ECE), or with permission, as independent non-degree students on a
   UConn campus (dual enrollment).
Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECP prior to registration.

UConn departments are responsible for ensuring the equivalence of ECE courses taught in high schools and at UConn. Instructors must be certified by the University department to teach UConn courses through UConn ECE courses and must follow accreditation criteria established by OECP and NEASC NACEP, UConn Early College Experience’s accrediting body. University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department.

Completed ECE-UConn courses offered through UConn ECE are will be recorded on the a non-degree portion of a student’s official UConn transcript with a final letter grade (A-F).

- Students who earn a grade of ‘C’ or higher receive University credit.
- Students who earn a grade lower than ‘C’ shall not receive credit; the course grade will appear as “audit” on the student’s transcript.

Upon matriculation, UConn ECE students will be are provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program up to five weeks before final grades are required at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program at any time, per policies designated in the UConn ECE Policies and Procedures Guide.
Curricula & Courses
Chair appointment pending

*Mary Ann Amalaradjou, CAHNR, Animal Science
*Kate Fuller, UConn Libraries
*Eric Schultz, CLAS, Ecology and Evolutionary Biology
*Manuela Wagner, Chair of GEOC (Ex-Officio)
*Suzanne Wilson, Education
*Cindy Zhang, CLAS, Geography
Alana Adams, School of Business, Academic Advisory Center
Tom Bontly, CLAS, Philosophy
Mark Brand, CAHNR, Plant & Landscape Architecture
Marc Hatfield, Registrar’s Office
Matt McKenzie, History, Avery Point Campus
George Michna, Neag, Director of Assessment, Accountability, and Accreditation
David Ouimette, Institute for Student Success
Sharyn Rusch, CLAS Academic Services
Lauren Schleselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)
Steve Stifano, CLAS, Communication
Julia Yakovich, CETL, Service Learning Initiatives
Terra Zuidema, Registrar’s Office (alternate)
2 undergraduate students
Justice, Equity, Diversity & Inclusion (JEDI)

*Margaret Rubega Chair, CLAS, Ecology & Evolutionary Biology
*Elsaesser, Caitlin, School of Social Work
*Maria-Luz Fernandez, CAHNR, Nutritional Sciences
*Govoni, Kristen, CAHNR, Animal Science
*Diane Lillo-Martin, CLAS, Linguistics
*Elle Ouimet, CLAS, Anthropology
*Willen, Sarah, CLAS, Human Rights Institute
Cinnamon Adams, The Graduate School
Clarissa Ceglio, SFA, Digital Media and Design
Julie Guild, Human Resources
Christina (Rivera) Irizarry, Institute for Student Success
Christine Kirchhoff, Engineering, Civil & Environmental Engineering
Maryann Markowski, OVPR’s Office
Kim McKeown, Center for Students with Disabilities
Alison Paul, SFA, Art and Art History
Willena Price, African American Cultural Center
Michael Rodriguez, University Libraries
Stephany Santos, School of Engineering, Biomedical Engineering
Frank Tuitt, Vice President for Diversity and Inclusion & Chief Diversity Officer
Kathryn Weber-Hottleman, ITS (Accessibility Coordinator)
Representative from UConn Public Safety
2 undergraduate students
1 graduate student
Enrollment Committee (EC)

*Jeffrey McCutcheon, Chair, Engineering
*Terrence Abney, Residential Life
*Susana Ulloa, ISS Academic Program Center
*Mark Zurolo, SFA, Art and Art History
Tracie Borden, Waterbury Campus
Miranda Davis, CLAS, Ecology and Evolutionary Biology
Tom Deans, CLAS, English
Michael Finiguerra, CLAS, Avery Point Campus
Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)
Eva Gorbants, School of Fine Arts Academic Advisory Center
Vern Granger, Office of Admissions
Preston Green, Education, Educational Leadership
Mansour Ndiaye, CLAS Academic Services
Brian Rockwood, Registrar’s Office
2 undergraduate students
1 graduate student
Faculty Standards Committee (FSC)

*Lisa Holle, Chair, Pharmacy
*Valarie Artigas, Nursing
*Bede Agocha, CLAS, Africana Studies Institute
*Dan Burkey, Engineering, Associate Dean
* Maria Chrysochoou, Engineering, Civil & Environmental Engineering
*Masha Gordina, CLAS, Mathematics
*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
*Vicki Magley, CLAS, Psychological Sciences
*Betsy McCoach, Neag
*George McManus, CLAS, Avery Point
Lloyd Blanchard, OIRE
Preston Britner, CLAS, Human Development & Family Sciences
Douglas Degges, SFA, Art & Art History
Kathleen Holgerson, Women’s Center
Ruth Kustoff, CETL (Office of Continuing & Professional Education)
Linda Pescatello, CAHNR, Kinesiology
Martina Rosenberg, CETL
Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member
2 undergraduate students
1 graduate student
Growth & Development (G&D)

*Mehdi A Anwar, Chair, Engineering
*Joanne Conover, CLAS, Physiology and Neurobiology
*Eigsti, Inge-Marie, CLAS, Psychological Sciences
*Louis Hanzlik, SFA, Music
*Suman Majumdar, CLAS, Stamford Campus
*David Souder, Business
Tracie Borden, Waterbury Campus
Tutita Casa, Education
Kathy Hendrickson, Business (Career Development Office)
Bethany Jacidi, OVPR
Greg Kvenzor, Business
Jessica McBride, CAHNR Communications
Carl Rivers, Office of the Registrar
Jeffrey Shoulson, Vice Provost for Interdisciplinary Initiatives (Ex-Officio Member)
Daniel Stolzenberg, Education
Audrey Silva, Communication Access/Interpreting Services
Rachel Tambling, CLAS, Human Development and Family Sciences
2 undergraduate students
1 graduate student
Scholastic Standards (SSC)

*Robin Coulter, Business, Co-chair (fall 21)
*Holly Fitch, CLAS, Psychological Sciences, Co-chair (fall 21)
*Brian Aneskievich, Pharmacy
*Pam Bedore, CLAS, Avery Point Campus (sabbatical fall 21, chair spring 22)
*Maureen Armstrong, Dean of Students Office
*Karen Bresciano, The Graduate School
*Lee, Elaine, CAHNR, Kinesiology
*Catherine Little, Education
*Thomas Long, Nursing
*Leslie Shor, Engineering, Associate Dean
*Sherry Zane, CLAS, WGSS
Shoshana Armington, Advising, School of Engineering
Kelly Bartlett, Waterbury Campus
Greg Bouquot, Registrar’s Office
Erin Ciarimboli, Enrichment Programs and University Advising
Susanna Cowan, University Libraries
Joe Crivello, CLAS, Physiology & Neurobiology
Sarah Croucher, Director of Academic Policy
Lindsay Cummings, School of Fine Arts, Dramatic Arts
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
Erin Mason, Registrar’s Office
Nate Rickles, Pharmacy
Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)
Lawrence Walsh, Office of Admissions
Christine Wenzel, Center for Students with Disabilities
2 undergraduate students
1 graduate student
Student Welfare (SWC)

*Karen Bresciano, Chair, The Grad School
*Sheila Andrew, CAHNR, Animal Science
*Alexis Boylan, SFA, Art & Art History
*Fabiana Cardetti, CLAS, Mathematics
*Andrea Hubbard, Pharmacy
*Michael Morrell, CLAS, Political Science
*Del Siegle, Education
*Colleen Spurling, CLAS, Molecular & Cell Biology
Bryanna Anderson, Center for Students with Disabilities
Rebecca Bacher, CLAS Academic Services
Chelsea Cichocki, Center for Academic Programs
Kimberly Duby, Dean of Students Office
Arthur Galinat, International Student and Scholar Services
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Renee Gilberti, ISS Academic Programs Center
Kay Gruder, Center for Career Development
Laine Kingo, Business, Advising and Compliance Specialist
Sheila Lafferty, University Libraries
Lindsey Lemoine, Athletics
Katherine McCarthy, Admissions
Tina McCarthy, SHaW, Medical
Jennifer Morenus, PRLACC
David Richards, CLAS, Political Science
Jennifer Gattilia Tibbetts, Registrar’s Office
Sandy Valentine, SHaW, Health Promotion Manager
2 undergraduate students
1 graduate student

*need regional rep
University Budget Committee (UBC)

*Robert Bird, Business, Co-Chair
*Carol Polifroni, School of Nursing, Co-Chair
*Stephen Dyson, CLAS, Political Science
*Elena Dormidontova, CLAS, Physics
*Erika Skoe, CLAS, Speech, Language and Hearing Sciences
*Jeffrey McCutcheon, Chemical and Biomolecular Engineering
*Lisa Park Boush, CLAS, Geography
*Paulo Verardi, CAHNR, Pathobiology
*Michael White, Dining Services
Lloyd Blanchard, AVP for Budget and Planning (Ex-Officio Member)
Jeffrey Crouse, School of Education
Michael Jones, CETL
Philip Mannheim, CLAS, Physics
Christine Scott-Dougan, Waterbury Campus Finance Director
Lauren Slingluff, University Libraries
Paula Wilmot, Dean of Students Office
2 undergraduate students
1 graduate student

Additional appointments will be made to the General Education Oversight Committee