UNIVERSITY SENATE MEETING AGENDA
April 26, 2021

A regular meeting of the University Senate will be held on
Monday, April 26, 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 April 5, 2021 University Senate meeting
2. Report of the President
   Presented by President Tom Katsouleas
3. Report of the Senate Executive Committee
   Presented by SEC Chair Carol Atkinson-Palombo
4. Consent Agenda Items:
   • Senate Standing Committee and Subcommittee Reports
     ▪ Annual Report of the Curricula and Courses Committee
     ▪ Annual Report of the Justice, Equity, Diversity, & Inclusion Committee
     ▪ Annual Report of the Enrollment Committee
     ▪ Annual Report of the Faculty Standards Committee
     ▪ Annual Report of the General Education Oversight Committee
     ▪ Annual Report of the Growth & Development Committee
     ▪ Annual Report of the Scholastic Standards Committee
     ▪ Annual Report of the Student Welfare Committee
     ▪ Annual Report of the University Budget Committee
5. Q&A on Annual Reports
   Senate Standing Committees and Subcommittee Representatives available for questions
6. Report from Nominating Committee presented by Senator Ortega
   VOTE on 2021/2022 Senate Committee Membership Rosters
1. Report from Senate Scholastic Standards Committee by Senator Bedore
   VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.H
   University Calendar
   VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.A.4,
   High School Students and Credit Bearing Courses
7. Annual Report on Retention and Graduation
   Presented by Nathan Fuerst, Vice President for Enrollment Planning and Management
8. New Business

SENATE EXECUTIVE COMMITTEE
Carol Atkinson-Palombo, Chair
Pam Bramble                                      Gary English
Nafis Fuad                                        Michael Hernandez
Andrea Hubbard                                   Deb Kendall
Gustavo Nanclares                                 Angela Rola
Eric Schultz                                     Manuela Wagner
Curricula & Courses

*Suzanne Wilson, Chair, Neag School of Education, Ed Curriculum and Instruction
*Mary Ann Amalaradjou, CAHNR, Animal Science
*Kate Fuller, UConn Libraries
*Eric Schultz, CLAS, Ecology and Evolutionary Biology
*Manuela Wagner, Chair of GEOC (Ex-Officio)
*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 Schlesselman, 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, CAHNRE, Nutritional Sciences
*Govoni, Kristen, CAHNRE, 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
Claudia Pina, Student Health and Wellness, Waterbury Campus
Willena Price, African American Cultural Center
Michael Rodriguez, University Libraries
Stephany Santos, School of Engineering, Biomedical Engineering
Magdalena Silver, UConn Public Safety
Frank Tuitt, Vice President for Diversity and Inclusion & Chief Diversity Officer
Kathryn Weber-Hottleman, ITS (Accessibility Coordinator)
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, Department of Pharmacy Practice
*Valarie Artigas, Nursing
*Bede Agocha, CLAS, Africana Studies Institute
*Dan Burkey, Engineering, Associate Dean
* Maria Chrysochoou, Engineering, Civil & Environmental Engineering-(elected to SEC)
*Masha Gordina, CLAS, Mathematics
*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
*Vicki Magley, CLAS, Psychological Sciences
*Betsy McCoach, Neag, Educational Psychology
*George McManus, CLAS, Avery Point
Lloyd Blanchard, OIRE, Budget and Planning
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, Faculty Development
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, Management
Tracie Borden, Waterbury Campus
Tutita Casa, Education
Kathy Hendrickson, Business (Career Development Office)
Bethany Javidi, OVPR
Greg Kivenzor, Business, Marketing
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, Marketing, Co-chair (fall 21),
*Holly Fitch, CLAS, Psychological Sciences, Co-chair (fall 21)
*Brian Aneskievich, Pharmacy, Department of Pharmaceutical Sciences
*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, Educational Psychology
*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 leaving UConn
Nate Rickles, Pharmacy, Department of Pharmacy Practice
Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)

Ellen Trip, Student-Athlete Success Program
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, Department of Pharmaceutical Sciences*
*Michael Morrell, CLAS, Political Science*
*Del Siegle, Education, Educational Psychology*
*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
Morty Ortega, CAHNR, Natural Resources and Environment
David Richards, CLAS, Political Science
Jennifer Gattilia Tibbetts, Registrar’s Office

**Peter Tribuzio, Student Services, Hartford Campus**
Sandy Valentine, SHaW, Health Promotion Manager
2 undergraduate students
1 graduate student
University Budget Committee (UBC)

*Robert Bird, Business, Marketing, 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
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 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.