UNIVERSITY SENATE MEETING AGENDA
March 7, 2022

A regular meeting of the University Senate will be held on
Monday, March 7, 2022, 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
2. Approval of Minutes of the February 7, 2022 University Senate meeting
3. Report of the President
   Presented by Interim President Radenka Maric
4. Report of the Senate Executive Committee
   Presented by SEC Chair Del Siegle
5. Consent Agenda Item:
   Report of the Senate Curricula and Courses Committee
6. Report from Senate Scholastic Standards Committee presented by Senator Bedore
   VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate,
   2.E.II, Responsibility for the Academic Assessment of Students
   PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University
   Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)
7. Report from Faculty Standards Committee presented by Senator Holle
   Resolution in support of convening a University wide task force to operationalize “evidence
   of teaching excellence beyond SET” (formerly known as SET+ or SET Plus)
8. Reports from the Office of the Provost
   Update on Undergraduate Education and Instruction presented by Vice Provost Bradford
   Update on Regional Campuses presented by Provost Lejuez
9. New Business
10. Adjournment

SENATE EXECUTIVE COMMITTEE
   Del Siegle, Chair
   Pam Bedore
   Marisa Chrysochoou
   Maria-Luz Fernandez
   Angela Rola
   Manuela Wagner
   Pam Bramble
   Gary English
   Gustavo Nanclares
   Irio Schiano
   Ethan Werstler
I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

A. DMD 2580 2D Game Art (#6376)

   Proposed Catalog Copy
   DMD 2580. 2D Game Art
   3.00 credits.
   Prerequisites: DMD 1002 and 1102; Open to Digital Media & Design majors only, others with instructor consent.
   Grading Basis: Graded
   Introduction to figure and perspective drawing, character and environmental concept art, pixel art, sprite animation, vector art, game UI design, texture painting, and 2D art for 3D games.

B. EDLR 1110 Introduction to Sport Management (#10147)

   Proposed Catalog Copy
   EDLR 1110. Introduction to Sport Management
   3.00 credits
   Prerequisites: none
   Grading Basis: Graded
   Introduction to the sport industry and the field of sport management.

C. EEB 2254W Current Topics in Ecology and Evolutionary Biology (#9384) [W]

   Proposed Catalog Copy
   EEB 2254W. Current Topics in Ecology and Evolutionary Biology
   3.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.
   Grading Basis: Graded
   Engagement with primary research literature in ecology and evolutionary biology, and development of written communication skills through writing, editing, revising, and peer feedback.

D. EEB 2256W Current Topics in Evolutionary Medicine and Disease Ecology (#9444) [W]

   Proposed Catalog Copy
   EEB 2256W. Current Topics in Evolutionary Medicine and Disease Ecology
   3.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.
   Grading Basis: Graded
Engagement with primary research literature in evolutionary medicine and disease ecology, and development of written communication skills through writing, editing, revising, and peer feedback.

E. EEB 2258W Current Topics in Conservation and Climate Change Biology (#9445) [W]

*Proposed Catalog Copy*

EEB 2258W. Current Topics in Conservation and Climate Change Biology
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.
Grading Basis: Graded
Engagement with primary research literature in conservation and climate change biology, and development of written communication skills through writing, editing, revising, and peer feedback.

F. ENGL 2055WE Writing, Rhetoric, and Environment (#8325) [W, EL]

*Proposed Catalog Copy*

ENGL 2055WE. Writing, Rhetoric, and Environment
3.00 Credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Critical analysis of and community-based practice in writing for nonspecialist audiences about complex environmental phenomena and issues such as climate. Attention to questions of rhetoric, representation, and ethics.

G. MEM 2213 Introduction to Manufacturing Systems Lab (#11583)

*Proposed Catalog Copy*

MEM 2213. Introduction to Manufacturing Systems Lab
3.00 credits
Prerequisites: None
Corequisites: MEM 2211
Grading Basis: Graded
Introduction to the steps required for manufacturing: preparation of a part sketch, an engineering drawing, and drawing using state-of-the-art CAD software; building prototype and improved final model of the parts. Hands-on experience with subtractive manufacturing and additive manufacturing, and product outcome analysis. Site visits to operational manufacturing facilities.

H. PATH 1201 Exploring Careers in Pathobiology (#11645)

*Proposed Catalog Copy*

PATH 1201. Exploring Careers in Pathobiology
2.00 credits
Prerequisites: None.
Grading Basis: Graded.
Exposure to the Pathobiology major and careers in Pathobiology through interactions with professionals in relevant careers, training in basic laboratory safety and research compliance, and development of a personalized career journal.
I. PATH 1202 Fundamental Biomedical Laboratory Techniques (#11865)
   Proposed Catalog Copy
   PATH 1202. Fundamental Biomedical Laboratory Techniques
   2.00 credits.
   Prerequisites: None.
   Grading Basis: Graded.
   Hands-on, basic biomedical research laboratory techniques with an emphasis on chemical and biological safety, as well as laboratory proficiency.

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

A. CE 2251 Probability and Statistics in Civil and Environmental Engineering (#10986) [Revise prereqs]
   Current Catalog Copy
   CE 2251. Probability and Statistics in Civil and Environmental Engineering
   3.00 credits
   Prerequisites: None. Recommended preparation: MATH 1131 or 1151. May not be taken out of sequence after passing CE 2210, 3220, 4210, or ENVE 2330.
   Grading Basis: Graded
   Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

   Revised Catalog Copy
   CE 2251. Probability and Statistics in Civil and Environmental Engineering
   3.00 credits
   Prerequisites: None. Recommended preparation: MATH 1131 or 1151. May not be taken out of sequence after passing CE 3220 or 4210.
   Grading Basis: Graded
   Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

B. CSE 1010 Introduction to Computing for Engineers (#10909) [Revise prereqs]
   Current Catalog Copy
   CSE 1010. Introduction to Computing for Engineers
   3.00 credits
   Prerequisites: Not open for credit to students who have passed CSE 1100. May not be taken out of sequence after passing CSE 1729.
   Grading Basis: Graded
   Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.
Revised Catalog Copy
CSE 1010. Introduction to Computing for Engineers
3.00 credits
Prerequisites: May not be taken out of sequence after passing CSE 1729 or 2050.
Grading Basis: Graded
Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

C. CSE 2050 Data Structures and Object-Oriented Design (#10926) [Revise prereqs]

Current Catalog Copy
CSE 2050. Data Structures and Object-Oriented Design
3.00 credits
Prerequisites: CSE 1729. Not open to students who have passed CSE 2100.
Grading Basis: Graded
Introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

Revised Catalog Copy
CSE 2050. Data Structures and Object-Oriented Design
3.00 credits
Prerequisites: CSE 1010 or 1729. Not open to students who have passed CSE 2100.
Grading Basis: Graded
Introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

D. CSE 2500 Introduction to Discrete Systems (#10910) [Revise prereqs]

Current Catalog Copy
CSE 2500. Introduction to Discrete Systems
3.00 credits
Prerequisites: CSE 1102 or 1729.
Grading Basis: Graded
Introduction to formal mathematical thinking including discrete systems and proofs. Discrete system topics include logic, set theory, basic number theory, basic combinatorics, functions, relations, sequences, sums, products, recurrence, and countability. Proof topics include direct proof, including proof by cases and induction, and indirect proof, including proof by contrapositive and contradiction.

Revised Catalog Copy
CSE 2500. Introduction to Discrete Systems
3.00 credits
Prerequisites: CSE 1010 or 1729.
Grading Basis: Graded
Introduction to formal mathematical thinking including discrete systems and proofs. Discrete system topics include logic, set theory, basic number theory, basic combinatorics, functions, relations, sequences, sums, products, recurrence, and countability. Proof topics include direct proof, including proof by cases and induction, and indirect proof, including proof by contrapositive and contradiction.

E. DMD 2700 Digital Media Strategies for Business I (#8464) [Revise title and prereqs]
Current Catalog Copy
DMD 2700. Digital Media Strategies for Business I.
3.00 credits.
Prerequisites: Open to Digital Media and Design majors and Digital Arts minors, others by instructor consent. Grading Basis: Graded.
Introduction to digital media concepts and platforms used in companies' marketing strategies and plans. This course does not fulfill requirements for any major in the School of Business.

Revised Catalog Copy
DMD 2700. Digital Media Strategies for Business.
3.00 credits.
Prerequisites: DMD 1002 and 1102; Open to Digital Media and Design majors only, others by instructor consent.
Grading Basis: Graded
Introduction to digital media concepts and platforms used in companies' marketing strategies and plans.

F. MSE 2053 Materials Characterization and Processing Laboratory (#11808) [Revise description and prereqs]
Current Catalog Copy
MSE 2053. Materials Characterization and Processing Laboratory
1.00 credits
Prerequisites: MSE 2002, which may be taken concurrently.
Grading Basis: Graded
Principles of materials properties, processing and microstructure will be illustrated by experiments with qualitative and quantitative microscopy, mechanical testing, thermal processing, plastic deformation, and corrosion. Materials design and selection criteria will be introduced by studying case histories from industry and reverse engineering analyses.

Revised Catalog Copy
MSE 2053. Materials Characterization and Processing Laboratory
1.00 credits
Prerequisites: Open to MSE majors or by instructor consent.
Grading Basis: Graded
First semester of a 3-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

G. PHIL 2205 Aesthetics (#11165) [Revise prereqs]

*Current Catalog Copy*

PHIL 2205. Aesthetics
3.00 credits Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.
Grading Basis: Graded
The fundamentals of aesthetics, including an analysis of aesthetic experience and judgment, and a study of aesthetic types, such as the beautiful, tragic, comic and sublime. Recent systematic and experimental findings in relation to major theories of the aesthetic experience.

*Revised Catalog Copy*

PHIL 2205. Aesthetics
3.00 credits
Prerequisites: One three-credit course in Philosophy at the 1100 level.
Grading Basis: Graded
The fundamentals of aesthetics, including an analysis of aesthetic experience and judgment, and a study of aesthetic types, such as the beautiful, tragic, comic and sublime. Recent systematic and experimental findings in relation to major theories of the aesthetic experience.

H. PHIL 2217 Social and Political Philosophy (#11205) [Revise prereqs]

*Current Catalog Copy*

PHIL 2217. Social and Political Philosophy
3.00 credits
Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.
Grading Basis: Graded
Conceptual, ontological, and normative issues in political life and thought; political obligation; collective responsibility; justice; liberty; equality; community; the nature of rights; the nature of law; the justification of punishment; related doctrines of classic and contemporary theorists such as Plato, Rousseau, John Rawls

*Revised Catalog Copy*

PHIL 2217. Social and Political Philosophy
3.00 credits
Prerequisites: One three-credit course in Philosophy at the 1100 level.
Grading Basis: Graded
Conceptual, ontological, and normative issues in political life and thought; political obligation; collective responsibility; justice; liberty; equality; community; the nature of rights; the nature of law; the justification of punishment; related doctrines of classic and contemporary theorists such as Plato, Rousseau, John Rawls.
III. The Senate Curricula and Courses Committee recommends DELETION of the following 1000- or 2000-level courses:

A. CSE 1100 Introduction to Computing (#10925)
B. KINS 2100 Introduction to Athletic Training I (#10667)
C. KINS 2110 Introduction to Athletic Training II (#10688)

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

A. AFRA 4997W Senior Thesis in Africana Studies (#6837) [W]
   Proposed Catalog Copy
   AFRA 4997W. Senior Thesis in Africana Studies
   3.00 credits
   Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; AFRA 2211 and 4996; open to students in the Honors Program; instructor consent required. May be open to non-honors students with consent of instructor.
   Grading Basis: Honors
   Honors Research and writing in the major with close supervision of multiple drafts.

B. STAT 3215Q Applied Linear Regression in Data Science (#9624)
   Proposed Catalog Copy
   STAT 3215Q. Applied Linear Regression in Data Science
   3.00 credits
   Prerequisites: STAT 2215Q or STAT 3025Q or instructor consent. Not open for credit to students who have passed STAT 3115Q or 5315.
   Grading Basis. Graded
   Applied multiple linear regression analysis in data science, with an emphasis on modern statistical regression methods: simple linear regression and correlation analysis, multiple linear regression, analysis of variance, goodness of fit, comparing regression models through partial and sequential F tests, dummy variables, regression assumptions and diagnostics, model selection and penalized regression, prediction and model validation, principles of design of experiments, one-way and two-way analysis of variance.

V. 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. STAT 3115Q Analysis of Experiments (#9246) [Revise prereqs]
   Current Catalog Copy
   STAT 3115Q. Analysis of Experiments
   3.00 credits
   Prerequisites: STAT 2215Q or 3025Q or instructor consent. Credit may not be received for both STAT 3115Q and 5315.
   Grading Basis. Graded
Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression.

Revised Catalog Copy
STAT 3115Q. Analysis of Experiments
3.00 credits
Prerequisites: STAT 2215Q or 3025Q or instructor consent. Not open for credit to students who have passed STAT 3215Q or 5315. Intended for Statistics majors or minors.
Grading Basis. Graded
Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression.

B. WGSS 3265W Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship [W] (#9944) [Revise title]
Current Catalog Copy
WGSS 3265W. Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship
3.00 credits.
Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011; open only to WGSS majors and minors. Grading Basis: Graded
Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary, intersectional, and transnational field. Explication of the ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

Revised Catalog Copy
WGSS 3265W. Producing Critical Feminist Scholarship
3.00 credits.
Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011;
Grading Basis: Graded
Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary and transnational field. Ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

VI. Actions on S/U Graded Courses:

A. BLAW 4881 Internship in Business Law (#11360) [Revise credits, prereqs, and description]
Current Catalog Copy
BLAW 4881. Internship in Business Law
1.00 - 6.00 credits
Prerequisites: Completion of freshman-sophomore level School of Business requirements; open to juniors or higher.
Grading Basis: Satisfactory/Unsatisfactory
Designed to provide students with an opportunity for a supervised internship relevant to one or more areas in business law. Students will work under the supervision of one or more professionals in the specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.
Formerly offered as BLAW 4891.

Revised Catalog Copy
BLAW 4881. Internship in Business Law
3.00 credits
Prerequisites: BLAW 3175 or BADM 3720 and consent of instructor; open only to business majors of junior or higher status.
Grading Basis: Satisfactory/Unsatisfactory
Internship with a host organization in the field of law, ethics, corporate social responsibility, sustainability, or public policy. Student performance will be evaluated on the basis of an appraisal by the host organization and a detailed written report submitted by the student.
Formerly offered as BLAW 4891.

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, Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schleselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema
From the 2/7/22 and 2/21/22 meetings
Update of Syllabus Requirement to Include Make-Up Assignment/Assessment Policy

Rationale:

In an effort to help instructors manage requests by students for make-up opportunities, instructors should include clearly established course policies and expectations in course syllabi. This will provide students a clear set of course expectations particularly as they relate to late or missed assignments/assessments/projects. Syllabi which include policies and expectations related to possible make-up opportunities will allow the student to make informed decisions about course engagement, participation and what to do when needing to miss class due to illness or extenuating reasons. Extenuating reasons for missing a class component may not be easy to document and opportunities to address missed course components will help both instructors and students. Clearly established course policies which outline what a student may do to make up missed work will help to avoid the back and forth between student and instructor when make-up work is requested.

The SSC believes this policy will be helpful to:

1. Students, who will be fully aware of the policy for each class;
2. Instructors, who will refer to their pre-determined policy rather than having to make ad hoc decisions throughout the semester; and
3. The Dean of Students office, whose members will have full information about each class’s policy as they support students with questions or concerns.

Guidance on and example of make-up policies will be developed and kept up to date on the Provost’s website.

In reviewing the language from Senate By-law II.E.9, which states “The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms,” the SSC confirms that it is up to the instructor to determine the precise nature of the policy, which may be not to accept missed assessments.
Current By-Law

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will be taught, when and how learning will be assessed, and how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

Proposed By-Law

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify:

- what will be taught,
- when and how it will be taught,
- when and how learning will be assessed,
- if, when, and how missed assessments (for which medical documentation cannot be required) will be handled,
- how grades will be assigned, and
- (for distance education courses) how student identity will be authenticated.
SSC Proposed By-Law Change on 26-Credit Limit for Accessing P/F
By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Background:

The Covid period has made students, faculty, and advisors far more aware of the P/F option, which was previously used by students doing exploratory work without the stress of a grade (as a course had to be converted to a P/F grading basis by the tenth day). Given that the date for P/F grading has now been extended to the eleventh week of the semester, it is now widely used for students to manage their stress levels and their GPAs. Given this usage, it should be open to first-year students. This is an equity issue given unequal access to college credit in high schools.

The SSC considered three major arguments against this change:

1. There is a concern that the P/F option may obscure poor academic performance. The P/F option therefore remains unavailable to students on scholastic probation. Additionally, the SSC recommends the addition of a restriction to one P/F course per semester.
2. There is a concern that students in some high-enrolment courses will be disadvantaged because they may need to repeat those courses on repeat forgiveness, which will alter their enrolment appointment. A list of these courses is currently available at the registrar’s office, and communication must be made to all advisors in order to ensure that students are making the P/F decision with full information.
3. There is a potential “slippery slope” in changing the by-laws on the Pass-Fail Option for a third time in three years (previously for Covid mitigations and then permanently changing the deadline to the eleventh week). The SSC feels it is important to maintain the three-course (twelve-credit) limit on P/F courses. It is reviewing the question of whether or not to also recommend removing the restriction on students on academic probation.

The SSC examined peer and aspirant policies on P/F and found a wide range of policies. UConn is well in line with our peers and aspirants with our current policy as well as with the proposed policy.

Current By-Law:
By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as ‘P’ for Pass or ‘F’ for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail Page 26 of 41 approved 12.21.2021 option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the
course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student’s advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a ‘P’ (‘D-' or above) or remains an ‘F.’ In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below ‘C’ makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the PassFail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

**Proposed By-Law:**
By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than one course per semester and three courses total, to be recorded as ‘P’ for Pass or ‘F’ for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail Page 26 of 41 approved 12.21.2021 option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student’s advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a ‘P’ (‘D-' or above) or remains an ‘F.’ In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below ‘C’ makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the PassFail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.
Faculty Standards Committee  
To the University Senate  
March 7, 2022  

Resolution in support of convening a University-wide task force to operationalize “evidence of teaching excellence beyond SET” (formerly known as SET+ or SET Plus)

Context
The Faculty Standards Committee (FSC) Working Group has identified problematic issues within the use of our current teaching evaluation process

- The current SETs are overemphasized as evidence of teaching effectiveness.
- Department heads, PTR committees, deans, directors, etc., employ the SET survey as a metric for several purposes, including evaluating instructor performance, eligibility for awards, etc. Not everyone using SETs for these evaluative purposes fully understands the limitations of the current SET, such as inherent bias, appropriate use of comments; and use of data (i.e., what is professional and ethical responsibility when using this data).

Holistic teaching evaluation efforts have been repeatedly discussed over a period of years, but actual implementation is scattered and varies in comprehensiveness and buy-in.

- Institution-level guidance has not been specific enough to enable (and motivate) departments to invest in tackling the challenge of developing a meaningful assessment of evidence-based teaching excellence beyond the SET.
- There continue to be limited consequences for departments and programs that do not produce and follow policies beyond SET.
- Individual committees at the department level or FSC level do not believe they possess the mandate or agency to move more progressive national examples of evaluation models forward to mitigate recognized problems.

Therefore, the FSC Working Group recommends that an institutional strategy is needed to address the shortcomings of the current evaluation system.

Motion to Recommend:

- Retire the current SET+ nomenclature and policies – they have proven to be confusing and do not address the key issues identified with the current SET.
- Create a task force to be formed and charged by the Provost that includes all relevant stakeholders (Provost’s office/administration, senate, AAUP, ODI, OIRE, faculty, students), and clearly identify to whom the task force’s recommendations will go.
  o Considerations should be given to a manageable size of the task force (10-12 members)
  o Suggest task force be assembled spring 2022; major work next year, with a report of recommendations to the Provost and University Senate by end of 22/23.
- Create a standing committee distinct from the taskforce
  o charged with monitoring effectiveness, evaluating and impact, identifying potential concerns of the SET and teaching evaluation strategy beyond SET, and recommending regular revisions to the Provost’s Office going forward
members serving for a set term (e.g., staggered 3-year) and distributed representation of units over time.

• As an expression of shared governance and facilitation of buy-in and accountability, the communication strategy to the broader community of UConn instructors should be transparent, provide mechanisms for frequent input and recognize time spent on the thoughtful engagement of contributors.

Specific Charge and Scope of Work
The task force’s main purpose should be to develop and recommend a supplement to the existing SET that narrowly addresses the key shortcomings identified by the FSC Working Group, as well as feedback from previous studies of this issue: Specifically, the task force should address:

- A name that better reflects the purpose of the supplement – SET+ misguidedly still positions the SET as the “primary” or most important element of evaluation of teaching
- An explicit framework and process for identifying what contextual factors may be at play for an individual faculty member related to their positionality, how identities or topics taught might bias evaluations, and how unintended, inequitable impact can be mitigated.
- A focus on both formative and summative feedback to the faculty member that provides explicit examples of their current positive teaching practices, as well as actionable feedback in areas of needed improvement.
- Outline a pathway with specific benchmarks to define, develop, evaluate, and reward teaching excellence beyond tweaking or replacing instruments. Recommendation may include minimum teaching criteria, what actions should be taken on department and/or institutions level (including identifying point person on meso and macrolevel)

• Option to conduct limited temporary feasibility experiments, e.g., with student course experience evidence and peer reviews.