Annual Report of the Curricula & Courses Committee
to the University Senate

May 2, 2022

During the meeting period of April 27, 2021 through May 1, 2022, the Curricula and Courses Committee met 19 times and brought to the Senate the following actions:

I. **1000-level course actions:**

*New courses added:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>EDLR 1110</td>
<td>Introduction to Sport Management</td>
<td>3/7/2022</td>
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<tr>
<td>NURS 1500</td>
<td>Introduction to Correctional Healthcare</td>
<td>9/13/2021</td>
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<tr>
<td>PATH 1201</td>
<td>Exploring Careers in Pathobiology</td>
<td>3/7/2022</td>
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<tr>
<td>PATH 1202</td>
<td>Fundamental Biomedical Laboratory Techniques</td>
<td>3/7/2022</td>
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*Courses revised:*

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<tbody>
<tr>
<td>CE 2110</td>
<td>Applied Mechanics I Statics</td>
<td>5/2/2022</td>
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<tr>
<td>CHEM 1124Q</td>
<td>Fundamentals of General Chemistry I [CA3, Q]</td>
<td>9/13/2021</td>
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<tr>
<td>CHIN 1111</td>
<td>Elementary Chinese I [SL]</td>
<td>9/13/2021</td>
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<tr>
<td>CSE 1010</td>
<td>Introduction to Computing for Engineers</td>
<td>3/7/2022</td>
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<td>ENGL 1003</td>
<td>Academic Literacies for Multilingual Students</td>
<td>5/2/2022</td>
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<tr>
<td>ENGL 1101</td>
<td>Classical and Medieval Western Literature [CA1]</td>
<td>4/4/2022</td>
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<tr>
<td>ENGL 1301</td>
<td>Major Works of Eastern Literature [CA4-Int]</td>
<td>4/4/2022</td>
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<td>ENGL 1503</td>
<td>Introduction to Shakespeare [CA1]</td>
<td>4/4/2022</td>
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<tr>
<td>ENGL 1616</td>
<td>Major Works of English and American Literature [CA1]</td>
<td>4/4/2022</td>
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<tr>
<td>GEOG/URBN 1200</td>
<td>The City in the Western Tradition [CA1, CA4-Int]</td>
<td>5/2/2022</td>
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<td>HIST 1805</td>
<td>East Asian History Through Hanzi Characters [CA1, CA4-Int]</td>
<td>11/1/2021</td>
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<tr>
<td>KINS 1100</td>
<td>Exercise and Wellness for Everyone</td>
<td>9/13/2021</td>
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<tr>
<td>MARN 1002</td>
<td>Introduction to Oceanography [CA3, EL]</td>
<td>10/4/2021</td>
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<tr>
<td>MARN 1003</td>
<td>Introduction to Oceanography with Laboratory [CA3-Lab, EL]</td>
<td>10/4/2021</td>
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II. **2000-level course actions:**

*New courses added:*

- **AFRA/COGS 2345** Language and Racism (9/13/2021)
- **ANTH 2200** Race and Human Biological Diversity (9/13/2021)
- **ARTH 2020** Global Jerusalem [CA1, CA4-Int] (5/2/2022)
- **CLCS 2010** Media Literacy and Data Ethics [CA1, CA4-Int] (4/4/2022)
- **COGS 2500Q** Coding for Cognitive Science [Q] (5/2/2022)
- **COMM 2010Q** Applied Communication Research Methods [Q] (2/7/2022)
- **DMD 2580** 2D Game Art (3/7/2022)
- **EEB 2254W** Current Topics in Ecology and Evolutionary Biology [W] (3/7/2022)
- **EEB 2256W** Current Topics in Evolutionary medicine and Disease Ecology [W] (3/7/2022)
- **EEB 2258W** Current Topics in Conservation and Climate Change Biology [W] (3/7/2022)
- **ENGL 2055WE** Writing, Rhetoric, and Environment [W, EL] (3/7/2022)
- **ENGL 2107** The British Empire, Slavery, and Resistance [CA1] (10/4/2021)
- **ENGL 2614** Writing in Algorithms [CA3] (2/7/2022)
- **ENGR/HRTS 2300** Engineering for Human Rights (2/7/2022)
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<th>Term/Description</th>
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<td>Foreign Relations of China Since 1949 [CA1, W]</td>
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<td>HIST 2845/W</td>
<td>Global History of Capitalism [CA1, CA4, W]</td>
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<td>LLAS/HRTS 2450</td>
<td>Human Rights in Latin America</td>
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<td>MATH 2720</td>
<td>History of Mathematics</td>
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<td>MEM 2213</td>
<td>Introduction to Manufacturing Systems Lab</td>
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<td>POLS 2803W</td>
<td>Legal Reasoning and Writing [W]</td>
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<td>Women and the Law [W]</td>
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<td>POLS/MAST 2460</td>
<td>Maritime Politics [CA2, EL]</td>
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<td>POLS 2827W</td>
<td>Criminal Justice in Practice [W]</td>
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<td>Science, Medicine, and Race</td>
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<td>Guns and Society</td>
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<td>SOCI 2720E/W</td>
<td>Environmental Racism, Colonialism and Justice [EL, W]</td>
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**Courses revised:**

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<td>Race and Human Biological Diversity [CA3, CA4]</td>
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<td>Process of Interpreting: American Sign Language and English</td>
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<td>Interpreting in Educational and Other Settings</td>
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<td>Consecutive Interpreting</td>
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<td>Engineering Economics I</td>
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<td>Probability and Statistics in Civil and Environmental Engineering</td>
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<td>Digital Media Strategies for Business I</td>
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<td>DRAM 2130</td>
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DRAM 2131  History of Drama II (9/13/2021)
ENGR/HRTS 2300  Engineering for Human Rights [CA2] (2/7/2022)
GEOG 2410  New Digital Worlds of Geographic Information Science [CA3] (11/1/2021)
GEOG 2505  Applications of Geographic Information Systems (10/4/2021)
KINS 2200  Introduction to Athletic Training (9/13/2021)
KINS 2227  Exercise Prescription [CA3, Q] (4/4/2022)
MSE 2053  Materials Characterization and Processing Laboratory (3/7/2022)
PHIL 2205  Aesthetics (3/7/2022)
PHIL 2208  Epistemology (4/4/2022)
PHIL 2210  Metaphysics (4/4/2022)
PHIL 2212  Philosophy of Science (4/4/2022)
PHIL 2215  Ethics (4/4/2022)
PHIL 2217  Social and Political Philosophy (3/7/2022)
PHIL 2222/W  Early Modern European Philosophy [W] (4/4/2022)
PHIL/CAMS 2221/W  Ancient Greek Philosophy [W] (4/4/2022)
SOCI 2275/W  Social Well-Being [W] (12/6/2021)
SOCI 2301/W  Criminology [W] (12/6/2021)
SOCI 2501/W  Sociology of Intolerance and Injustice [CA4, W] (12/6/2021)
SOCI 2503/W  Prejudice and Discrimination [CA4, W] (12/6/2021)
SOCI 2701E  Sustainable Societies [CA2, EL] (12/6/2021)
SOCI 2705E  Sociology of Food [CA2, EL] (12/6/2021)
SOCI 2709E  Society and Climate Change [CA2, EL] (12/6/2021)
SOCI 2709WE  Society and Climate Change [CA2, W, EL] (12/6/2021)
SOCI 2907/W  City Life [W] (12/6/2021)

Courses dropped:
KINS 2100  Introduction to Athletic Training I (3/7/2022)
KINS 2110  Introduction to Athletic Training II (3/7/2022)
III. **S/U grading actions:**

*New courses added:*

- UNIV 3088 Variable Topics (9/13/2021)

*Revised courses:*

- BLAW 4881 Internship in Business Law (3/7/2022)
- MKTG 4881 Internship in Marketing (4/4/2022)
- MKTG/BADM 4882 Practicum in Professional Sales (4/4/2022)
- SOWK 3700 Field Education I (9/13/2021)
- SOWK 3701 Field Education II (9/13/2021)

IV. **Additions of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:**

*Newly included in Content Area 1 Arts and Humanities:*

- ENGL/AMST 3280W Race and the Scientific Imagination (11/1/2021)
- LLAS/HIST/WGSS 3675 Latina History and Biography (5/2/2022)

*Newly included in Content Area 2 Social Sciences:*

- POLS 3413/W International Security (9/13/2021)
- URBN 3400E Urban Parks and Sustainable Cities (10/4/2021)

*Newly included in Content Area 4 Diversity and Multiculturalism, non-International:*

- ENGL 3015W Writing Across Cultures (9/13/2021)
- ENGL/AMST 3280W Race and the Scientific Imagination (11/1/2021)
- LLAS/HIST/WGSS 3675 Latina History and Biography (5/2/2022)
- NURS 3070 Culturally Informed Communication with Spanish-Speaking Healthcare (2/7/2022)

*Newly included in Content Area 4 Diversity and Multiculturalism, International:*

- AH 5330 Italy’s Mediterranean Food and Our Health MS Option (4/4/2022)
Newly included in the Quantitative (Q) Competency:

- STAT 3215Q  Applied Linear Regression in Data Science (3/7/2022)

Newly included in the Writing (W) Competency:

- AFRA 4997W  Senior Thesis in Africana Studies (3/7/2022)
- BUSN 4897W  Honors Leadership Seminar (2/7/2022)
- ENGL 3015W  Writing Across Cultures (9/13/2021)
- ENGL/AMST 3280W  Race and the Scientific Imagination (11/1/2021)
- ENGR 4002W  Multidisciplinary Engineering Design II (2/7/2022)
- LING 3700W  Field Methods in Linguistics [W] (5/2/2022)
- PNB 3253W  Current Topics in Molecular and Developmental Neurobiology (5/2/2022)
- POLS 3413/W  International Security (9/13/2021)
- STAT 4916W  Writing in Data Science (2/7/2022)
- WGSS 3269W  Gender, Sexuality and Social Movements (10/4/2021)

Newly included in Environmental Literacy:

- ARE 3438E  Climate Economics (4/4/2022)
- URBN 3400E  Urban Parks and Sustainable Cities (10/4/2021)

V. Revisions of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:

Revised Content Area 1 Arts and Humanities courses:

- AFRA/HIST 3752  Precolonial Africa (10/4/2021)
- ENGL/HEJS 3269  Introduction to the Holocaust Literature (11/1/2021)
- HIST/AAAS 3712  The Middle East Crucible (9/13/2021)
- INTD 3260  The Bible (11/1/2021)
Revised Content Area 2 Social Sciences courses:

- SOCI 3459/W Aging and Society (11/1/2021)
- SOCI 3823/W The Sociology of Law: Global and Comparative Perspectives (12/6/2021)

Revised Content Area 4 Diversity and Multiculturalism, non-International courses:

- ENGL/WGSS 3609 Women’s Literature (4/4/2022)
- ENGL/WGSS 3611 Women’s Literature 1900 to the Present (4/4/2022)
- ENGL/WGSS 3613 LGBTQ+ Literature (11/1/2021)
- SOCI 3601/W Sociology of Gender (12/6/2021)
- SOCI/AAAS 3221/W Sociological perspectives on Asian American Women (12/6/2021)
- SOCI/AFRA/HRTS 3505 White Racism (11/1/2021)
- SOCI/WGSS 3621/W Sociology of Sexualities (2/7/2022)

Revised Content Area 4 Diversity and Multiculturalism, International courses:

- AFRA/HIST 3752 Precolonial Africa (10/4/2021)
- ENGL/HEJS 3269 Introduction to the Holocaust Literature (11/1/2021)
- HIST/AAAS 3712 The Middle East Crucible (9/13/2021)
- MUSI 3421W Music in World Cultures (11/1/2021)
- POLS 3040 Power, Politics, and Art (9/13/2021)
- SOCI 3823/W The Sociology of Law: Global and Comparative Perspectives (12/6/2021)

Revised Quantitative (Q) Competency courses:

- GEOG 3500Q Geographic Data Analysis (9/13/2021)
- MARN 3003Q Environmental Reaction and Transport (12/6/2021)
- MUSI 3371Q Twentieth Century Theory and Analysis (9/13/2021)
- SOCI 3211Q Quantitative Methods in Social Research (12/6/2021)
- STAT 3115Q Analysis of Experiments (3/7/2022)

Revised Writing (W) Competency courses:

- ARE 3261W Writing in Food Policy (9/13/2021)
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<td>ARE 3440W</td>
<td>Writing in Environmental and Resource Policy</td>
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<td>DRAM 4135/W</td>
<td>Period Studies in Theater</td>
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<td>ECE 4900W</td>
<td>Communicating Engineering Solutions in a Societal Context</td>
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<td>ECON 3431/W</td>
<td>Public Finance</td>
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<td>EEB 3244W</td>
<td>Writing in Ecology</td>
<td>4/4/2022</td>
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<td>ENGL 3509W</td>
<td>Studies in Individual Writers</td>
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<td>ENGL 4613/W</td>
<td>Advanced Study: LGBTQIA+ Literature</td>
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<td>GEOG 4000W</td>
<td>Capstone Seminar in Geography</td>
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<td>The Hispanic World in the Ages of Reason and Revolution</td>
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<td>SOCI 3271/W</td>
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<td>Drugs and Society</td>
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<td>Society and the Individual</td>
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<td>SOCI 3407/W</td>
<td>Energy, Environment, and Society</td>
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<td>SOCI 3429/W</td>
<td>Sociological Perspectives on Poverty</td>
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<td>SOCI 3451/W</td>
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<td>Sociology of Mental Illness</td>
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<td>SOCI 3821/W</td>
<td>Social Movements and Social Change</td>
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SOCI 3823/W  The Sociology of Law: Global and Comparative Perspectives (12/6/2021)
SOCI/AAAS 3221/W  Sociological perspectives on Asian American Women (12/6/2021)
SOCI/AASI/HRTS 3222/W  Asian Indian Women: Activism and Social Change (2/7/2022)
SOCI/AFRA 3501/W  Ethnicity and Race (2/7/2022)
SOCI/HRTS 3421/W  Class, Power & Inequality (2/7/2022)
SOCI/HRTS 3831/W  Human Rights in the United States (2/7/2022)
SOCI/HRTS 3837/W  Sociology of Global Human Rights (2/7/2022)
SOCI/URBN 3901/W  Urban Sociology (2/7/2022)
SOCI/WGSS 3453/W  Women and Health (2/7/2022)
SOCI/WGSS 3621/W  Sociology of Sexualities (2/7/2022)
WGSS 3265W  Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship (3/7/22)
WGSS 4994W  Senior Seminar (4/4/2022)

Revised Environmental Literacy courses:
ARE 3434E  Environmental and Resource Policy (9/13/2021)
PHIL 3216E  Environmental Ethics (4/4/2022)

IV. Deletion of 3000- and 4000-level Courses Recommended by the General Education Oversight Committee:
HDFS 3240W  Aging in the American Society [W] (11/1/2021)

VI. General Education Courses Recommended for Intensive Session
AMST/URBN 2400  City and Community in Film [CA1] (11/1/2021)
MARN/MAST 1001E  The Sea Around Us [CA3, EL] (9/13/2021)
PHIL 1106  Non-western and Comparative Philosophy [CA1, CA-Int] (9/13/2021)
SPAN 3232  Literature of Crisis in Modern Spain [CA1] (4/4/2022)

VII. Special Topics Proposals:

UNIV 1995  (Special Topics) Honors Human Flourishing (9/13/2021)
UNIV 1995  Special Topics: Honors Human Flourishing (12/6/2021)

VIII. Other Actions:

In addition to processing 177 course proposals this academic year – 43 more than last year – the Senate Curricular and Courses Committee undertook the following other actions.

Revisions to the Second Language Guidelines

The committee reviewed and approved proposed changes from GEOC to the Second Language Guidelines that clarified the advising process for placement in the correct course.

Revision of the W Criteria

The committee reviewed and approved proposed changes from GEOC to the W Criteria that added a minimum word count in addition to the existing minimum page requirement.

General Education Alignment Report

The committee reviewed and approved GEOC’s annual alignment project report.

Revision to the Academic Adjustments Policy

The committee reviewed and approved proposed changes from Scholastic Standards to the Academic Adjustments Policy that removed the Academic Adjustments committee as the deciding body for academic adjustments and put this responsibility on the Center for Students with Disabilities (CSD).

Common Curriculum Proposal

The committee was tasked with reviewing and editing the Common Curriculum proposal from the Delta2GE Task Force in preparation for consideration by the University Senate. The committee spent several meetings – including three specially scheduled ones – as well as several hours outside of meetings, reviewing the proposal and suggesting revisions. Under guidance from the Senate Executive Committee, the original proposal was split into 1) a Guidelines document, 2) an Implementation document, and 3) a By-Laws revision proposal. Senate C&C Chair Suzanne Wilson spent additional hours outside the committee to ensure that the documents were submitted in the correct formats and without errors. The first of these three documents – the Guidelines – were approved by the University Senate at a special meeting on February 28, 2022. The last two documents will be reviewed and voted on by the University Senate in Fall 2022.
Respectfully Submitted by the 2021-22 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (USG Rep - Fall), Matt McKenzie (Spring sabbatical), George Michna, David Ouimette, Makenzie Robinson (USG Rep - Spring), Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang, Terra Zuidema (Registrar alternate), Nu-Anh Tran (Alternate for M. McKenzie during sabbatical)

Program Assistant: Karen C. P. McDermott
General Education Oversight Committee (GEOC)

Status and Actions AY 2021-2022
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<td>35</td>
</tr>
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</table>
**Executive Summary**

The routine duties of the General Education Oversight Committee (GEOC) include the following: review proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review proposals to teach General Education courses during intensive session; fund innovative proposals in the Provost’s General Education Course Enhancement Grant Competition; assess whether the goals of General Education Curriculum components are met; and consider whether selected courses within the curriculum are aligned with the University’s criteria for General Education courses.

This academic year, the committee received 144 course proposals, acted on 126 of those course proposals as of early April, funded 7 proposals for innovation in the curriculum, and considered whether 17 courses from 9 departments were aligned with the criteria for their component of the General Education Curriculum.

It is important to note that GEOC also instituted a new procedure this year for when a course under review is at risk of not being approved. Before reporting the course as “declined,” subcommittee co-chairs are asked to first reach out to the proposer to get clarifications or ask for revisions to the proposal. If problems cannot be resolved between the subcommittee and the course proposer, the GEOC Chair invites the proposer to the GEOC meeting in which the course is discussed. The proposer can present their case and members on the full committee have the opportunity to ask questions. The proposer is asked to leave when the committee is ready to vote on the course proposal. In this way, GEOC hopes to increase transparency in the review process and give proposers every opportunity to make the case for their course in the General Education curriculum.

Chair Wagner continued to coordinate conversations about possible synergies between work on the Delta 2 GE and LTE task forces and GEOC.

**Status**

The current General Education curriculum has been in its present form for more than a decade and a half. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements, the
The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) proposing to the Senate goals and objectives of the Content Areas and Competencies; 2) proposing policy regarding the University-wide General Education program; 3) reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum; 4) reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed; 5) monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and, 6) reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

GEOC is a faculty committee. Voting members are typically assigned to be chairs or co-chairs of one of the nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member, although USG has not appointed a representative to the position for several years. Two non-voting ex-officio members of the GEOC can represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. During the AY 2021-2022 only the Writing Center was represented in meetings. Chair Wagner and the Director of the Q Center, Amit Savkar, met on an ad hoc basis. Representation from the First Year Writing (FYW) Program was added two years ago and was formalized in the Rules and Regulations under the previous chair. A representative from FYW was present at GEOC meetings.

In April 2021, the University Senate also voted to approve the addition of one ex-officio member that would collectively represent the five Social Justice, Diversity, and Intersectionality 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.
Jason Oliver Chang, Director of the Asian and Asian American Studies Institute, was the representative during the AY 2021-2022. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. During the AY 2021-2022 Chair Wagner attended Senate C&C meetings as ex officio member.

Actions 2021-2022

In 2018-2019, under the leadership of Eric Schultz, then GEOC chair, an assessment of the Quantitative Literacy Competency was conducted by Eric Loken, Neag School of Education. In 2019-2020, the committee received and discussed the assessment report based on structured interviews of instructors and teaching assistants of selected courses, focusing on introductory courses that are important for students in non-quantitative majors. This year, the Q subcommittee determined that a working group should be formed to revise the Q criteria. Due to the pandemic, the Q working group was only constituted at the end of the AY 2020-2021. More details are provided below.

GEOC has had an Environmental Literacy subcommittee for four years, and there are currently 81 courses approved now for EL, including 7 EL courses during the AY 2021-2022 to help students fulfill the EL General Education component.

In light of the First Year Writing (FYW) Program’s transition to a new course, ENGL 1007, in 2019-2020, the question arose as to whether GEOC had oversight over FYW courses. A representative from FYW was previously added to the committee in an ex-officio role, but the question remained as to whether FYW was actually part of General Education or only related to it. While FYW courses are prerequisites to all W courses, they are not themselves considered W courses. On the other hand, FYW has typically been used to satisfy Information Literacy requirements. In consultation with the Senate Executive Committee (SEC), it was determined that GEOC should review and provide oversight for FYW courses. Additionally, a working group is being formed with the following charge: “The FYW working group will review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program.” This work was started in the AY 2020-2021. We attempted to form an official working group that could take on this charge in AY 2021-2022. Unfortunately, the Associate Director of the FYW program, Alex Gatten, left the university, which put the effort on hold until the AY 2022-2023.
In 2019-2020 in agreement with the SEC, GEOC convened a working group - led by Tom Scheinfeldt and Brenda Brueggemann - to review the state of the Information Literacy Competency at UCONN and provide recommendations for further steps. In its last meeting in AY 2019-2020, on April 27, 2020, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: “GEOC moves that we make IDML a competency on a par with Q, W, and (upcoming) E courses; to wit, introduce a new designation (say, ‘L’) for IDML. We recommend allowing for the possibility of courses to carry other designations.” (Note that IDML stands for Information, Digital, and Media Literacy). The SEC charged Delta 2GE with the task to recommend how IDML can be integrated in the new General Education Proposal. The Delta 2GE Taskforce recommended in their report to the Senate C&C that IDML be integrated in all topics of inquiry in the new Common Curriculum for Leadership and Global Citizenship. As a curriculum review committee, GEOC also periodically considers issues and policies related to both the General Education curriculum and course policy more broadly. While some topics are still under consideration, GEOC has discussed the following this year:

- Ensuring accessibility to General Education courses for all students
- Accommodations for students with disabilities
- Issues regarding W course compliance, including the following questions:
  - What is considered ‘writing instruction’ by W standards?
  - How can W compliance be assured for Variable Topics courses?
  - Should there be a requirement that at least one W course students take be in the English language? This proposal was ultimately declined.
- Using the Seal of Biliteracy to satisfy Second Language requirements
- Intensive session enrollment caps
- Allowing graduate-level courses to carry General Education designations

GEOC also proposed and/or passed:

- Revisions to the Second Language guidelines
- A change to the W requirements that added a word count in addition to the page count for the required essay length
- A proposal from Scholastic Standards to disband the Academic Adjustments Committee
General Education Course Portfolio

Status

As of the 2022-2023 catalog deadline, the General Education curriculum now contains courses bearing 936 content area designations; 666 writing, quantitative, and second language competency designations; and 77 Environmental Literacy designations (Table 1). General Education courses continue to grow and evolve at UCONN except for a few areas. First, only a few courses that fulfill the SL Competency have been added in recent years. This is not surprising given that SL courses only need to be elementary level and are limited by the number of languages that UCONN is able to offer. The other areas are CA3, CA3-Lab, and Q. While most content areas and competencies have added dozens of new courses over the years, UCONN has added less than 10 courses in each of these areas (CA3, CA3-Lab, and Q) in the last decade or so. In some ways, this is also not surprising, as courses in these three areas often cover basic-level information or skills (i.e., Many course titles in these areas include the words “General,” “Fundamentals,” or “Introduction.”).

The table below breaks the courses in each content area and competency down by level (1000- and 2000-level versus the total). It is worth noting that, while the majority of content area courses are 1000- or 2000-level, there are a significant number of 3000-level content area courses available. [Note: There are no 4000-level content area courses, although a 5000-level CA4 course now exists as of this year.]

In terms of competency courses, 3000- and 4000-level courses significantly outnumber 1000- and 2000-level courses, but this is largely due to W-in-the-major courses that students often take in their Junior or Senior years. In general, a future study of when students take their Gen Eds - or when they take particular Gen Eds - might be enlightening.

Table 1. Distribution of General Education courses as of the February 2022 University Senate (catalog deadline) meeting.

<table>
<thead>
<tr>
<th>Content Area/Competency</th>
<th>1000-level courses</th>
<th>2000-level courses</th>
<th>Total # of courses</th>
<th>Percent at 1000-level</th>
<th>Percent at 2000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA1 Arts &amp; Humanities</td>
<td>121</td>
<td>110</td>
<td>348</td>
<td>35%</td>
<td>32%</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>57</td>
<td>31</td>
<td>129</td>
<td>44%</td>
<td>24%</td>
</tr>
<tr>
<td>CA3 Science &amp; Technology</td>
<td>31</td>
<td>12</td>
<td>45</td>
<td>69%</td>
<td>27%</td>
</tr>
<tr>
<td>CA3 Science &amp; Technology – Lab</td>
<td>31</td>
<td>2</td>
<td>33</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>CA4 Diversity &amp; Multiculturalism</td>
<td>37</td>
<td>56</td>
<td>188</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>CA4 Diversity &amp; Multiculturalism-Int’l</td>
<td>64</td>
<td>45</td>
<td>193</td>
<td>33%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total content area courses</strong></td>
<td><strong>341</strong></td>
<td><strong>256</strong></td>
<td><strong>936</strong></td>
<td><strong>36%</strong></td>
<td><strong>27%</strong></td>
</tr>
<tr>
<td>Q Quantitative Competency</td>
<td>39</td>
<td>26</td>
<td>83</td>
<td>47%</td>
<td>31%</td>
</tr>
<tr>
<td>Second Language</td>
<td>35</td>
<td>0</td>
<td>35</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>W Writing Competency</td>
<td>30</td>
<td>117</td>
<td>548</td>
<td>5%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Total competency courses</strong></td>
<td><strong>104</strong></td>
<td><strong>143</strong></td>
<td><strong>666</strong></td>
<td><strong>16%</strong></td>
<td><strong>21%</strong></td>
</tr>
<tr>
<td>E Environmental Literacy</td>
<td>17</td>
<td>32</td>
<td>77</td>
<td>22%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>462</strong></td>
<td><strong>431</strong></td>
<td><strong>1679</strong></td>
<td><strong>28%</strong></td>
<td><strong>26%</strong></td>
</tr>
</tbody>
</table>

Please note that entries in the table are the current course totals for all content area and competency courses, as well as percentages for courses in those categories at the 1000- and 2000- level. Number column totals exceed the total number of actual courses in the curriculum because some courses have multiple designations or cross-listings.

**Actions 2021-2022**

As of April in AY 2021-2022, GEOC received 144 course proposals (17 more than last year) and processed 126 of them. These proposals have thus far resulted in the addition of 33 new courses, the revision of 84 existing courses (lead by an overhaul of the Sociology curriculum), 5 course deletions, and 4 courses approved for intensive session offering. Eighteen course proposals are still in the GEOC review process, meaning that they are in one or more of the GEOC subcommittees.
Many of the other courses will either be acted on during the last GEOC meeting unless open questions cannot be resolved between the subcommittees and the proposers. Table 2 breaks down the course requests according to Gen Ed designation that have currently been fully approved.

The W subcommittee continues to experience a high volume of Course Action Requests (CARs) to both add and revise W courses. The subcommittee maintains a large number of members to handle the workload, including some members from regional campuses. Additional strategies to support the W subcommittee are being discussed.

Departments also continue to add Environmental Literacy (EL) courses. There are currently 81 courses approved for EL. EL courses are available at all UCONN campuses.

Table 2. General Education course additions, revisions, deletions, and intensive session requests approved by the Senate in AY 2021-2022*. (*Note that some proposals are for courses that have multiple designations, so the totals in Table 2 add to more than the 126 proposals received.)

<table>
<thead>
<tr>
<th>Content Area/Competency</th>
<th>Additions</th>
<th>Revisions</th>
<th>Deletions</th>
<th>Intensive</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1 Arts &amp; Humanities</td>
<td>7</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>CA2 Social Sciences</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>CA3 Science &amp; Technology</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>CA3 Science &amp; Technology – Lab</td>
<td>1*</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CA4 Diversity &amp; Multiculturalism</td>
<td>5</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>CA4 Diversity &amp; Multiculturalism – Int’l</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Q Quantitative Competency</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>W Writing Competency</td>
<td>16</td>
<td>49</td>
<td>5</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Second Language*</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E Environmental Literacy</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>45</td>
<td>114</td>
<td>5</td>
<td>6</td>
<td>170</td>
</tr>
</tbody>
</table>

*The transfer course PHYS 91500 was approved for a CA3-Lab designation.

**Environmental Literacy Capacity**

From the first discussions about adding the EL component, there have been concerns about the University’s capacity to provide enough instructional ‘seats’ to meet the need.

Table 3 provides a comparative look at enrollment capacity for EL Courses from the Fall 2020 semester to the Fall 2021 semester. Similarly, Table 4 compares enrollment capacity for EL Courses from the Spring 2021 semester to the Spring 2022 semester.

To summarize, although there are a few areas of concern, EL capacity at UConn largely appears to meet the current demand, even at the regional campuses. Avery Point has consistently had large numbers of EL seats go unfilled. Likewise, Storrs appears to offer an adequate number of seats. The campus had 4% of seats remain unfilled in the Fall 2020, Spring 2021, and Fall 2021 semesters, while that percentage jumped to 8% in the Spring of 2022. Hartford and Waterbury generally meet the demand, except for Spring 2021 where they, along with Stamford, were over-enrolled.

The main area of concern continues to be Stamford, which has seen a total excess of two EL seats over four semesters. The Stamford Campus consistently fills all or almost all its EL seats, suggesting that there may be a need for additional seats at the Stamford campus.

It should also be noted that four EL-approved courses were added to the offerings for ECE credit for a total of five approved courses available to incoming high school students: MARN 1001E, MARN 1002E, MARN 1003E, NRE 1000E, and PHIL 1108E. In AY 2021-2022, 157 students transferred one of these classes for credit to UConn (see Table 11 below for more information about ECE.)

**Table 3.** Enrollment in EL Courses for Fall 2021 compared to Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Fall ’20 Caps</th>
<th>Fall ’20 Enrolled</th>
<th>Fall ’20 Remaining</th>
<th>Fall ’21 Caps</th>
<th>Fall ’21 Enrolled</th>
<th>Fall ’21 Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>124</td>
<td>80</td>
<td>44 (35%)</td>
<td>90</td>
<td>68</td>
<td>22 (24%)</td>
</tr>
<tr>
<td>Hartford</td>
<td>99</td>
<td>97</td>
<td>2 (2%)</td>
<td>190</td>
<td>173</td>
<td>17 (9%)</td>
</tr>
<tr>
<td>Stamford</td>
<td>95</td>
<td>94</td>
<td>1 (1%)</td>
<td>260</td>
<td>260</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Storrs</td>
<td>2049</td>
<td>1967</td>
<td>82 (4%)</td>
<td>2262</td>
<td>2177</td>
<td>85 (4%)</td>
</tr>
<tr>
<td>Waterbury</td>
<td>95</td>
<td>78</td>
<td>17 (18%)</td>
<td>70</td>
<td>69</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2462</td>
<td>2316</td>
<td>146 (6%)</td>
<td>2872</td>
<td>2747</td>
<td>125 (4%)</td>
</tr>
</tbody>
</table>
### Table 4. Enrollment in EL Courses, Spring 2022 compared to Spring 2021

<table>
<thead>
<tr>
<th></th>
<th>Spring ’21 Caps</th>
<th>Spring ’21 Enrolled</th>
<th>Spring ’21 Remaining</th>
<th>Spring ’22 Caps</th>
<th>Spring ’22 Enrolled</th>
<th>Spring ’22 Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>196</td>
<td>133</td>
<td>63 (32%)</td>
<td>99</td>
<td>93</td>
<td>6 (6%)</td>
</tr>
<tr>
<td>Hartford</td>
<td>212</td>
<td>213</td>
<td>-1 (0%)</td>
<td>40</td>
<td>39</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>Stamford</td>
<td>186</td>
<td>187</td>
<td>-1 (0%)</td>
<td>225</td>
<td>223</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Storrs</td>
<td>2266</td>
<td>2180</td>
<td>86 (4%)</td>
<td>2496</td>
<td>2307</td>
<td>189 (8%)</td>
</tr>
<tr>
<td>Waterbury</td>
<td>96</td>
<td>97</td>
<td>-1 (0%)</td>
<td>105</td>
<td>99</td>
<td>6 (6%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2956</td>
<td>2810</td>
<td>146 (5%)</td>
<td>2965</td>
<td>2761</td>
<td>204 (7%)</td>
</tr>
</tbody>
</table>

### Intensive Session Offerings

#### Status

GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC used to collect faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, GEOC had been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that were in question might simply be declined or sent back for revision.

Recently, however, GEOC members have expressed some concerns about the intensive session format in general. In some cases, GEOC has been reluctant to approve some proposals at all. The main concern relates to accessibility for students with disabilities. GEOC is investigating the issue.

There are currently 112 General Education courses approved for intensive session proposals. One course remains on the Provisionally Approval list.
**Actions 2021-2022**

GEOC approved the following courses for intensive session offering:

- AMST/URBN 2400 City and Community in Film (CA1)
- MARN/MAST 1001E The Sea Around Us (CA3, EL)
- PHIL 1106 Non-Western and Comparative Philosophy (CA1, CA4-Int)
- SPAN 3232 Literature of Crisis in Modern Spain (CA1)

The following tables track General Education offering during the Winter and Summer sessions. For example, Table 5 shows that about 65% of the Winter 2022 Intensive Session seats at Storrs were filled by students taking Gen Ed classes. At Stamford, 25 seats were available, eight of which were filled. All eight seats were in a Gen Ed class; thus Stamford saw 100% enrollment in Gen Ed classes. By contrast, Hartford did not appear to offer any Winter Intensive Session Gen Ed classes, thus they show a 0% enrollment.

In terms of Summer 2021, Table 6 shows that Storrs enrolled the highest percentage of students in Gen Ed classes of the campuses, with 47% of the seats filled being in Gen Ed classes. Again, the lowest number was Hartford, with only 18% of their seats filled going to Gen Ed courses. This might seem to suggest that there is a need for more Gen Ed Summer offerings in Hartford. However, that is not actually the case. Hartford in fact offered 746 Gen Ed seats, of which only 430 filled, leaving 316 (42%) of their Gen Ed seats unfilled. This is on par with Storrs, which saw 39% of their Gen Ed Summer seats go unfilled.

**Table 5. Intensive Session Enrollment, Winter 2022**

<table>
<thead>
<tr>
<th>Courses by campus</th>
<th>Capacity for Winter 2022 Enrollment</th>
<th>Total Winter 2022 Enrollment</th>
<th>Gen Ed Winter 2022 Enrollment</th>
<th>Percentage of Gen Ed Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hartford</td>
<td>335</td>
<td>293</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Stamford</td>
<td>25</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 6. Summer Session Enrollment, Summer 2021

<table>
<thead>
<tr>
<th>Courses by campus</th>
<th>Total Summer 2021 Enrollment</th>
<th>Gen Ed Summer 2021 Enrollment</th>
<th>Percentage of Gen Ed Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>385</td>
<td>101</td>
<td>26%</td>
</tr>
<tr>
<td>Hartford</td>
<td>2352</td>
<td>430</td>
<td>18%</td>
</tr>
<tr>
<td>Stamford</td>
<td>1370</td>
<td>556</td>
<td>41%</td>
</tr>
<tr>
<td>Storrs</td>
<td>8751</td>
<td>4084</td>
<td>47%</td>
</tr>
<tr>
<td>Waterbury</td>
<td>837</td>
<td>328</td>
<td>39%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13,695</strong></td>
<td><strong>5499</strong></td>
<td><strong>40%</strong></td>
</tr>
</tbody>
</table>

**General Education Course Enhancement Grant Competition**

**Status**

The annual Provost’s General Education Course Enhancement Grant Competition (also known as the Provost’s Competition) is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UCONN’s General Education curriculum. Since 2004, this grant program has tremendously enriched UCONN’s General Education program by positively encouraging the development and enhancement of courses that support GEOC’s goals for continuous improvement and renewal of General Education. In 2016-2017 the maximum award was adjusted upwards to $7500. The competition has also changed from a two-year grant to a one-year potentially renewable grant, partially due to concerns about encumbering money in future fiscal years, and partially to allow GEOC to assess the progress of awardees before additional
funds are offered. Proposals are reviewed by a panel of faculty and representatives from GEOC subcommittees, the Instructional Design and Development Group in the Center for Excellence in Teaching and Learning, a pool of previous competition winners, and additional experts in the focus areas.

Given the areas of foci for this year’s competition, a special panel of advisors was also convened to help draft the Call for Proposals, and faculty with expertise in the relevant areas were purposefully recruited. This year’s Selection Committee was co-chaired by Lewis Gordon and Manuela Wagner and included:

**Lewis Gordon (Co-Chair, PHIL)**
**Manuela Wagner (Co-Chair, GEOC, LCL)**

David Embrick (SOCI, AFRA)
Suzanne Wilson (Senate C&C)
Jeffrey Shoulson (Provost’s Office)
Lauren Schlesselman (CETL)
Bhakti Shringarpure (ENGL)
Jason Vokoun (Former EL Co-chair on GEOC)
Kyle Barron (Previous grant winner, 2021)
Kathryn Moore (Previous grant winner, 2021)

**Actions 2021-2022**

In light of the university’s efforts to create a new General Education curriculum and to address areas in need of additional courses, GEOC solicited in the call for proposals courses that enhanced offerings in the following areas:

1) Courses that focus on the critical exploration of racism and colonialism; that promote antiracist and decolonial pedagogies; and that encourage students to take active roles in initiatives related to equity and social justice (Justice, Equity, Diversity, Inclusion - JEDI)*

2) Environmental Literacy (EL) courses

3) Courses that seek to build bridges between related topics and disciplines, including between the different priority areas
Ten proposals were submitted, of which seven were awarded funding (Table 7). Proposals came from twelve different departments (accounting for cross-listings) across the College of Liberal Arts and Sciences, the College of Agriculture, Health, and Natural Resources, and the School of Engineering.

**Table 7. Recipients of 2021-2022 General Education Course Enhancement Grant Competition funds**

<table>
<thead>
<tr>
<th>Proposer(s)</th>
<th>Course #</th>
<th>Course Title</th>
<th>General Education</th>
<th>New or Revised Course</th>
<th>New funds or renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X. Cindy Tian</td>
<td>ANSC 2XXX</td>
<td>Everyday Biotechnology</td>
<td>CA3, EL, IDML</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Brenda Brueggemann &amp; Psyche Ready</td>
<td>ENGL 2XXXW/ENGL 3XXXW</td>
<td>Introduction to Professional &amp; Technical Writing and Special Topics in Professional &amp; Technical Writing</td>
<td>CA1, CA2, CA3, CA4, W, IDML</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Alexander Menrisky</td>
<td>ENGL 3XXXE(W)</td>
<td>Environmental Justice Writing</td>
<td>CA1, EL, W</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Nathan Acebo &amp; Chen Chen &amp; Sandy Grande &amp; Hana Maruyama &amp; Kat Milligan-Myhre &amp; Santiago Munoz-Arbelaez</td>
<td>HIST ANTH EDLR 1XXX (POLS later)</td>
<td>Introducing Decolonization and Indigenous Worlds</td>
<td>CA1, CA2, CA4</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Erin Scanlon &amp; Matthew Guthrie &amp; Kenneth A. Perez</td>
<td>PHYS 1010Q</td>
<td>Elements of Physics</td>
<td>CA3, Q</td>
<td>Revised</td>
<td>New</td>
</tr>
<tr>
<td>Oksan Bayulgen</td>
<td>POLS ENGR HRTS 3209</td>
<td>Sustainable Energy in the 21st Century</td>
<td>CA2, CA3, EL</td>
<td>Revised</td>
<td>New</td>
</tr>
</tbody>
</table>
Assessment of General Education Components

Status

Components of the General Education curriculum have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with General Education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and finally the dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (General Education Assessment Task Force 2016). Two content areas are at initial stages only; none have completed all four phases. By contrast, W courses have been subjected to rigorous assessment in selected academic programs (W Course Taskforce 2011, Deans 2014).

Actions 2021-2022

In 2017-2018, GEOC initiated assessment of the Q competency. GEOC is particularly interested in the Q competency courses that enroll a high number of students outside of STEM fields. For such students, these courses provide unique opportunities for quantitative reasoning. A Q Competency Assessment group identified a list of six key courses to evaluate in the initial phase of assessment: CHEM 1127Q, COMM 3000Q, LING 2010Q, MATH 1070Q, PHYS 1010Q, and STAT 1000Q. The expertise of Eric Loken (EPSY) was secured, and he conducted interviews with instructors and teaching assistants of these courses, at Storrs and regional campuses, asking how instructors of Q courses understood the goals of the Q component and how it related to their course design, assignments and interactions with students. Loken submitted a report of his work to Chair Wagner in November 2019. The report was then reviewed by the Q subcommittee which in turn submitted
a report to GEOC. Below is an excerpt of the report summarizing the Q subcommittee’s recommendations, submitted at the end of AY 2019-2020.

(1) In order to raise awareness of the Q criteria among both instructors and students, we strongly suggest that instructors of Q courses include the Q criteria in their course syllabi.

(2) In order to raise students’ awareness of resources that are available to support their learning, we strongly suggest that instructors of Q course include information about the Q Center and other relevant resources in their course syllabi.

(3) Students with “math anxiety” may be in particular need of support. The Q Center might offer such services (such as training or counseling) with the support of GEOC. In principle, the Q center offers support with all of the fundamental Q courses in Mathematics, Physics, Chemistry, and Statistics. The Q center offers one-on-one tutoring, but the Q Center tutoring is meant to support in-class learning and instruction. Currently they do not have the staff or resources to specifically address the problem of math anxiety.

(4) Suggest the instructor to add optional questions regarding whether the course achieves the Q learning objectives in the Student Teaching Evaluation Form. This aims to collect student feedback, which is important but completely lacking in the current assessment report. We ask GEOC to consider how to best implement this and how to collect and utilize the information. This may apply to other designations. Alternatively, GEOC can periodically carry out a survey of such courses with the help of CETL and UITS to gather the information.

(5) Although the committee does not feel that a major revision of the Q criteria is necessary at this time, we believe it may be necessary to revisit the issue of the balance between “hand calculations” and the use of software in Q courses, particularly with the rise of big data and artificial intelligence. We will look into this issue.

Due to the regular workload of the subcommittee during a pandemic, the subcommittee continued its deliberation concerning their final recommendations regarding Q criteria during the AY 2020-2021. It became clear that it would be beneficial to engage in a bigger conversation and to also include colleagues from the social sciences. During the AY 2021-2022, a working group was formed and charged with coming up with recommendations concerning any changes in Q criteria.
However, due to the ongoing pandemic and other duties of one of the co-chairs and the working group members the working group will need to reconvene during the next AY.

The Information Literacy (IL) Competency was the one most in need of revision. In 2020-2021, a working group, led by Tom Scheinfeldt and Brenda Brueggemann outlined different options of how IL, in a more complex form integrating Digital, Information, and Media Literacy, could be integrated in the UCONN general education curriculum. One option would be to create a new “L” course requirement within the general education curriculum; another possibility would be to incorporate IL within the requirements for the other four existing GEOC competencies (e.g. Quantitative, Second Language, Writing, and Environmental); a third option would be to incorporate IL within the requirements for the existing GEOC content areas. The working group concluded that removing IL from the general education curriculum and GEOC’s purview altogether and leaving it up to individual departments to teach IL was a final option. Upon reading the report, the SEC charged GEOC to come up with recommendations vis à vis the different options outlined in the report. In its last meeting in the AY 2020-2021, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: “GEOC moves that we make IDML a competency on a par with Q, W, and (upcoming) E courses; to wit, introduce a new designation (say, ‘L’) for IDML. We recommend allowing for the possibility of courses to carry other designations.” (Note that IDML stands for Information, Digital, and Media Literacy). The SEC then charged Delta 2GE to come up with a recommendation of how to integrate IDML in the new General Education Curriculum. Tom Scheinfeldt was nominated to the Delta 2GE Taskforce and led this working group during the AY 2020-2021 and into the fall semester of AY 2021-2022. The working group’s conclusion was that IDML should be infused throughout all Topics of Inquiry in the Common Curriculum for Leadership and Global Citizenship. The working group also provided objectives for IDML and sample course IDML objectives for the six Topics of Inquiry.

**General Education Course Alignment**

**Status**

GEOC’s charge includes “monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate”. Given the large number of courses that comprise the General Education Curriculum, it is not possible for GEOC to examine each course. It instead has developed a stratified sampling design, wherein
courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan two years ago to accommodate an increasing number of subject areas, and particularly the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in Appendix A.

Information on each selected course is provided by the department and includes instructional patterns, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or competency, so that GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits. Over the years, GEOC has acquired information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise, or delete courses. For this reason the process is referred to as an alignment. Historically, if a course is determined by GEOC to not be aligned, no action is taken beyond identifying specific issues with the department and notifying the University community. A change to the By-Laws last year, however, now allows GEOC to strip a course of its Gen Ed designation if the course cannot be brought into alignment with the help of the department. The process was finalized this AY. For details see Appendix B.

**Actions 2021-2022**

Seventeen courses from nine departments were submitted for alignment this year (Table 8). As has been the case in recent years, GEOC found that all content area courses were generally aligned upon review of the material submitted by departments. Two W courses did not align for various reasons, mainly having to do with specific items missing from the syllabi submitted.

**Table 8. Courses reviewed for alignment.**

<table>
<thead>
<tr>
<th>Subject Area(s)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Content Area and/or Comp</th>
<th>Aligns?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Course Code</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS 3212</td>
<td>Asian American Literature</td>
<td>CA4</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>ACCT 4997W</td>
<td>Senior Thesis in Accounting</td>
<td>W</td>
<td>Aligns*</td>
<td></td>
</tr>
<tr>
<td>AFRA 3505</td>
<td>White Racism</td>
<td>CA4</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>AFRA 4994W</td>
<td>Senior Seminar</td>
<td>W</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>AMST 1201</td>
<td>Introduction to American Studies</td>
<td>CA4</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>AMST 1700</td>
<td>Honors Core: American Landscapes</td>
<td>CA1</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>CHEM 1127Q</td>
<td>General Chemistry I</td>
<td>CA3, Q</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>ECON 1201</td>
<td>Principles of Microeconomics</td>
<td>CA2</td>
<td>Aligns with recommendations</td>
<td></td>
</tr>
<tr>
<td>ECON 2102W</td>
<td>Economic History of Europe</td>
<td>CA1, W</td>
<td>Aligns*, but the vote was not unanimous for CA1</td>
<td></td>
</tr>
<tr>
<td>ECON 2211Q</td>
<td>Quantitative Intermediate Microeconomics</td>
<td>Q</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>MARN 4030W</td>
<td>Chemical Oceanography</td>
<td>W</td>
<td>Does Not Align</td>
<td></td>
</tr>
<tr>
<td>MAST 1200</td>
<td>Introduction to Maritime Culture</td>
<td>CA1</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>PSYC 1100</td>
<td>General Psychology I</td>
<td>CA3</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>General Psychology II</td>
<td>CA2</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>PSYC 2100Q</td>
<td>Principles of Research in Psychology</td>
<td>Q</td>
<td>Aligns</td>
<td></td>
</tr>
<tr>
<td>PSYC 3100W</td>
<td>The History and Systems of Psychology</td>
<td>W</td>
<td>Does Not Align</td>
<td></td>
</tr>
<tr>
<td>PSYC 3102</td>
<td>Psychology of Women</td>
<td>CA4</td>
<td>Aligns*</td>
<td></td>
</tr>
</tbody>
</table>

* The course did not align at first, but revisions were already requested and received by either CA4 or W, and the course now aligns. W will conduct follow-up with the other courses that did not align.
NOTE: GPS 4278W was also due for alignment, but CETL notified GEOC that they plan to stop offering the course, both because it is an older online course that would require a lot of revision, and because the BGS program is working to encourage students to take other existing upper level W courses based on their interests.

De-Designation

In 2021, the Senate approved a procedure for de-designating unaligned courses. If a course is unable to meet alignment standards after extensive communication and consultation with the department, GEOC will initiate the de-designation procedure. There are separate procedures for when a decision about course alignment is contested by the department versus when it is uncontested.

For example, MUSI 3371Q was deemed to be unaligned with Q criteria in 2020. After discussion with the department, GEOC and the MUSI department mutually agreed that the course should be de-designated as Q. GEOC thus began the uncontested de-designation process, and as of this catalog year, MUSI 3371 no longer carries a Q competency. This year, a SOCI course was found to be unaligned, and with the department’s support, GEOC will begin this procedure again in time for the Fall.

General Education Course Substitutions, Transfers, and Adjustments

Status

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level. Of these, most are for transfer students who completed coursework at their previous institution or abroad. General Education credits in these cases are carried in a generic course code. The Registrar’s office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year.

The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and
educational history provide compelling evidence of an inability to complete graduation expectations. Chair Wagner is ex officio member of the Academic Adjustments Committee and attended all meetings this AY. In 2006 the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of university departments. Numbers of ECE-related General Education substitutions are provided by the ECE program. Data include course substitutions granted for students matriculating to UCONN in the Fall semester, for ECE courses taken during the year prior to their matriculation. There are no W ECE substitutions.

**Actions 2021-2022**

After peaking at 230 course substitutions in 2016-2017, substitutions declined every year until 2020-2021 when they jumped back up due in large part to the addition of the EL requirement. Last year’s report predicted that EL substitutions would eventually go back down as all students became subject to the EL requirement, and that appears to be the case. Course substitutions are at a several-year low of 109 with only 22 substitutions in EL compared to 96 last year, and 25 substitutions in SL compared to 40 last year. All other numbers have remained relatively consistent.

**Table 9. Category Substitutions by School or College 2021-21.**

<table>
<thead>
<tr>
<th>Sch/Col</th>
<th>CA1</th>
<th>CA2</th>
<th>CA3</th>
<th>CA3-L</th>
<th>CA4</th>
<th>CA4-Int’l</th>
<th>Q</th>
<th>W</th>
<th>Env Lit</th>
<th>2+ Lang</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>AGHNR</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUSN</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CLAS</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
The Academic Adjustments Committee approved 23 course substitutions for Q requirements (1) and Second Language requirements (22) at the time this report was drafted (Table 10). The committee received 30 requests, and there was a significant increase in the number of Second Language requests from previous years. In past years, the request for Second Language substitutions stood at either 14 or 16 requests annually. In the 2021-22 AY, that number increased by more than 10 to 27 requests.

The University Senate voted this year to remove the Academic Adjustment Committee, so future reports of these numbers will come directly from the Center for Students with Disabilities (CSD).

Table 10. Academic Adjustments.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Second Language</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>14</td>
<td>27</td>
<td>22</td>
</tr>
</tbody>
</table>

Students matriculating at UCONN in 2021-2022 used 4,989 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 11). These numbers
have steadily increased in previous years, although ECE saw a 22.2% overall comparable decrease in credits transferred this year. Carissa Rutkaukas of ECE explains the data as follows:

“At first glance, there is a false sense of an increase as a result in an updated methodology. The largest decreases were in labs and Q courses, which seems to make sense, given the disruptions during the pandemic.

These reasons that contribute include:

- 6% decrease in first time freshman enrollment since last year
- 5% decrease between 2020 to 2021 in UConn ECE enrollment
- 16% decrease in ECE students matriculating to UConn”

It should also be noted that EL was moved from being listed under Content Areas to being listed under Competencies, and Info Lit and Second Language were also added to the data for the first time. The addition of these two Competencies accounts largely for the seeming increase in ECE credits.

Table 11. ECE transfers into General Education, 2011-Present*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1</td>
<td>253</td>
<td>200</td>
<td>205</td>
<td>147</td>
<td>227</td>
<td>202</td>
<td>194</td>
<td>736</td>
<td>942</td>
<td>994</td>
<td>857</td>
<td></td>
</tr>
<tr>
<td>CA2</td>
<td>106</td>
<td>147</td>
<td>128</td>
<td>62</td>
<td>118</td>
<td>182</td>
<td>167</td>
<td>303</td>
<td>409</td>
<td>477</td>
<td>496</td>
<td></td>
</tr>
<tr>
<td>CA3</td>
<td>64</td>
<td>87</td>
<td>89</td>
<td>39</td>
<td>63</td>
<td>96</td>
<td>104</td>
<td>152</td>
<td>190</td>
<td>205</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>CA3-LAB</td>
<td>476</td>
<td>458</td>
<td>594</td>
<td>369</td>
<td>495</td>
<td>591</td>
<td>565</td>
<td>982</td>
<td>1,291</td>
<td>1,303</td>
<td>887</td>
<td></td>
</tr>
<tr>
<td>CA4</td>
<td>14</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>21</td>
<td>89</td>
<td>86</td>
<td>99</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>CA4-INTL</td>
<td>8</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>19</td>
<td>13</td>
<td>24</td>
<td>82</td>
<td>122</td>
<td>132</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>Content Area Total</td>
<td>921</td>
<td>915</td>
<td>1,028</td>
<td>630</td>
<td>932</td>
<td>1,090</td>
<td>1,075</td>
<td>2,344</td>
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* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UCONN ECE students and compares it to the incoming class. Previously the request was only last year's students.
Communication about the value of the General Education Curriculum and plans to change its structure and goals

Status

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to conduct an in-depth assessment of the University’s current General Education system. Their findings culminated in a set of recommendations that were modified into a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report’s recommendations by: 1) Doing a better job of communicating the values and the importance of General Education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of General Education with clearer and more forceful language; 4) Investigating further the possibility of changing the General Education requirements; 5) Seeking ways to address students’ desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach General Education courses, including TA support for large lectures and resources on how to teach General Education courses.

From 2017-2019, the Delta Gen Ed Task Force, empaneled by the Senate, considered the General Education curriculum and how its purpose is being communicated. In April 2019, the Delta Gen Ed Task Force presented a report to the Senate. On April 29, 2019 the Senate accepted “the DeltaGenEd Task Force report and its vision for a new curriculum. The Senate C&C further recommends that the SEC empanel a Delta2GenEd Task Force in 2019-2020 to refine components of the proposed curriculum and to prepare an implementation plan”(Senate Minutes 4-29-19). The Delta2GenEd Task Force is co-chaired by a continuing member of the Delta Gen Ed Task Force, Tom Long, and GEOC Chair Wagner. At the same time, through the presidential initiative on Life-Transformative Education (LTE), led by Vice Provost for Academic Affairs, John Volin, the LTE Task Force was formed. The task force includes “a team of visionary leaders from all levels of the university with the ultimate goal to make life-transformative education the foundation of UCONN’s educational philosophy by creating grassroots, bottom-up change with institutional
support” (Life-transformative Education, UCONN, n.d.). Chair Wagner is a member of the LTE Task Force.

Over the past two and a half years, the Delta2 GenEd Task Force continued to refine the proposed framework for General Education at UCONN entitled Core Curriculum for Leadership and Global Citizenship.

**Actions 2021-2022**

GEOC engaged in several activities in support of the Senate recommendations.

The above-mentioned Provost’s General Education Course Enhancement Grant Competition is certainly one of the most effective examples of creating awareness of the value of general education. It has been an important part of General Education Curriculum innovation at UConn and is likely to gain in importance if the new Common Curriculum for Leadership and Global Citizenship is adopted.

Chair Wagner met with the various subcommittee co-chairs in order to determine and address the varied needs of the subcommittees. Since the W subcommittee has the highest number of proposals to review, we are continuing to seek ways to alleviate the burden of the W subcommittee co-chairs as well as the subcommittee members. Therefore, we continuously look for new W subcommittee members from different parts of the university.

GEOC also charged an FYW working group with the review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program. This work was started in the AY 2020-2021. Due to unforeseen issues, the working group could not be assembled this AY. Chair Wagner communicated to incoming Chair Pam Bedore that it would be important to revisit this question during the AY 2022-2023.

A Q working group considers whether there should be changes to the Q requirement in addition to their recommendations about improving the communication of the current requirement. This year, the work was paused. It will continue next semester.

This summer, Chair Wagner will again present on the value of General Education to the Orientation Leaders-in-Training. Based on feedback from Maria Sedotti, Director of the Storrs
Orientation Services, this could be an opportunity to reach students before they arrive at UCONN to discuss general education from a complex perspective.

Chair Wagner coordinated the flow of pertinent information between GEOC, the Delta2GenEd Task Force, and the LTE Task Force, and the Senate C&C which was charged with finalizing the recommendation concerning the Common Curriculum for Leadership and Global Citizenship to allow for possible synergies. Chair Wagner continued to co-chair the DELTA 2GE Taskforce together with Tom Long during the fall semester. In November, the DELTA 2GE Taskforce submitted their recommendations to the SEC. The SEC then charged the Senate C&C under the leadership of Chair Suzanne Wilson to produce the following documents: 1) Curriculum Guidelines, 2) Changes in the bylaws, 3) Implementation guide. Additionally, the Senate Budget Committee will produce a budget report outlining the costs related to the new Common Curriculum. In a special Senate Meeting on February 28, the members of the Senate discussed and voted to approve the proposed Common Curriculum for Leadership and Global Citizenship, pending approval of the Bylaws which will be presented in the May Senate Meeting and voted on in Fall 2022 and the Implementation Guide and the Budget proposal which will be voted on in Fall 2022. Possible cross-pollinations of ideas are likely in discussions of a) the value and importance of general education; b) cutting edge approaches to teaching and learning; c) examples of best practices at UCONN and at other institutions, d) how integrative learning experiences can become part of every UConn student.

**Concluding Remarks**

In conclusion, General Education at UCONN finds itself in an interesting phase in which the established curriculum requires oversight while a new General Education curriculum is in the process of being designed. The fact that colleagues continue to engage in new course development and course enhancement, as can be seen in the number of new course proposals and proposals for revisions to General Education courses as well as in the participation in the Provost’s General Education Course Enhancement Competition, are indicators for UConn’s healthy engagement with General Education. Additionally, conversations in the Senate showed the interest and good will toward adopting a new General Education Curriculum.

GEOC is grateful for the fruitful collaboration with the UCONN administration and the Senate Executive Committee as well as to the UCONN community for their support and engagement.
Many thanks go to Jennifer Terni, Brenda Brueggemann, Michele Back, Oksan Bayulgen, Richard Dunn, Tania Huedo-Medina, and Linda Halgunseth, who provided immensely valuable input to GEOC and are now rotating off this committee.

GEOC is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support and for sharing her exceptional competence.

Respectfully submitted, 4/26/2022
Manuela Wagner
References cited

Deans T (2014) Assessment of Student Writing in 1-Credit W Courses at UCONN.


W Course Taskforce (2011) On Course: The W Course General Education Requirement Affirmed by UCONN Faculty and Students.


### GEOC Committee Membership, 2021-2022 Academic Year

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Manuela Wagner</td>
<td>GEOC Chair</td>
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<tr>
<td>Michele Back</td>
<td>SL Competency Co-Chair</td>
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<td>Oksan Bayulgen</td>
<td>CA4 Co-Chair</td>
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<td>Lisa Blansett</td>
<td>First Year Writing Chair (Ex-Officio)</td>
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<td>Brenda Brueggemann</td>
<td>Information Literacy Chair</td>
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<td>Scott Campbell</td>
<td>First Year Writing – Alt (Ex-Officio)</td>
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<td>Alex Gatten (FYW)</td>
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<td>Polya Tocheva (Law Library)</td>
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<td>Challa Kumar (CHEM)</td>
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<td><em>Kevin McEvoy (MKTG) [Sabbatical]</em></td>
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Appendix A: Course Selection for Alignment

1. Using the Six-Year Alignment Schedule, the departments that are up for alignment in the current year are determined.

2. Using enrollment data from the previous academic year, the number of sections and enrollment for every Gen Ed course for each eligible department up for alignment is recorded.

3. It is noted whether courses are offered at any of the Regional campuses.

4. When all courses for each department have been logged, the largest course will be pre-selected and will automatically be aligned for whatever content area(s) or competency/ies it carries.

5. After that, an online random number generator is used to choose two of the courses for each content area and/or competency. If there is only one eligible course in an area, that course is automatically selected for alignment. If there are multiple courses available for CA3, one selected should be Lab and one should be non-Lab if possible. If there are multiple courses available for CA4, one should be International and one should be non-International if possible.

6. In alternate cycles, the GEOC Chair may approve the selection of the second-largest course so that the same large course is not always being aligned every cycle.

7. Once courses are selected, all possible record sites are checked to verify that the course has not been added, revised, or reviewed in the past five years.
8. If a course is found to be ineligible for alignment, the random number generator is again used to select another course.

9. If a department has no courses eligible for alignment, their responsibility is fulfilled for that cycle. If the department only has courses eligible for some content areas or competencies, they are only responsible for courses in those areas.

Appendix B: Procedures for De-Designating General Education Courses that No Longer Meet the Criteria

Procedure for De-designating General Education Courses

Per Senate By-Laws, Rules and Regulations on General Education, Section 2.d.:
The GEOC is charged with:

▪ proposing to the Senate goals and objectives of the Content Areas and Competencies;
▪ proposing policy regarding the University-wide General Education program;
▪ reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
▪ reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
▪ monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,
▪ reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

Recommended De-designation Procedure:

1. GEOC completes its Alignment review of Gen Ed courses by late March.
2. Once GEOC’s Alignment report is approved by the Senate C&C, the GEOC Chair immediately provides heads of any department whose courses did not align all evidence that supported the finding of non-alignment.
3. Response of the department head to the notification determines whether de-designation is Uncontested or Contested.
   a. **Uncontested** – The Department Head agrees that the course does not align and no longer wishes to offer the course as Gen Ed.
   b. **Contested** - The Department Head disagrees that the course does not align and refuses to make GEOC-required changes.

4. In the case of *uncontested* de-designation, GEOC notifies the Department Head in writing by email of GEOC’s intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. This notification becomes part of the official record and is attached to the Course Action Request (CAR) implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the committee agrees with de-designation. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.

5. In the case of *contested* de-designation, GEOC notifies the Department Head in writing by email of GEOC’s intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. The department may appeal the decision to GEOC and the relevant subcommittee(s). If the appeal is unsuccessful, GEOC notifies the Department Head of GEOC’s intent to proceed with de-designation. This notification is kept as part of the official record and is attached to the CAR implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the department head has time to inform the committee of the continued intent to de-designate. The four week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.

6. On rare occasions, a department may be nonresponsive to GEOC’s communications regarding an unaligned course. In these cases, the GEOC Chair will make up to three good-faith efforts to contact the department head using various means, including email, phone calls, and/or in-person visits if possible. If after three attempts the department has not responded, the GEOC Chair will reach out to the Senior Vice Provost for Academic Affairs for guidance on how to proceed.
7. After four weeks, GEOC completes a CAR for de-designation. Most courses are de-designated via course revision, but a course deletion will be necessary to remove the W version of a course that has W and non-W versions. The CAR is reviewed and voted upon by the Senate Curricula and Courses Committee, for review and approval. GEOC notifies the Chair of the school or college Curricula and Courses Committee of this action.

8. If approved by the Senate Curricula and Courses Committee, the course action is proposed to the University Senate. If the motion passes in the Senate, the course will lose its Gen Ed designation as of the next catalog year. Students who take the course in the current catalog year still receive Gen Ed credit for the course because the catalog change can only go into effect for the following catalog year. The de-designation is not retroactive. Students who have already passed the course and received Gen Ed credit will retain their Gen Ed credit.

9. It is possible to remove one specific Gen Ed designation from a course while allowing it to retain others. For example, a course designated CA1, CA4, and W can have the CA4 designation removed while still retaining its CA1 and W status.

**Failure to Make Agreed-Upon Alignment Changes:**

In most cases, departments willingly agree to make the requested changes to their courses to bring them into alignment. However, in order to ensure compliance, the following procedure is proposed:

1. Once a department has agreed to bring their course into alignment, the department head or designated faculty member will have six (6) months to submit evidence to GEOC that the course has been brought into alignment. Depending on the specific alignment issue with the course, “evidence” of change will likely entail the submission of an updated syllabus or other course documents that show changes have been made. If the alignment issue requires a change to catalog copy, “evidence” shall be the submission of a new CAR form showing the required changes.

2. If the course is still deemed by GEOC to be unaligned, the department will have four additional weeks to bring it into alignment. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.

3. If the revision is still unaligned after this additional four-week period, GEOC will notify the department of the intent to de-designate, and the procedures listed above will then go into effect, depending on whether the de-designation is contested or uncontested.
Enrollment Committee

Annual Report to the University Senate, 2021-2022

The Senate Enrollment Committee met twice in Fall 2021 and twice in Spring 2022, and members of the committee also attended the 2022 Annual Enrollment Workshop of the Enrollment Planning and Management Division in January. The committee chair changed between semesters from Jeffrey McCutcheon to Catherine Little. The Enrollment Committee did not bring any motions or action items to the Senate agenda this year but regularly updated the Senate Executive Committee on our discussions.

Topics of discussion across the 2021-2022 academic year included regular updates on the “test optional” pilot, details regarding demographics of enrollment, and projections for future enrollment. In addition to the regular updates provided to the committee by the VP for Enrollment Management and Planning, the committee will also hear an update at our final meeting of the year from Morgaen Donaldson, who is leading the Neag team evaluating the test optional pilot. Committee members expressed interest in seeing more detailed demographic details on UConn enrollment, and in spring 2022 committee members are being provided with access to more detailed reports from OIRE and guidance in understanding the reports.

An ongoing topic for discussion is the interaction of projections for enrollment with budget implications, as well as longer-term projections for enrollment that may be emerging following the completion of the University’s strategic plan. In 2022-2023, we expect increased discussion for the committee on longer-term enrollment planning, including attention to specific enrollment planning for the regional campuses. Another ongoing topic that the committee is monitoring is the progress of legislation around legacy admissions and potential implications for the University’s admissions policies and procedures. The VP for EPM and the committee acknowledge that legacy admissions are not currently part of UConn’s admissions procedures, but the question of authority over admissions processes that the proposed legislation raises is one that may yield further attention in the future. A third ongoing topic for discussion with the committee is the progress and experience of students in the program for regional campus students living at Storrs. The committee has received regular reports indicating some successful achievement and retention outcomes for this group but acknowledges some concerns raised by the Student Welfare committee and related need for ongoing monitoring.

Respectfully submitted by Catherine Little, April 26, 2022

Enrollment Committee membership:

*Catherine Little, Chair, Education, Educational Psychology
*Terrence Abney, Residential Life
*Robin Bogner, Pharmacy, Pharmaceutical Science
*Mark Peczuh, CLAS, Chemistry
*Susana Ulloa, ISS Academic Program Center
*Mark Zurolo, SFA, Art and Art History
Tracie Borden, Waterbury Campus
Miranda Davis, CLAS, Ecology and Evolutionary Biology
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
Winta Mekonnen, Undergraduate Student Government Representative
Mansour Ndiaye, CLAS Academic Services
Brian Rockwood, Registrar’s Office
Sofía Rodriguez, Undergraduate Student Government Representative

*Senate Member 2021/2022*
Annual Report
Faculty Standards Committee (FSC) of the University Senate

April 2022

The FSC membership for academic year 2021-2022 included:

*Lisa Holle, Chair, Pharmacy Practice
*Valarie Artigas, School of Nursing
*Bede Agocha, CLAS, Africana Studies Institute
Preston Britner, CLAS, Human Development & Family Sciences
*Dan Burkey, Engineering, Associate Dean
Douglas Degges, Art and Art History
*Masha Gordina, CLAS, Mathematics
Kathleen Holgerson, Women’s Center
*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
*Betsy McCoach, Neag, Educational Psychology
*George McManus, CLAS, Avery Point
*Vicki Magley, CLAS, Psychological Sciences
Linda Pescatello, CAHNR, Kinesiology
Jack Powell, Undergraduate Student Government Representative
Martina Rosenberg, CETL, Faculty Development
Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member

Note: Graduate student representative and another USG representative unassigned

*Senate Member 2021/2022

Committee charge: This committee shall continuously review University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters.

The FSC met eight times during the academic year. Detailed minutes from all meetings are available on the Senate website. We focused on the potential implications of several initiatives that related to tenure, rank and promotion, retirement, and faculty workload and/or academic freedom.

Major Items of Discussion

University-Wide Task Force to Operationalize Evidence of Teaching Excellence Beyond SET (“formerly known as SET+”)

The Faculty Standards Committee (FSC) has identified problematic issues within the use of our current teaching evaluation process, whereby current SETs are overemphasized as evidence of teaching effectiveness and although holistic teaching evaluation efforts have been repeatedly discussed over a period of years, actual implementation is scattered, and varies in comprehensiveness and buy-in. Thus after several discussions about how to make some progress on this issue, the FSC brought a motion to the University Senate related to this issue.

- Phase out 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 charged with monitoring effectiveness, evaluating the 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.

This motion was endorsed by the University Senate at the March 2022 meeting. The Provost’s office is working on convening the task force with input from FSC.

**Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty**


During 2021-2022, FSC reviewed and updated these guidelines based upon several new factors:

1. The collective bargaining agreement between the University of Connecticut Board of Trustees and the AAUP explicitly prohibits reliance on SETs as the only evidence of teaching effectiveness.
2. Although an overall score on an individual teaching evaluation can be an indicator of teaching performance, research shows that SET results are only moderately correlated with teaching effectiveness and can be influenced by factors that are not under the control of the instructor and are unrelated to teaching performance, such as course level/topic/field of study or instructor’s race or ethnicity, primary language, gender/sex or age, as a few examples
3. SETs are student ratings intended to represent the collective views of a group of students who have experienced the learning environment created by a faculty member. Student ratings are not a measure of student learning.

The FSC brought a motion to the University Senate to approve the updated guidelines for deans, department heads and PTR committee faculty on interpreting SET results at the May 2022 meeting; approval pending

**UConn Provost Nutmeg Professorships**

A FSC workgroup developed a proposal titled the UConn Provost’s Nutmeg Professorships that would aim to recognize faculty members who have successfully engaged in the often hidden work that helps others excel that often goes beyond usual academic responsibilities. These inspirational individuals will
be recognized for the impact of their efforts to create opportunities or improve outcomes for others. Note that these Professorships are to be differentiated from the Board of Trustees Distinguished Professor awards, which allow for greater depth of focus in advancing the mission of the university in teaching, research, and/or service with demonstrable impact. The proposal is currently being reviewed by the Provost’s office.

**Bi-Annual PTR Forum**

- Held Tenure-Track Promotion, Tenure & Reappointment Forum on Friday, April 8th, 2022, from 9-11am via WebEx. Invited AAUP leadership to provide introduction and recommendations. Administration provided guidance during first hour and break-out sessions for specific Schools/Colleges was held during 2nd hour
- Held Clinical, In-Residence, Extension (CIRE) Promotion & Reappointment Forum on Friday, April 8th, 2022, from 1-2:30pm via WebEx. Invited AAUP leadership to provide introduction and recommendations. Administration provided guidance during first hour and question and answer period held for remainder
- Continued high attendance with this break-out and virtual forum. Plan to continue to hold virtually yearly. Both sessions were recorded.
University Senate Justice, Equity, Diversity and Inclusion Committee

Annual Report April 2022

Committee Charge: This committee shall review University policies, practices, and conditions relevant to supporting and promoting justice, equity, diversity, and inclusion among students, faculty, and staff.


*Senate member (2021-2022).

Dates of JEDI Committee Meetings during the 2021-2022 academic year:
September 2, October 7 , November 4, December 2 2020; January 19, February 1, March 2, April 5, May 4.

In the 2021/2022 Academic year, the JEDI Committee focused on creating some structures and processes that would allow greater inclusiveness in the work of the committee (a fluctuating meeting schedule, to ensure that all members of the committee are able to attend meetings at least bi-monthly), and more focus on between-meeting progress (establishing subcommittees). Margaret Rubega will be rotating out as committee chair, in accordance with Senate Bylaws; she will be replaced in 2022-2023 by committee member Joseph MacDougal.

Major topics for the academic year:

1. Advisement and Contribution to Other Committees.
The committee’s role is realized to a large degree in working with other senate committees and university entities to provide perspective and to ensure DEI perspectives and impact are accounted for; committee members contributed time and feedback this year to the CLAS Accessibility Committee, and the Working Group to Consider a Proposal for a Mandatory Anti-Black Racism Course. The Committee Chair (Rubega) also participated in the search process for the new Director for the Stamford Campus, though was not a member of the search committee. Rubega co-chaired the ODI Campus Climate Assessment Working Group in Spring 2021, and in Fall 2021 attended/presented at meetings to report the Working Group’s findings to various stakeholders, including the Provost’s Core Team, and the Dean’s Council. She also presented at the ODI’s DEI Strategic Planning Event, and joined the University Bias Action Group.

2. Engagement and interaction with Vice President and Chief Diversity Officer Frank Tuitt, and the Office of Diversity and Inclusion.

Dr. Tuitt is an ex officio member of the committee; every JEDI committee meeting begins with a review of recent events, actions, and initiatives in ODI. Some notable changes at ODI this year include the establishment of the ODI Commons, and Native American and Middle Eastern Cultural Programs; and a comprehensive ODI website.

3. Structural racism at UConn.

Acting on the widespread data that people of color had much worse outcomes during the COVID crisis than did whites, and in response to the action by the state of CT, the UConn Student Government, and Interim President Awunobi to declare racism a public health crisis, the Committee, led by committee members Michael Christy and Sarah Willen, brought to the Senate a Resolution In Support of the Declaration of Racism as a Public Health Crisis, and a Call for Action. The resolution called for the university to commit direct funding to initiatives to enhance diversity and support communities of color on campus; develop or adopt racial equity tools, and use them to review policies, initiatives, and educational outcomes; use best practices in community based participatory research; direct funding and build opportunities to teach and learn about the impact of racism; and work toward dismantling structures and systems within the university that reinforce racism. The Resolution passed at the November 1, 2021 Senate meeting.

On a similar note, data from 2017-2021 show that much higher percentages of Black, Latino and Hispanic students than white students end up on academic probation at the end of their first semester at UConn, and that these numbers worsened during the COVID pandemic. Reduction of this disparity is a priority of the committee, which will consider where support may be lacking and how policy may intersect with this situation in the future.

The committee supports, and has been engaged for the last 2 years in conversations about requiring for all students the 1 credit course on anti-black racism
that was developed in Fall 2020. The committee did not bring a resolution on this matter, since the USG had already submitted a proposal; committee members Rubega and Santos are serving on the Working Group directed by the Senate Executive Committee to consider the USG proposal for the requirement, with a report to be delivered May 1, 2022.

4. Transgender Rights.

The committee returned their focus to a subject of earlier concern, rights and support of transgender people at UConn. The committee met with Angela Rola and Maureen Sullivan, members of the University Bias Incident Response Team, to discuss incidents and issues surrounding the ability of students to have their chosen name used in their University interactions and records. Students can opt to have their chosen name added to their UConn ID cards, but in many contexts their legal names (which they may be unable to change for familial or financial reasons) appear on their records (e.g. in student rosters) leading to incidents in which students either have to repeatedly correct instructors and others with regard to their name, or accept being misgendered. The committee raised this issue with the SEC, which discussed it with the President’s Council. Chosen name integration into university systems is an ongoing project that the committee will continue to monitor into the future.

The Transgender Rights subcommittee of JEDI took up the issue of the availability of gender-neutral restrooms on campus. Several members of the subcommittee had received reports from transgender students that restrooms they felt safe to use were too distant from the buildings their classes were in for them to be able to use restrooms on campus, resulting in distress and urinary infections in some cases. The committee obtained bathroom data from UConn’s Office of Space Management and Planning to determine what the numbers and distribution of restrooms accessible to anyone is like on Campus; it was evident from our own local knowledge that the spreadsheets we received are inaccurate for at least some locations, and we began discussion about how a ground-truthing exercise might be accomplished. Committee member Jackson Calhoun also alerted the committee to the work that the Rainbow Center has done on this issue; Kelsey O’Neil, director of the Rainbow Center met with the committee to update the committee on their efforts. Rainbow Center student staff began mapping the restrooms and their signage in 2018 (by direct visit); they identified incorrect University floor plans, requests for changes to restrooms refused on the basis of building codes and other policy interpretations, resources and COVID-19 as barriers to progress. Since then the Rainbow Center has developed an OIE-approved gender-inclusive restroom signage guide, and a gender-inclusive restroom map (https://rainbowcenter.uconn.edu/wp-content/uploads/sites/2262/2021/11/UConn-Gender-Inclusive-Restroom-Map-version-November-2021.pdf). The committee’s goals for the future are to support the Rainbow Center in this effort, with particular attention to reducing or eliminating policy barriers to expansion of gender-inclusive restroom availability on campus.
This report presents highlights of the SSC’s actions. Details of the extensive deliberations and consultations of the Scholastic Standards Committee may be found in the SSC minutes at https://senate.uconn.edu/ssc-meeting-minutes/.

Summary: The SSC presented five motions to amend the By-Laws, Rules and Regulations of the University Senate during AY 2021-22. The SSC also prepared and presented a revision to the Policy on Academic Adjustments for General Education Competencies and a resolution on Class Capacity. The SSC provided feedback to the Academic Integrity working group, provided feedback to the Anti-Black Racism curriculum working group, reviewed a report on the Academic Engagement Proposal, and discussed the possibility of adding W courses to the list of academic adjustments to general education competencies (declining to do so). The SSC has three matters that will carry over to AY 2022/23.

Approved Motions to Amend the By-Laws:

- **Admissions Minimum Requirements**, II.A.1. Adds language to allow, in exceptional cases, for minimum admissions requirements to be waived by the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management.
- **High School Students**, II.A.4. Updates the bylaws to reflect current practice in compliance with NACEP accreditation guidelines.
- **Pass-Fail Deadline**, II.E.3.b. Permanently extends the deadline to place a course on a P/F grading basis to the eleventh week of classes.
- **Pass-Fail Restrictions**, II.E.3.b. Removes the 26-credit restriction for students accessing P/F grading, and adds a one-course-per-semester restriction.
- **Missed Work Policy**, II.E.2. Adds a requirement for syllabi to include a missed work policy.

Approved Policy and Resolution:

- **Class Capacity**. The Senate approved an SSC resolution that Class Capacity (aka “enrollment caps”) be determined by department heads in consultation with instructors, and where appropriate, the Dean of the College/School (or Dean’s Designee).
- **Academic Adjustments for General Education Competencies**. The Senate approved a simplified process prepared by the SSC for students with disabilities seeking an academic adjustment for gen ed competencies, now working directly with CSD and their Dean instead of with a full committee.

Additional Actions:

- **Academic Adjustment Policy**. The SSC invited guests to discuss whether or not the W competency should be added to the list of general education competencies for which an academic adjustment is available. The committee determined not to pursue this change.
- **Academic Engagement Proposal**. The SSC provided feedback to an SSC subcommittee on a proposal to the Provost’s Office outlining a new process for identifying the last date of academic engagement for students.
• **Academic Integrity Working Group.** The SSC provided feedback to members of the academic integrity working group on a report to the Provost’s Office.

• **Anti-Black Racism Curriculum Working Group.** The SSC provided feedback to members of the Anti-Black Racism curriculum working group on a report to the Senate Executive Committee.

**Items Pending for 2022/23:**

• Academic Renewal Plan (previously Fresh Start)
• Experiential Course Renumbering
• Transfer Credit for Military Service

Respectfully Submitted,
Robin Coulter, Co-chair (Fall 2021)
Holly Fitch, Co-chair (Fall 2021)
Pamela Bedore, Chair (Spring 2022)

**Committee Members:**
*Pam Bedore, Chair, English, Chair, Avery Point Campus  
*Maureen Armstrong, Dean of Students Office  
*Karen Bresciano, The Graduate School  
*Robin Coulter, Business, Marketing  
*Holly Fitch, CLAS, Psychology  
*Mason Holland, Undergraduate Student Government Representative  
*Elaine Lee, CAHNR, Kinesiology  
*Thomas Long, Nursing Instruction and Research  
*Joe Madaus, Education, Education Psychology  
*Sherry Zane, CLAS, WGSS  
Shoshana Armington, Advising, School of Engineering  
Kelly Bartlett, Student Services, Waterbury Campus  
Greg Bouquot, Registrar’s Office  
Erin Ciarimboli, Enrichment Programs and University Advising  
Joe Crivello, CLAS, Physiology & Neurobiology  
Sarah Croucher, Director of Academic Policy  
Lindsay Cummings, SFA, Dramatic Arts  
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)  
Abbyy Engler, Undergraduate Student Government Representative  
George Michna, Neag, Director of Assessment, Accountability, and Accreditation (Senate C&C Rep)  
Daniel Pfeiffer, Graduate Student Senate Representative  
Nate Rickles, Pharmacy, Department of Pharmacy Practice  
Lauren Schlesselman, Executive Director of Learning Initiatives and Program Assessment, CETL (Ex-Officio)  
Ellen Tripp, Student-Athlete Success Program  
Lawrence Walsh, Office of Admissions  
Christine Wenzel, Center for Students with Disabilities
*indicates 2021/2022 Senate member
Charge: This committee shall review the conditions that contribute to the academic success, personal development, physical and mental well-being of students, and available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations.

Members:
Karen Bresciano, Chair, The Graduate School
*Sheila Andrew, CAHNR, Animal Science
*Fabiana Cardetti, CLAS, Mathematics
*Michael Morrell, CLAS, Political Science
*Colleen Spurling, CLAS, Molecular and Cell Biology
Beatriz Almeida, USG Representative
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, VP 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 Laflerty, University Libraries
Lindsey Lemoine, Athletics
Katherine McCarthy, Admissions
Tina McCarthy, Student Health & Wellness, Nursing
Jennifer Moreenus, PRLACC
Suzanne Peters, Financial Aid
Daniel Pfeiffer, Graduate Student
Morty Ortega, CAHNR, Natural Resources and the Environment
David Richards, CLAS, Political Science
Jennifer Gattilia Tibbetts, Registrar’s Office
Peter Tribuzio, Student Services, Hartford Campus
Sandy Valentine, SHaW, Health Promotion Manager

Thursday, September 2
Discussed structure and topics for the year

Thursday, October 7
Our committee met with Leo Lachut, Assistant Director of First Year Programs & Learning Communities, Director of Academic Support. Leo spoke with us about the status of our first and second year students coming back to campus, while still in the midst of the global pandemic. Students have had issues with connection both with peers and with faculty. Masks, while prudent, make connection difficult. Many students are juniors and are on campus for the first time. Some students have been thriving with the online curriculum, but many have struggled.

Thursday, November 4
Our guest, Kristina Stevens, Director, SHaW Mental Health, spoke with us about SHaW’s focus on cultivating optimal health and lifelong wellbeing for every student. She shared that they typically see about 12% of the student population. SHaW-MH offers students a personalized approach that promotes well-being and meets their mental health needs. They have seen an uptick of anxiety and depression.

Thursday, December 2
Zach Claybaugh, Student Success Librarian came to speak with us about the First Day Complete program that was being explored with Barnes & Noble. This service would be a certain cost savings for many students, but there were concerns that it might catch other students unaware and result in higher costs among other concerns. We agreed to speak with the Provost about this at our next meeting.
Frank Tuitt, Chief Diversity Officer spoke with us about bias incidents affecting inclusivity in our community. ODI is working to be proactive in creating spaces to have important dialogues. Fatigue and exhaustion have been observed in our faculty, staff, and students. ODI is looking for ways to increase their staff to increase capacity to support efforts across the campus. The ODI Faculty Fellows program is active and seems to be effective, with a deliberate emphasis on the needs of graduate students.

Thursday, February 3
Our guests were Carl Lejuez, Provost and Executive Vice President for Academic Affairs; Jeffrey Shoulson, Senior Vice Provost for Academic Affairs, Office of the Provost; Dan Burkey, Associate Dean for Undergraduate Education, Outreach & Diversity, School of Engineering. They came to speak with us about the Future of Learning Report and ideas for implementation.

We also had an extensive conversation about the First Day Complete program. Provost Lejuez shared that he had initially been skeptical about the program, but when representatives from USG asked the Provost’s office to look at it again, Michael Bradford stepped in. The committee was impressed by many of the points of the contract that are protective of students accidentally utilizing the service (and perhaps over paying for books.) There remained other concerns about how disability accommodations would be fulfilled and what the impact might be on the initiatives to encourage open source materials.

**Thursday, March 3**

During this meeting, we took the opportunity to discuss several significant issues on campus affecting students, the war in Ukraine, bias incidents, Title IX response, and COVID protocols. The University has been quick to explore ways we can support students affected by the war, including financial aid possibilities, Bursar deferrals, summer housing options, and ISSS/Global Affairs reaching out to individual students.

**Thursday, April 7**

Nathan Fuerst, Vice President for Enrollment Management joined us, along with other interested and invested stakeholders, to talk about regional students living at Storrs. We agree that no one division is solely responsible for the support of these students, we do need someone to be the steward/shepherd in leading a group to ensure these students needs are met. Nathan appeared willing to take on that role. We also agreed that Undergraduate Advising should join Enrollment Management and Student Affairs at the decision-making table regarding this initiative as so many of the implications impact advising staff as well and students’ academic well-being.

Some remaining questions are (1) How we are communicating this program to students (especially Avery Point where there is no public transportation and Business students at Hartford that will never be able to finish their program in Storrs)? (2) How are students oriented to their campuses (currently just to regional campus and not at all to Storrs)? (3) Should we reexamine campus change policies and procedures for this population. (4) Should we relook at how we calculate credits to determine “home campus”? (5) Who determines the metrics of success and if it is “worth it”?

**Thursday, May 5**

TBD- meeting not occurred at the time of submission
The Senate University Planning Committee (UPC) continued the theme of “University in Transition,” and focused mainly on the status of R&D at different units and their plans to address the challenge to double research and scholarship at the University of Connecticut (UConn). The recent articulation of the overall research goal of $500 million by 2027, by the university administration and reiterated by OVPR in their recent presentation to the University Senate is a departure from R&D expenditure goal and sets a target that could be interpreted as lower than that announced by the previous university President. Redefining such goals in such short timeframes could question the research vision of the institution. Doubling of research over the course of 10 years and was in response to a State call for UConn to increase its innovation and entrepreneurial activities.

Enhancement of UConn’s R&D footprint requires identification of ways to increase R&D expenditure (especially from full indirect generating external funding) and be nationally competitive and known for our excellence in targeted research areas. Development of strategies along with a reasonable timeline to address the Excellence in R&D challenge must adopt a “whole-of-university” approach with inputs from faculty, administration, industry, and students and in line with the national and global R&D needs and trend. OVPR and related units have the responsibility to provide administrative support for implementation and management of the approved R&D strategic plan by providing grant administration and making all process transparent and effective. Excellence in R&D, usually correlated to scholarship and ability to attract large external funding, is the goal of the university not of one particular unit and achieved by the tireless efforts of faculty and students supported by staff, and facilitated by an administration with vision.

The Challenge: The 2021 Senate Growth and Development Annual report, clearly articulates UConn’s limitation in advancing their research agenda in terms of increasing externally funded R&D. Based upon the annual Research Expenditure data presented by OVPR for Storrs and
Regional campuses, FY 2019 saw an increase of 12% followed by a monotonous decrease to 2.4% in FY2021. UConn Health R&D expenditure increased slightly from $87 million in FY2017 to $94 million in FY21, an increase of $1.75 million/year [recently UConn Health has received two large grants that will modify future numbers]. Note, doubling of our research requires that R&D expenditure increase consistently at the rate of 8%. This estimates that by 2027 we have R&D expenditure of $414 million (see Table below). This necessitates overall research in the neighborhood of $700 million by 2027. Even at this rate we will not be competitive with Iowa State University that was ranked below UConn in R&D expenditure, in 2008.

<table>
<thead>
<tr>
<th>FY</th>
<th>Reported R&amp;D Expenditure ($ Million): Storrs &amp; Regional</th>
<th>Reported R&amp;D Expenditure ($ Million): UConn</th>
<th>Required R&amp;D Expenditure ($ Million): UConn (Storrs &amp; Regional) (8%)</th>
<th>% Increase UConn (Storrs and Regional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$157</td>
<td>$244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>$164</td>
<td>$250</td>
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<td>2.46% (5%)</td>
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<tr>
<td>2021</td>
<td>$168</td>
<td>$261</td>
<td></td>
<td>4.4% (2.4%)</td>
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<tr>
<td>2022</td>
<td></td>
<td>$282 ($181)</td>
<td>8% (8%)</td>
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<tr>
<td>2023</td>
<td></td>
<td>$304 ($196)</td>
<td>8% (8%)</td>
<td></td>
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<tr>
<td>2027</td>
<td></td>
<td>$414 ($267)</td>
<td>8% (8%)</td>
<td></td>
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</tbody>
</table>

To achieve such a feat, it is not only that we get proactive in creating our own opportunities, but we must also be successful in securing “Limited Opportunity Initiatives (LOI)” large grants. It is surprising to note that since LOI started UConn has never been able to secure funding under this category and “Pre-Award” never keeps track of proposals submitted under this category though it is possible to do so. Our lack of success could be attributed to the fashion screening is conducted, especially the delay in making a selection that complicates the identification of partners and development of a good proposal. However, OVPR plans to address these issues and make LOI a success. This discussion was led by the Sub-Committee on Limited Submission Opportunity, chaired by Mr. Daniel Stolzenberg, with Louis Hanzlik and Dr. Jessica McBride as members.

Path Forward: Policy and Procedures: In any successful institution known for their excellence in R&D and scholarship, we observe a great deal of coherence and transparency at all levels, in developing their vision, charting a path forward and implementation and management of the accepted policies and processes – in other words a “whole-of-university” approach. At UConn, there is a perception among faculty members, that such a process is totally absent, especially related to R&D planning and proposal submission. Policies are developed and implemented to assist faculty in their pursuit of knowledge by excelling in scholarly activities and securing external research funds. However, if adopted policies or implementation of such policies might hinder research active faculty to become less successful, then this results in a deviation of the goal of any academic institution.

To understand the practice adopted by OVPR to process proposal submissions, the “Strengthening Pre-Award Infrastructure and Facilitation of Grant Application Submission,” subcommittee was formed. The sub-committee was chaired by Senator Joanne Conover with Professor Tutita Casa, Senator Inge-Marie Eiegliti, Ms. Bethany Javidi and Mr. Daniel Stolzenberg serving as members. The committee after meeting with OVPR personnel, departmental/school/college level staff members
assisting faculty with proposal preparation, and faculty, observed a lack of coordination and effective communication among involved parties who should be working towards the same goal, and some support is not yet in place (see Appendix for full report and all recommendations). Specifically:

- There is inadequate support for faculty during the proposal preparation and submission process (e.g., excessive paperwork, organizational confusion).
- Some faculty do not have pre-award administrative support, and those who do have varying degrees of support.
- Roles and responsibilities are unclear and may be redundant.

The main recommendation of the Sub-Committee is as follows:

- Establish an advisory committee with faculty and unit administrator representation to oversee pre-award administration.
- Provide a helpdesk to address questions and concerns from faculty and staff across the university.
- Facilitate closer faculty-administrator ties and interaction within units.

The Sub-Committee suggests the following recommendations to streamline proposal submission.

- Evaluate paperwork required (e.g., subawards with collaborating institutions) to increase pipeline efficiency and facilitate collaboration.
- Re-evaluate policies (e.g., CT statutes) and prioritize advocacy to raise awareness of and/or reduce institutional paperwork burden.
- Provide necessary and appropriate feedback to the PI and departmental/center grant manager within a reasonable time frame, not to exceed 3-business days, after receiving the initial submission to pre-award within the mandated 5-day guideline.
- Institute some flexibility on changes to supporting documents prior to submission within the 5-day timeline.
- Provide a list of documents that must be in final form at the 5-day deadline and identify those that can be revised. Provide clear guidance on any other internal deadlines that faculty must meet.

**Path Forward: R&D Challenges** - The standard practice that has allowed securing externally funded research in the past could be effective for faculty members in their initial stage of development, such as securing Career awards, however, the concept of securing externally funded research has morphed into multi-PI, multi-university large grants as that helps granting agencies in managing such awards. Moreover, the “asks” by the funding agencies have shifted for some disciplines from “basic research” to “applied research” and encourages participation of industries [see Table 1]. Higher education institutions traditionally carry out most of the “basic research” but industry engagement in this area has increased from 18% in 2012 to 30% in 2019. Although federal funding for research performed by institutions of higher education has increased in dollar amount the proportion funded by federal government has declined from 60% in 2010 to 50% in 2019. The share of basic research supported by industry has increased from 23% in 2010 to 31% in 2019. Moreover, 65% of experimental development and 19% of applied research are dominated by business sectors, while providing 86% and 55% of their own funds. [https://ncses.nsf.gov/pubs/nsb20221/us-and-global-research-and-development]
The evolving research priorities and re-orientation of funding pipelines suggest establishing strong partnerships with industry to address both federal and industry funded basic and applied research. UConn must make an effort to establish and excel in system development and engage in “applied and developmental research” in participation with industry to design and demonstrate of concepts and assist in manufacturing of products that are useful to the nation and industry, while excelling in basic research. Moving forward, we must rethink our R&D strategy and address the following:

- **Step 1**
  - Identify our research expertise (measured in terms of publications (in nature, science etc), large multi-PI funding).
  - Identify our research infrastructures. A personal state-of-the-art research lab is fine but does not have the permanency. We need to have shared facility [IMS provides such a facility as well as serving as a service-for-a-fee facility.]

- **Step 2**
  - Identify the national/global R&D and technology needs.
  - Identify the needs of local industry.
  - Identify needs of large industries.

- **Step 3**
  - Identify R&D and technology development in areas with maximum return. [Measured in terms of existing expertise, research infrastructure, and long-term industry/federal govt. needs]
  - Target hiring in Engineering and Sciences (Health Center, Economics and Business) targeting upcoming areas of technology boom [Energy, AI, Security, Health, Sustainability/Climate, Agriculture, etc]. If possible, establish complementary research expertise to support local large industries.
  - Establish (Invest in) research infrastructures supporting multi-PI modality.

This investment will be counted towards part of startup packages of incoming scholars. Moreover, such investments articulate the commitment of UConn in promoting R&D. Implementation of Step-3 will be a challenge and must be carried out once a R&D vision along with an implementation plan is drafted.

- Planning must identify and prioritized list of R&D focus areas with estimated investments and size of research cohorts (expanding over multiple disciplines).
In target R&D areas organize workshops and invite national/international research leaders. [Note, the target is not only to have scientific discussions but identifying upcoming R&D challenges faced by industry, nation and the global community.]

Generate White Papers identifying the upcoming challenge and put teams together to address the challenges.

Approach DARPA, DoD, DoE, ONR, ARO, AFOSR, NSF, NIH as needed to start multi-agency discussion with UConn being the lead. At this stage assistance of congressional delegates will be important.

Work with interested agency/agencies to create Request for Information – at this point UConn should be assisting the agencies to organize the discussions. Bring relevant industry that will benefit from this initiative.

Work with agency and generate RFP – form your team.

Path Forward: Re-allocating IDC/Center Graduation – OVPR reports $8.6 million in support for Centers and Institutes. It is expected that centers have a sustained income generating process and becomes self-supporting or “graduate” after a certain period of time – say 5 years. This will allow the university to refocus and support research, scholarship and education in areas of national need.

Financial support could be in the form of external funding from federal and state funding agencies, foundations, gifts and endowments, and other State approved sources. As an example, with $12 million in external funding, $2 million could be used to fund the center from the $4 million generated as IDC. This funding serves as the operating cost of the center and funds all staff, research associates, equipment maintenance, etc. It is important that all centers engage in strategic planning highlighting their plans for attracting external funds. Such plans are to be evaluated annually and tuned to assure success.

Path Forward: Re-allocating IDC/Library Support: Excellence in research requires excellence in scholarship and that in turn mandates the existence of a world class library that has subscription to all journals and proceedings. Having a goal to double R&D expenditure without such a resource is a contradiction. Allocating a portion of the IDC, could be from the $8.6 million for center support, for journal subscription will ensure our success in attracting quality faculty and R&D funding.
2021-2022 Senate University Planning Committee Meetings (Zoom online meeting)

1. October 5, 2021
2. November 2, 2021
3. December 7, 2021
4. February 18, 2022
5. March 25, 2022
6. April 22, 2022

2021/2022 University Planning Committee Members

*Mehdi Anwar, Chair, Engineering
*Bonnie Burr, CAHNR, Extension
*Joanne Conover, CLAS, Physiology and Neurobiology
*Inge-Marie Eigsti, CLAS, Psychological Sciences
*Louis Hanzlik, SFA, Music
*Suman Majumdar, CLAS, Stamford Campus
Tracie Borden, Waterbury Campus
Tutita Casa, Neag School of Education
Kathy Hendrickson, Business (Career Development Office)
Bethany Javidi, OVPR’s Office
Ruth Kustoff, CETL, Office of Continuing and Professional Education
Jessica McBride, CAHNR, Communications Office
Gaston Neville, Undergraduate Student Government Representative
Carl Rivers, Office of the Registrar
Jeffrey Shoulson, Senior Vice Provost for Academic Affairs (Ex-Officio Member)
Daniel Stolzenberg, Neag School of Education
Audrey Silva, Communication Access/Interpreting Services
Rachel Tambling, CLAS, Human Development and Family Sciences
Luke Villani, Undergraduate Student Government Representative

*Senate Member 2021/2022

Committee Charge: This committee shall review the University planning processes and consider their potential outcomes. The committee may provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement.
Appendix
University Planning Committee

Subcommittee on: Strengthening Pre-Award Infrastructure and Facilitation of Grant Application Submission

Context:
The heavy administrative burden placed on faculty and departments and a lack of transparency surrounding the submission process deter faculty from submitting grant applications and minimize the ability to submit their most competitive versions. Below are our findings and our recommendations.

Goal:
Reform and strengthen existing infrastructure and increase effectiveness and transparency of associated processes. Doing so will free faculty to focus on the scholarly and creative aspects of proposal development and encourage the increased submission of winning proposals, thereby enhancing UConn’s reputation as a world-class research institution.

First Steps:
Reduce confusion, enhance communications, and improve efficiency in proposal preparation and submission, thereby enabling faculty to focus on the scholarly and creative aspects of proposal development.
Increase the support staff has on the preparation of highly competitive grant proposals.

Findings:
Overall, there is a lack of coordination and effective communication among involved parties who should be working towards the same goal, and some support is not yet in place. Specifically:
- There is inadequate support for faculty during the proposal preparation and submission process (e.g., excessive paperwork, organizational confusion).
- Some faculty do not have pre-award administrative support, and those who do have varying degrees of support.
- Roles and responsibilities are unclear and may be redundant.

Main Recommendations:
We recommend the following:
- Establish an advisory committee with faculty and unit administrator representation to oversee pre-award administration.
- Provide a helpdesk to address questions and concerns from faculty and staff across the university.
Facilitate closer faculty-administrator ties and interaction within units (e.g., as per CLAS model, and sub-units within Neag).

Recommendations to Increase Collaboration:
- Provide all UConn faculty with access to pre-award administration support.
  - During the ‘on-boarding’ process, connect new faculty with their support staff and brief them on the proposal submission process.
  - Provide an overview for current faculty describing their pre-award ‘team’ and the current infrastructure at the unit and university levels.
  - When faculty indicate they plan to submit a proposal, initiate an orientation that details the support they can receive, introduce available staff and their roles, and provide them with initial paperwork specific to the granting agency.
- Identify a point person to resolve issues within units, including departments, centers, and schools/colleges.
- Support a framework that allows faculty to provide suggestions about the type of support they need and why it would be helpful.
- Provide feedback on new procedures within the pre-award pipeline, including those that are working well and those that are not.
- Ensure that unit-level staff have expertise with the main funding agencies that support their faculty’s work.
- Streamline the pipeline so that unit-level administrators can submit applications. Such a practice would help avoid a two-tiered system.

Recommendations to Streamline Proposal Submission
- Evaluate paperwork required (e.g., subawards with collaborating institutions) to increase pipeline efficiency and facilitate collaboration.
- Re-evaluate policies (e.g., CT statutes) and prioritize advocacy to raise awareness of and/or reduce institutional paperwork burden.
- Provide necessary and appropriate feedback to the PI and departmental/center grant manager within a reasonable time frame, not to exceed 3-business days, after receiving the initial submission to pre-award within the mandated 5-day guideline.
- Institute some flexibility on changes to supporting documents prior to submission within the 5-day timeline.
- Provide a list of documents that must be in final form at the 5-day deadline and identify those that can be revised. Provide clear guidance on any other internal deadlines that faculty must meet.
University Senate Budget Committee  
Annual Report  
Academic Year 21-22

Purpose:
This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters. The committee shall include two undergraduate students and one graduate student. (https://policy.uconn.edu/wp-content/uploads/sites/243/2019/11/bylaws.20191104.Final_.pdf)

Members:
*Robert Bird, Co-Chair, Business, Marketing  
*Carol Polifroni, Co-Chair, School of Nursing  
*Elena Dormidontova, CLAS, Physics  
*Stephen Dyson, CLAS, Political Science  
*Jeffrey McCutcheon, Engineering, Chemical and Biomolecular Engineering  
*Erika Skoe, CLAS, Speech, Language, and Hearing Sciences  
*Lisa Park Boush, CLAS, Geosciences  
*Paulo Verardi, CAHNR, Pathobiology  
*Michael Vertefeuille, SFA, Digital Media and Design  
*Michael White, Dining Services  
Christopher Bergen, Undergraduate Student Government Representative  
Lloyd Blanchard, Interim EXVP and CFO (Ex-Officio Member)  
Jeffrey Crouse, School of Education  
Jeff Gagnon, Enrollment Planning & Management  
Michael Jones, CETL  
Philip Mannheim, CLAS, Physics  
Sandip Roy, Graduate Student Representative  
Christine Scott-Dougan, Waterbury Campus Finance Director  
Lauren Slingluff, University Libraries  
Paula Wilmot, Dean of Students Office  
Edward Zelikman, Undergraduate Student Government Representative  
Reka Wrynn, represents CFO

*Senate Member 2021-22

Agenda:
The University Senate Budget Committee (USBC) started the year with establishing an agenda for the committee. Our areas of expected focus were the potential mass retirement of employees in 2022 and the financial status of the library. We also anticipated facilitating the rollout of the new common curriculum, and specifically the budgetary implications introducing a new curriculum across the university. Our committee also anticipated a continuing evaluation of the university budget and continuing impacts of COVID. These issues and others were addressed to varying degrees.
Common Curriculum:

Regarding the proposed new Common Curriculum (CC), the DeltaGE committee completed its work on October 1, with continuing work shifted to the Senate Curriculum and Courses Committee (CC&C).

Questions considered by the USBC included the impact of the CC on the university, particularly its impact on lab courses. Approximately between 6,000 and 7,300 students are enrolled in lab courses each semester.

Furthermore, we investigated the cost of faculty navigators that would be necessary to ensure smooth transition from the current curriculum to the new CC. The university communicated that we would use the adjunct rate for determining costs, but the USBC concluded that this rate is unsupportable given the cost of full-time faculty who will assume the navigator role. This would be in effect an unfunded mandate, and the USBC recommends a percentage of full-time salary or a similar metric to measure costs of faculty time dedicated to the navigator role.

Members of USBC will serve on the committee to draft the implementation plan and fiscal impact statement which will be presented to the Senate for action in Fall 2022.

Athletics:

The USBC began with discussions of the Kevin Ollie arbitration process and the unfavorable award against UConn. The USBC inquired about where the costs would be placed on the university. The USBC also discussed the decrease in athletics conference revenue, the impact on conference alignments and team wins, as well as the athletic subsidy overall. The USBC addressed the need to enforce the previously assessed $10 million dollar reduction in reliance on university support. New models for funding athletics are in preliminary discussion.

Library:

The budgetary status of the library was a significant focus of the USBC. We heard from Dean Langley and other library staff regarding the implicates of $1.2 million in rescissions in FY20 and FY21, with the largest cuts impacting collections. We discussed a new plan to introduce Article Galaxy Scholar, a program that lowers journal costs through the use of rapidly filled ILLs to obtain journal articles instead of paying outright for continuous access.

Three areas of concern with Article Galaxy were raised by the USBC: 1. The inability to see the whole journal and related articles without doing a separate request. 2. How will plan be monitored to know if it is successful or not. 3. If program delivers materials within five minutes of request as claimed, why are no other research universities using this system.

University Budget:

The university budget was a continuing theme. Regarding the sources of the university budget, 26% of budget comes from state’s block grant (including fringe), 47% originates from tuition and fees including
housing, and 27% comes from grants, philanthropy, sales, and entrepreneurial endeavors. UConn’s budget is still impacted by COVID-19. Federal dollars related to COVID will cease at the end of FY22. This results in a FY23 starting with a $26 million deficit. There will be rescissions across to board to address the deficit. If the budget gap cannot be closed entirely, the university will draw on reserves but only for a limited amount. The USBC was informed that a hiring slowdown was not an official policy.

In the spring, the USBC addressed issues of transparency of budgetary information. While the USBC commends Lloyd Blanchard and his staff regarding information about budgetary allocations, the USBC desired greater transparency over budgetary policy and the motivations behind certain decisions at the university level. Toward this end, the USBC drafted a motion, which was presented at the March University Senate meeting and stated as amended: “The USBC moves starting immediately that there be direct USBC participation in the establishment of fiscal priorities and direct participation in the budget development process across university programs and offices.” This motion was approved by the full Senate 54-yes, 1-no, 1-abstention.

In the USBC’s most recent meeting, the committee heard from Lloyd Blanchard, Reka Wrynn, Bridget Inzirillo, and Kelly Wihbey regarding the budget approval process and individual requests specified by school and campus. The result was a productive meeting whereby the bases for improved transparency will be built for USBC meetings in the following year. Additionally, the USBC recommended to the CFO that a different budget process be considered, the use of zero-based budgeting rather than the current model of global modeling which is an inflationary increase over what is without justification of the extant budget. It is also recommended that every unit, not solely the academic units, have full budget hearings on an annual basis. IDCs currently are split with 70% to the OVPR and its office, and 30% to the school/college with 10 to the Dean, 10 to the Department and 10 to the PI; no funds are allocated for the library which supports the research endeavor. The USBC recommended an examination of this approach.

Retirements of Faculty and Staff:

Early in the academic year there was a concern that a substantial number of faculty & staff would retire in order to take advantage of benefits provided by the current SEBAC contract rather than a renegotiated SEBAC contract. This has been informally expressed as a ‘silver tsunami’. As the year progressed, it appeared that the tsunami may not manifest as projected and that a spike in retirements would more likely be spread out over the next two to three years. The latest estimate provided is that 300 retirements may be expected, which is about twice the normal rate of retirements for each year.

Planned agenda for 2022-2023:

1. Common Curriculum fiscal impact
2. Monitor Article Galaxy implementation and evaluation
3. Review FY 2023 final budget (will be presented to BOT in June 2022)
4. Assess impact of increased planned undergraduate enrollment
5. Assess change in regional campus funding to increase full time faculty
6. Contribute to development of FY 24 budgets