

UNIVERSITY SENATE MEETING  
APRIL 8, 2019  
ROME BALLROOM, STORRS CAMPUS

Moderator Siegle called the meeting to order at 4:02 p.m.

1. Moderator Siegle called for a motion to approve the March 4, 2019 minutes. Senator Long made a motion to approve. The motion was seconded by Senator Holle.

MINUTES PASSED UNANIMOUSLY

2. Report of the President

Presented by President Susan Herbst

President Herbst provided an update on the Sackler gifts and money. The Foundation Board President and Board of Trustees Chair both agreed that it is fine to contact the Sacklers and ask if we can take their name off the endowments and repurpose the money. It is a little hard to get in touch with the donor, but we will seek contact with them on Wednesday of this week. There may not be a response for a long time, so we will give it a month or two, and then regroup.

Senator Freake provided her with a Land Acknowledgement Statement. The Statement acknowledges that UConn is built on Native American territory. It was vetted with General Council. This is a voluntary piece that can be read aloud or distributed by anyone who wishes to use it — at public or private events — on University property. It can also be printed on event programs. The Statement will be posted on the Daily Digest at the beginning of each semester, and perhaps once during each semester, as a reminder. However, the best way for this to catch on is for people to use it. Individuals who would like more information can contact Senator Freake.

President Herbst has been spending a lot of time at the legislature trying to make a case for UConn. Our priorities are to not cut the block grant to Storrs, Regionals, or Health. We also want to protect the capital plan in light of Connecticut's financial challenges. We want to finish projects we have started, such as Science 1, and complete deferred maintenance on other projects. We want to communicate about fringe. President Herbst gained traction this year in getting the message across; the legislature now sees what difficulties fringe poses for us. The leading Senators and

Representatives would like to do something about this, but it will require more money for the general fund.

President Herbst shared that she had a wonderful weekend watching the UConn Women's Basketball team compete in the NCAA finals; UConn Nation was strong in Tampa. Governor Lamont enjoyed himself and now officially considers himself a UConn Husky.

A potentially controversial set of speakers from Campus Clash will be on campus tomorrow. This includes the Turning Point USA founder, plus other members of the group. The event will take place from 7-9 p.m. in the Student Union. It is organized by Turning Point USA at UConn. We will handle the event as we have with other potentially controversial speakers. Admissions is limited to those with valid UConn IDs. We are more accustomed and ready for this event than in the past.

Senator Long elucidated that one of the speakers tomorrow is Candace Owens. Zoe Turturino in Daily Campus (April 2) said, "Candace Owens, a Stamford, Connecticut native, has frequently made similar statements normalizing white supremacy and bigotry. In the wake of the Charlottesville "Unite the Right" rally Owens dismissed white supremacy as a myth invented by the media. On her Twitter account she has pushed anti-immigrant rhetoric, defended ICE detention facilities for children, and supported fascists like Marine LePen. What's most revealing about Owens, however, is her connection to the aforementioned "great replacement" that inspired the Christchurch shooter. In his manifesto, the Christchurch shooter repeatedly brought up the issue of birthrates and his paranoia that Muslims will replace white people. Owens has repeatedly pushed this conspiracy theory on her social media, claiming that Muslims will be the majority population in Europe by 2050 and institute sharia law, even going as far as suggesting France should sic their army on the Muslim population. The first is just bad demography, the second is ethnic cleansing." The Christchurch, New Zealand white terrorist mentioned Candace Owens explicitly in his manifesto as an inspiration: "The person that has influenced me above all was Candace Owens. Each time she spoke I was stunned by her insights and her own views helped push me further and further into the belief of violence over meekness." Senator Long asked why are we allowing this event, and what are we doing to protect students and faculty from the violence against people of color that has proliferated alarmingly in the past two years?

President Herbst replied that the University's policy is to support free speech. By our rules, they are allowed to come on campus to speak.

Associate Vice President for Student Affairs and Dean of Students, Elly Daugherty, added that it is highly complicated to provide space for this event in a way that enables us to keep the campus safe. Regarding safety and security, they have had conversations with numerous entities on campus with the student hosts present. Campus police will be visible. In addition, the procedures of her office have them reach out to other campus events affected. Support is with these students as well. There is a counter event at 6 p.m.

Senator Long explained that his concern is not only related to tomorrow night. What about the radicalization that may occur over the next weeks and months?

Vice President for Student Affairs, Michael Gilbert, said he shares this concern about student health and safety, and the health and safety of other members of the community. Safety is at the fore of what we do, but the mandate is free speech. We had to permit the event, ensuring appropriate safety and logistics. He does share the concern, however, because he understands that these are complex issues, and words are powerful and can influence people in many ways.

President Herbst furthered that faculty can get involved by talking about it with students. The question is, are we getting better at this, and there is no argument that we have gotten better about safety and what to expect. President Herbst expressed that she feels pretty confident, but we are ready for a worst-case scenario. She is proud of those students who will not support or attend the event, but will have a great counter event at the same time.

Associate Vice President Daugherty added that she thinks our students have a very comprehensive understanding of how to object in a myriad of ways. There is a very strong sentiment from students on campus that they do not wish to support the event.

President Herbst added that students understand why the event is going to happen. This is very heartening. There is tremendous growth. We are really challenging students mentally and emotionally, and getting them ready for the real world.

Senator Schultz requested clarification on the opening comments on Sackler. Did her comments pertain to use of, or renaming and repurposing the funds?

President Herbst replied that if the Sacklers agree to take their name off, we would be pleased. It is possible they will come back and say we can repurpose the money. For instance, perhaps it can be used to study opioid dependence. It is likely though

that we will get no response or a non-response, and then will have to figure out what to do. We have options.

Senator Mannheim recollected that a year or two ago, another student event got out of hand. One factor missing at the meeting, which could have helped maintain decorum, was a moderator. Senator Mannheim asked whether the students could choose a moderator among themselves to keep the meeting from getting out of hand.

President Herbst said that it is up to the group to determine the format. It is not a University-sanctioned event that we control. What we can do, besides working on these issues day-to-day, is to talk to students and help them. If individuals really want to help, they should go to the 6 p.m. counter event in Castleman.

Associate Vice President Daugherty said that the student-run event came about when a number of students came together. It is open to all. There are partnerships and coordination between the groups. This event will make other perspectives known.

3. Report of the Senate Executive Committee  
Presented by SEC Chair Hedley Freake

No questions.

4. Consent Agenda Item:  
Report of the Senate Curricula and Courses Committee

Moderator Siegle asked whether any Senators desire to remove any items from the Reports, and given no response, called for approval of the Consent Agenda Items.

5. Report of the Senate Nominating Committee presented by Senator Gustavo Nanclares  
PRESENTATION of 2019/2020 standing committee membership slate

The slate will be voted on at the next Senate meeting.

No questions.

6. Report from the Scholastic Standards Committee presented by Senator Veronica Makowsky
  - a. VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate II.C.1.b and II.F.5 (Education Abroad)

At the previous Senate meeting, Senator Bramble made a number of suggestions. These were passed to Associate Vice President for Global Affairs Yuhang Rong.

Senator Mannheim suggested we clarify which language was added to the motion.

Senator Schultz noted he received interesting feedback from multiple constituents. They had fairly specific questions, perhaps for the Vice President of Global Affairs. Senator Schultz then asked whether all programs that require travel abroad, such as faculty-led programs for research, fall under this purview. If so, it may reduce the ability of individuals to partake. For instance, in the past, students have participated in the UN Climate Change Conference in Paris and Katowice, Poland. This year, they are going to Santiago, Chile. The principals leading this effort raise funds through the UConn Foundation and their college. There is concern is that programs not under Global Affairs will be rejected for financial reasons.

Senator Makowsky replied that the By-Laws are for courses with academic credit. The intent is not to control faculty.

Vice President for Global Affairs, Daniel Weiner, concurred that this is correct. Current policy is that all students in all programs need to go to Global Affairs. That is not a change. Global affairs has been involved in the UN Climate Change program and has provided funding for it. There will be no rejection for funding.

MOTION PASSED UNANIMOUSLY

- b. PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate II.E.10 (Examinations and Assessments)

This motion will be voted on at the next meeting.

Senator Makowsky got a lot of feedback at previous a Senate meeting. As a result, there are no calendar changes proposed. People did not want a reduction in class time.

Two problems remain. Students are still overburdened and overworked by the volume of work and assessments, including comprehensive exams, held during the last week of classes. Further, bunching and conflicts persist among those assessments.

Senator Makowsky proposed three ways to alleviate the problems.

Senator Majumdar clarified that Senator Makowsky was proposing changing the language that prohibits giving final assessments during the last week of classes. Senator Makowsky replied that the proposal is to strengthening the language. Senator Majumdar responded that the policy is disobeyed as much as it is obeyed. Thus, what will strengthening the language do?

Senator Makowsky replied that the idea is to promote the information, so faculty, deans, and department heads will be more aware.

Senator Majumdar reflected that with many policy violations, there are radical consequences. He was not proposing radical consequences in this case, but asked whether administration could intervene if a student reports a violation.

Senator Makowsky answered that students usually report to department heads with some degree of confidentiality. That is how the process should go.

Senator Tumu agreed with Senator Majumdar's point. He also called attention to other social pressures students are subjected to when final exams are not held during finals week. For example, if students are scheduled to take an exam on Saturday and presented with the option, they will often opt to take the exam earlier, rather than stay until Saturday. They may just be complying with social pressure when they agree to take the exam on the earlier date. Students, by and large, are also unaware whom department heads are or that they should talk to them. Grievance procedures are not well defined or known. Stronger language at least raises the issue to the forefront of peoples' minds and may lead to better compliance.

Senator Makowsky asked Senator Tumu if he was suggesting the Senate make it known how students can grieve. Upon receiving a positive response, said she would consider how this might happen.

Senator Graf posed a question regarding lab sections. He schedules a lab final during the last week of classes, but the lecture portion during finals week. He asked if this was acceptable.

Senator Makowsky replied in the affirmative.

Senator Mannheim asked about whether bunching of finals is affected by the reading day.

Senator Makowsky replied that a reading day is only scheduled during the Fall Semester.

Senator Mannheim expressed agreement with the notion that if a course wishes to hold the final assessment outside of the scheduled class time, it should be indicated when students register for the course. It should also be on the syllabus. However, this is not enough; it should specifically state when the assessments will occur. Students need to know right at the beginning of the semester because if another course is held outside of class time, they will need to know the conflicts will occur. Bunching problems also occur during the semester. He is finding that students are having non-class assessments that are all coming due the same week.

Senator Makowsky replied that she would bring two issues to Scholastic Standards for future discussion: putting assessments held outside of class time on the syllabus, and mid-term bunching. She emphasized that it is only under “exceptional” circumstances that instructors would be able to hold assessments outside of regularly scheduled class periods.

Senator Pane reiterated that students can be placed in an awkward position when a faculty member offers them the option to choose an earlier exam time. What they sometimes do in this circumstance is to go to another faculty member and ask them to reschedule. Senator Pane noted that we used to have a calendar date (Saturday) scheduled for makeups.

Senator Makowsky replied that we still have it.

Senator Pane then stated we should be advertising this; if faculty want to give assessments outside the exam time, they should do it on Saturday.

Senator Terni addressed the exceptional nature of assessment held outside of class. She teaches in the evening. Science classes give tests during evenings, and students miss her class to take their science exams. She inquired why science classes are not giving exams during their class time. She also addressed special needs assessments. She pays out of pocket for exam proctors because there is no support from the Center for Students with Disabilities (CSD) during evenings.

Senator Makowsky responded that Scholastic Standards has no jurisdiction over CSD.

Senator Schultz noted that the syntax of one sentence is odd. The language seems to say that under exceptional circumstances faculty do not need to seek approval.

Senator Makowsky indicated she would review the language.

Senator Howell spoke as a science professor, who for the majority of her career, gave exams in the evening. When the University became stricter about this, she did find a way to make her exams be 50 minutes. She teaches organic chemistry, which is considered a more rigorous class. She does not think science exams should be an exception.

Senator Makowsky suggested that science faculty may wish to think about this. She does not know the subject matter but is approaching the issue from a scheduling standpoint.

Senator Nanclares asked about assessments given during the last week of classes. Some instructors put the issue to vote, providing the option for students to take the exam during the last week of classes or during finals week. He asked whether this was fine.

Senator Makowsky replied that as long as students have the option to take the exam during the time scheduled by the registrar, she does not think it is a problem. Final in-class assessments may not be given during the last week of classes.

Senator Segerson shared that when she has given exams outside of the class period, it was because she wanted to help student by giving them more time. She would always tell the students that if they had a conflict, she would make arrangements for them to take the exam another time. Faculty need to accommodate when students have conflicts.

Senator Makowsky agreed and added that with the By-Laws change, students would also know about conflicts from the beginning.

Senator Vokoun reminded the Senate that nothing has changed in that in-class finals cannot be given during the last week of classes. What has changed is that students are no longer allowed to take finals during the last week.

Senator Berkowitz shared that if all students, without exception, vote to take a final at a time other than the designated time, he believes it is allowed.

Senator Makowsky replied that this is not allowed even in the current By-Laws.

Senator Berkowitz proposed the Senate considers it.

Senator Makowsky replied that if we propose By-Laws motions with too much detail, it will create problems with understanding and interpretation.

Senator Berkowitz shared that he has always found in his experiences with the CSD that they are very open to working with faculty members.

Senator Bresciano commented that voting is one of the major problems. Unless faculty are conducting voting by secret ballot, students are under pressure to agree



to the earlier times. With the new language, as long as a faculty member allows students to take the exam at the time scheduled by the University, it is fine to also allow students to opt to take it earlier. No one will object to that.

Senator Burkey inquired whether Scholastic Standards considered what peer and peer aspirants are doing to deal with this situation to avoid reinventing the wheel. Senator Makowsky replied that we looked at other schools to determine how they are dealing with the last week of classes. However, at UConn, we have fairly student-friendly policies, such as with bunching. Since our exam policy does not match other institutions, yoking together how other institutions deal with the week before finals did not work very well.

Senator Freake offered two clarifications on the discussion. The first is that the language in the old By-Laws requires in-class final examinations to be given in the place and time scheduled by the University. The new language keeps this requirement in tact, but also adds that in-class final examinations cannot be given earlier. Also, we are looking at By-Laws, which must be interpreted by policies and procedures. This is a function for department heads.

Senator Makowsky closed by stating she will take the feedback under advisement and return for the next Senate meeting.

## 7. Annual Report on Research

Presented by Michelle Williams, Associate Vice President for Research

Associate Vice President Williams opened by sharing that she was originally scheduled to deliver the Annual Report on Research, but decided to do a last minute change in response to a meeting between Vice President for Research, Radenka Maric, and the Senate Executive Committee on Friday. They discussed issues and concerns about foreign collaborators on sponsored research, particularly federally funded research. She wanted to use the opportunity to discuss concerns, and what they are doing to address issues, at UConn.

Prior to questions, Moderator Siegle called for new business at 5:23 p.m.

No new business.

Senator Mannheim asked about the disclosure needed in a situation where someone at UConn with a grant goes to an international conference hosted outside the U.S. which is partially funded by the host.

Associate Vice President Williams clarified that right now if an individual has a federally funded grant, they have to disclose it if it falls above the threshold for consulting.

Senator Gibson reflected on the information presented and asked for confirmation that most of these scenarios would be problematic even if they were domestic.

Associate Vice President Williams affirmed that these would be problems even domestically. The issue is that there is a growing concern that there is more of a systemic effort to undermine research programs at academic institutions, and to have researchers not disclose international involvement. We are seeing certain nation states engaging in these efforts.

Senator Kendall inquired about volume, and how many individuals has this affected at UConn in the last two years?

Associate Vice President Williams replied that she did not want to violate confidentiality, and it can be easy to figure out who people are. She simply said, that there have not been many. UConn is one of a number of institutions that have been notified. Some institutions have been hesitant to say they have were notified. What she has seen is that more faculty are reaching out to their office and asking for guidance.

Senator Vokoun inquired if there is any indication that down road this may affect opportunities for international graduate students at UConn.

Associate Vice President Williams said they are waiting to receive guidance from the NIH in this area. In the past, the foreign component has literally pertained to research taking place outside the U.S. The concern now is that relationships were not fully disclosed when international collaborators and/or graduate students worked in labs in the U.S. It is not that this is prohibited; the concern is that occurrences have not been fully disclosed.

Vice Provost Weiner said it is important to distinguish fact from fiction, as there is a lot unknown. For example, there is concern about prohibiting graduate students from China. He did not say that this is going to happen, but good leadership means being prepared.

Associate Vice President Williams added that at NIH in Bethesda, two Iranian graduate students were just removed from a facility. One was on site for a job interview and one there for a research program. They were removed because they did not have appropriate citizenship documentation; they did not disclose their Iranian citizenship. National Institutes of Health Director Francis Collins formally apologized this week, acknowledging this is not how the situation should have been handled. We are likely to see missteps, but hopefully sound minds will correct these situations.

Senator Kendall shared a final comment to thank Associate Vice President Williams for modifying her presentation; it is important for the Senate share thoughts and discuss this issue.

8. Report of the Vice President of Student Affairs

Presented by Michael Gilbert, Vice President for Student Affairs

Senator Mannheim expressed that a 26% return from dining to the University, on its face, seems to be overcharging students. He asked for information about such payments to the University from students.

Vice President Gilbert said that funding of the dorms themselves is done by revenue bonds. Part of cost of students living in dorms is to finance revenue bonds.

Senator Mannheim replied that he understood some funding was from revenue bonds, but the majority was funded by the State of Connecticut, not revenue bonds.

Vice President Gilbert replied that there are some that we pay debt revenue on. This is the same with dining. When fees are proposed to the Board of Trustees, all expenditures in Residential Life are detailed. The largest cost is for facilities care (~35M). There are similar charges to dining serves.

Senator Mannheim asked for clarification about whether the 26% is overhead.

Vice President Gilbert replied that most is, but not all.

9. New Business

No new business.

A motion to adjourn was made by Senator Fang and seconded by Senator McManus. The meeting was adjourned at 6:03 p.m.

Respectfully Submitted,  
Jill Livingston  
Head of Library Research Services  
Secretary of the University Senate

## SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair  
Pam Bramble  
Nancy Bull  
Debra Kendall  
George McManus  
Justin Fang

Karen Bresciano  
Gary English  
Veronica Makowsky  
Jaci Van Heest  
Nandan Tumu

The following members were absent from the April 8, 2019 meeting:

Accorsi, Michael	Green, Preston*	Pratto, Felicia
Alpay, Pamir	Heath-Johnston, Pamela*	Sanchez, Lisa
Anagnostopoulos, Dorothea	Hewitt, Sanya	Seth, Anj*
Barnes- Farrell, Janet*	Irizarry, Guillermo	Shor, Leslie*
Barrett, Edith	Kane, Brendan	Shoulson, Jeffery*
Bird, Robert	Kazerouinian, Kazem	Wei, Mei*
Bradford, Michael	Kendig, Tysen*	Willenborg, Michael
Bramble, Pamela*	Kersaint, Gladis	
Britner, Preston*	Kurz, Brenda*	
Cetegen, Baki	Magley, Vicki	
Ceglio, Clarissa*	Maric, Radenka*	
Cooke, Thomas	Jeffrey, McCutcheon	
Coulter, Robin*	McElya, Micki*	
Fitch, R. Holly	Nenendal, Dylan	
Gould, Philip	Nunnally, Shayla*	

\*Members who gave advance notice of absence

Senate Executive Committee  
Report to the University Senate  
April 8, 2019

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting. In addition to those meetings, members of the SEC met with each of the two Vice Provost for Health Sciences finalists that have visited so far and provided feedback to the Provost's Office.

On March 29, the SEC met privately with President Herbst and then with Senate committee chairs. Chairs of our standing committees will each present a brief oral report at the April 29 Senate meeting. Their written annual reports of activity will be included in the agenda for that meeting.

The Delta GE task force is wrapping up their work and has created a large and comprehensive report. Highlights of that report will be presented at the April 29 meeting. The full report will be included in the agenda documentation. The SEC urges this body to review that report in detail and come prepared to discuss at the Senate meeting. On April 5, the SEC met privately with Interim Provost Elliott followed by a meeting with senior administration. A conversation on profiling in research relative to foreign nationals with vice-President of Research Radenka Maric and Global Affairs Dan Weiner in that meeting has led to the focus on the topic in the report we will hear today from associate vice-President of Research Michelle Williams. VP Maric also outlined the process for the NSF audit that is currently under way and will occupy a considerable amount of time for her office.

The SEC also brought forward concerns about the academic performance of regional campus students given residence at the Storrs campus. Vice-President for Enrollment Management Nathan Fuerst reported that this issue is under study.

Last month also saw the successful conduct of a Metanoia on Youth Activism, highlighted by the presentation by David Hogg as well as talks by Yara Shahidi and Jemele Hill and more than 20 events organized by different groups across the university. The SEC wishes to thank co-chairs Chris Vials and Wawa Gatheru together with members of the organizing committee listed before you for all the work they put in. Particularly notable was the extensive involvement of students, with representatives from SUBOG, USG, and ConnPIRG playing indispensable roles in the Metanoia.

The SEC is pleased to join the Provost's Office in congratulating Professor Manuela Wagner on her appointment as GEOC chair. This three-year appointment will begin on July 1, 2019. Outgoing chair Eric Schultz has done a tremendous job in leading this committee. We look forward to Manuela continuing the work.

The next meeting of the University Senate will take place on April 29. In addition to the annual reports of Senate standing committees, we will also receive the Annual Report on Financial Aid and Retention.

Sincerely,

Hedley Freake, Chair  
University Senate Executive Committee

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**April 8, 2019**

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

A. AMST/HEJS/CLCS 2204 Jewish Culture in American Film (#7892) [New CA1-A, CA4]

*Proposed Catalog Copy*

AMST 2204. Jewish Culture in American Film

(Also offered as CLCS 2204 and HEJS 2204) Three credits.

Representations of the diversity of Jewish culture (historical, religious, secular) in American film. Introduction to film analysis and interpretation. CA 1. CA 4.

CLCS 2204. Jewish Culture in American Film

(Also offered as AMST 2204 and HEJS 2204) Three credits.

Representations of the diversity of Jewish culture (historical, religious, secular) in American film. Introduction to film analysis and interpretation. CA 1. CA 4.

HEJS 2204. Jewish Culture in American Film

(Also offered as AMST 2204 and CLCS 2204) Three credits.

Representations of the diversity of Jewish culture (historical, religious, secular) in American film. Introduction to film analysis and interpretation. CA 1. CA 4.

B. DMD 1001 Foundations in Digital Media and Design I (#9364)

*Proposed Catalog Copy*

DMD 1001. Foundations in Digital Media and Design I

Three credits. Two 1.5-hour sessions per week. Open to Digital Media and Design majors only; others by instructor consent. Not open for credit to students who have passed DMD 1000.

Creative problem solving; empathy, ideation, prototyping, and testing as means to innovate discovery in diverse fields.

C. DMD 2810 Digital Cinematography I (#11538)

*Proposed Catalog Copy*

DMD 2810. Digital Cinematography I

Three credits. Two 2.5-hour studio sessions. Prerequisite: DMD 2210. Open to BFA Digital Media and Design majors only; others by instructor consent.

Introduction to the fundamentals of cinematography in the digital realm, including both technical knowledge and aesthetics. Emphasis on camera angles, movements, composition, and lighting to enhance storytelling.

D. HIST 1450 Global History of the Second World War (#10497) [New CA1-C, CA4-Int]

*Proposed Catalog Copy*

HIST 1450. Global History of the Second World War

Three credits.

A study of the origins, development, and legacy of World War II from a global perspective. CA 1. CA 4-INT.

## E. MCB 2215 Honors Cell Biology (#9564)

*Proposed Catalog Copy*

MCB 2215 Honors Cell Biology

Three credits. Prerequisite: BIOL 1107. Not open to students who have passed MCB 2210.

Overview of eukaryotic cell biology for Honors students. Emphasizes primary research literature and in-class discussion.

## F. MGMT 2234 &amp; BADM 2234 The Entrepreneurial Journey (#11781)

*Proposed Catalog Copy*

MGMT 2234. The Entrepreneurial Journey

Three credits. Open to any business major. Not open to students who have passed or are currently taking BADM 2234 or MGMT/BADM 3234.

This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career.

BADM 2234. The Entrepreneurial Journey

Three credits. Open to any non-business major. Not open to students who have passed or are currently taking MGMT 2234 or MGMT/BADM 3234.

This introductory, interdisciplinary course nurtures interest and enthusiasm for entrepreneurship, raises awareness on the topic of entrepreneurship along with its benefits and risks, builds basic capabilities in assessing entrepreneurial opportunities, and helps students assess whether entrepreneurship might be part of their academics/career.

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

## A. ARE 1110 Population, Food, and the Environment (#10617) [Existing CA2, adding E]

*Current Catalog Copy*

ARE 1110. Population, Food, and the Environment

Three credits.

The role of agriculture in the growth and development of societies throughout the world.

Economic, social, and environmental problems of food production and resource needs in the developing and the advanced societies. CA 2.

*Revised Catalog Copy*

ARE 1110E. Population, Food, and the Environment

Three credits.

The role of agriculture in the growth and development of societies throughout the world.

Economic, social, and environmental problems of food production and resource needs in the developing and the advanced societies. CA 2.

## B. ENVE 1000 Environmental Sustainability (#10053) [Add E]

*Current Catalog Copy*

ENVE 1000. Environmental Sustainability

Three credits.



Detailed examination of anthropogenic impacts on the environment, resulting from the need for energy, food and shelter. Subtopics in the broad areas of energy, food, shelter, waste, water, sustainable development will be grounded with case studies of UConn activities/programs in sustainability. Overarching and linking each topic is the impact of population and water resources with a focus on environmental literacy. Resolution of scientific/technological, public policy and economic aspects of environmental sustainability issues will be explored, including strategies for success, and possible pitfalls, in achieving environmental sustainability in the subtopic areas. CA 2.

*Revised Catalog Copy*

ENVE 1000E. Environmental Sustainability

Three credits.

Detailed examination of anthropogenic impacts on the environment, resulting from the need for energy, food and shelter. Subtopics in the broad areas of energy, food, shelter, waste, water, sustainable development will be grounded with case studies of UConn activities/programs in sustainability. Overarching and linking each topic is the impact of population and water resources with a focus on environmental literacy. Resolution of scientific/technological, public policy and economic aspects of environmental sustainability issues will be explored, including strategies for success, and possible pitfalls, in achieving environmental sustainability in the subtopic areas. CA 2.

C. ENVE/CE 2310 Environmental Engineering Fundamentals (#10016) [Revise pre-/coreqs; add E]

*Current Catalog Copy*

ENVE 2310. Environmental Engineering Fundamentals

(Also offered as CE 2310.) Three credits. Prerequisites: CHEM 1128Q or 1148Q.

Concepts of aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

CE 2310. Environmental Engineering Fundamentals

(Also offered as ENVE 2310.) Three credits. Prerequisites: CHEM 1128Q or 1148Q.

Concepts of aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

*Revised Catalog Copy*

ENVE 2310E. Environmental Engineering Fundamentals

(Also offered as CE 2310E.) Three credits. Prerequisites or corequisites: CHEM 1128Q or 1148Q.

Concepts of aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

CE 2310E. Environmental Engineering Fundamentals  
(Also offered as ENVE 2310E.) Three credits. Prerequisites or corequisites: CHEM 1128Q or 1148Q.

Concepts of aqueous chemistry, biology, and physics applied in a quantitative manner to environmental problems and solutions. Mass and energy balances, chemical reaction engineering. Quantitative and fundamental description of water and air pollution problems. Environmental regulations and policy, pollution prevention, risk assessment. Written and oral reports.

- D. HIST 1801 History of Asia in the World to 1500 (#9504) [Revise description; add CA1 & CA4-Int]

*Current Catalog Copy*

HIST 1801. History of Asia in the World to 1500

Three credits.

Development and spread of the Indic and Sinitic civilizations, to 1500, with attention to cross-cultural contacts.

*Revised Catalog Copy*

HIST 1801. History of Asia in the World to 1500

Three credits.

Development and spread of the Indic and Sinitic civilizations to 1500, with attention to cross-cultural contacts and sources of historical knowledge. CA 1. CA 4-INT.

- E. NURS 1130 Health Care Delivery System (#11744) [Revise description]

*Current Catalog Copy*

NURS 1130. Health Care Delivery System

Three credits.

An historical and contemporary exploration of the American health care delivery system: its evolution and development, legal and regulatory perspectives, roles of all providers and finances. A comparison with socialized health care will be made.

*Revised Catalog Copy*

NURS 1130. Health Care Delivery System

Three credits.

An exploration of the U.S. health care system, including its history and evolution and the challenges associated with balancing the competing interests of different facets of health care quality, i.e., safe, timely, effective, efficient, equitable, and patient-centered.

- F. PHAR 1001 Toxic Chemicals and Health (#8989) [Existing CA3, adding E]

*Current Catalog Copy*

PHAR 1001. Toxic Chemicals and Health

Three credits.

An elementary service course which will provide an understanding of the issues and problems associated with evaluating human health risks from voluntary and involuntary exposure to toxic chemicals. An appreciation of toxic chemical risks as compared to other societal health risks, the processes of scientific risk assessment, and social management of toxic chemical risks will be gained. CA 3.

*Revised Catalog Copy*

PHAR 1001E. Toxic Chemicals and Health

Three credits.

Human and environmental health issues and problems associated with voluntary and involuntary exposure to toxic chemicals. Toxic chemical risks as compared to other societal health risks, the processes of scientific risk assessment, how environmental and human exposure to toxic chemicals are interdependent, and the social and environmental management of toxic chemical risks. CA 3.

## G. PHYS 1040Q Cosmic Origins of Life (#9339) [Add CA3 and E]

*Current Catalog Copy*

PHYS 1040Q. Cosmic Origins of Life

Three credits.

Principles of physics and quantitative reasoning applied to astrobiology, the search for extraterrestrial life, and cosmic, stellar, and atmospheric conditions for habitability. A systems perspective on the impacts of human civilization on habitability.

*Revised Catalog Copy*

PHYS 1040QE. Cosmic Origins of Life

Three credits.

Principles of physics and quantitative reasoning applied to astrobiology, the search for extraterrestrial life, and cosmic, stellar, and atmospheric conditions for habitability. A systems perspective on the impacts of human civilization on habitability. CA 3.

## H. PHYS 1230 General Physics Problems (#10640) [Revise credit restrictions and description]

*Current Catalog Copy*

PHYS 1230. General Physics Problems

Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1501Q or 1601Q.

Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q.

*Revised Catalog Copy*

PHYS 1230. General Physics Problems

Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1401Q, 1501Q or 1601Q.

Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q or PHYS 1501Q–1502Q.

## I. SLHS 2203 Anatomy and Physiology of Speech and Hearing (#11177) [Revise title and description]

*Current Catalog Copy*

SLHS 2203. Anatomy and Physiology of Speech and Hearing

Three credits. Prerequisite: Open to sophomores or higher.

Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

*Revised Catalog Copy*

SLHS 2203. Anatomy and Physiology of Speech, Hearing, and Swallowing

Three credits. Prerequisite: Open to sophomores or higher.

Anatomical, neurological and physiological principles fundamental to the understanding of speech, hearing, and swallowing.

J. SPSS 2500 Principles and Concepts of Agroecology (#10877) [Revise description, add E]

*Current Catalog Copy*

SPSS 2500. Principles and Concepts of Agroecology

(Formerly offered as PLSC 2500.) Three credits. Recommended preparation: introductory course in plant biology or environmental science. Guillard

Application of ecological processes to modern agricultural production practices. Crops and their environment. Soil quality and maintenance of soil productivity. Sustainability of agroecosystems.

*Revised Catalog Copy*

SPSS 2500E. Principles and Concepts of Agroecology

Three credits. Recommended preparation: introductory course in plant biology, plant ecology, or environmental science. Taught with SAPL 500. Not open for credit to students who have passed PLSC 3995 when offered as “Agroecology.”

Application of ecological processes to modern agricultural production practices. Soil quality and maintenance of soil health and productivity. Ecological management of soils, crops, and livestock systems. Sustainability and enhancement of ecological services within agroecosystems.

K. SPSS 3100 Golf Course Management (#9241) [Level change to 2000; credit restriction revision]

*Current Catalog Copy*

SPSS 3100. Golf Course Management

Three credits. Taught with SAPL 210. Not open for credit to graduate students. Rackliffe.

Cultural management techniques including soil aeration, topdressing, mowing, thatch removal, grass or species selection, fertilization, irrigation and management of personnel, pests, equipment and inventory. Field trips required.

*Revised Catalog Copy*

SPSS 2210. Golf Course Management

Three credits. Taught with SAPL 210. Rackliffe.

Cultural management techniques including soil aeration, topdressing, mowing, thatch removal, grass or species selection, fertilization, irrigation and management of personnel, pests, equipment and inventory. Field trips required.

**III. The Senate Curricula and Courses Committee recommends approval to DELETE the following 1000- or 2000-level courses:**

A. NURS 1110 Introduction to Health and the Discipline of Nursing (#11768)

B. PHYS 1530 General Physics Problems for Engineers (#10641)

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

- A. HIST/CAMS 3326 Ancient Rome: Emperors & Barbarians (#9977) [New CA1-C]  
*Proposed Catalog Copy*  
 CAMS 3326. Ancient Rome: Emperors and Barbarians  
 (Also offered as HIST 3326) Three credits.  
 The Roman Empire, from its beginnings until its transformation (or "fall") under the "barbarian" invasions, and its influence on later history. CA 1.
- HIST 3326. Ancient Rome: Emperors and Barbarians  
 (Also offered as CAMS 3326) Three credits.  
 The Roman Empire, from its beginnings until its transformation (or "fall") under the "barbarian" invasions, and its influence on later history. CA 1.
- B. MUSI 3407W History of Jazz (#9161) [New for CA1-A, CA4, & W]  
*Proposed Catalog Copy*  
 MUSI 3407W. History of Jazz  
 Three credits. Prerequisite: ENGL 1010 or ENGL 1011 or ENGL 2011; open to juniors or higher, or with consent of instructor.  
 Introduction to the historical, cultural, and musical contexts of jazz as an American art form and global practice. CA 1. CA 4.
- C. POLS/WGSS 3027/W Historical Women Political Thinkers (#9893) [New W]  
*Proposed Catalog Copy*  
 POLS 3027. Historical Women Political Thinkers  
 (also offered as WGSS 3027) Three Credits. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as "Historical Women Political Thinkers."  
 Critical study of the writings of several historical women political thinkers.
- POLS 3027W. Historical Women Political Thinkers  
 (also offered as WGSS 3027W) Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as "Historical Women Political Thinkers."
- WGSS 3027. Historical Women Political Thinkers  
 (also offered as POLS 3027) Three Credits. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as "Historical Women Political Thinkers."  
 Critical study of the writings of several historical women political thinkers.
- WGSS 3027W. Historical Women Political Thinkers  
 (also offered as POLS 3027W) Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as "Historical Women Political Thinkers."

## D. POLS 3030/W Settler Colonialism/Indigenous Thought and Practice (#9892) [New W]

*Proposed Catalog Copy*

POLS 3030. Settler Colonialism/Indigenous Thought and Practice

Three Credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002.

Not open to students who have passed POLS 2998W when offered as “Settler Colonialism/Indigenous Thought and Practice.”

Exploration of political theoretical works engaging settler colonialism, and historic and contemporary American indigenous thought and practice.

POLS 3030W. Settler Colonialism/Indigenous Thought and Practice

Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher.

Recommended Preparation: POLS 1002. Not open to students who have passed POLS 2998W when offered as “Settler Colonialism/Indigenous Thought and Practice.”

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

A. AASI/HIST 3820 History of Modern Chinese Political Thought (#9587) [Revise description; Adding CA1 & CA4]

*Current Catalog Copy*

AASI 3820. History of Modern Chinese Political Thought

(Also offered as HIST 3820.) Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century.

HIST 3820. History of Modern Chinese Political Thought

(Also offered as AASI 3820.) Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century.

*Revised Catalog Copy*

AAAS 3820. History of Modern Chinese Political Thought

(Also taught as HIST 3820) Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century, examining the influences of Confucianism and Western conceptions on the revolutionary changes in political thought in China over the last 100 years, including Marxism, liberalism, anarchism, authoritarianism, and democracy. CA 1. CA 4-INT.

HIST 3820. History of Modern Chinese Political Thought

(Also taught as AAAS 3820) Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century, examining the influences of Confucianism and Western conceptions on the revolutionary changes in political thought in China over the last 100 years, including Marxism, liberalism, anarchism, authoritarianism, and democracy. CA 1. CA 4-INT.

B. DRAM 3130 Women in Theatre (#3372) [Revise title, description, restrictions]

*Current Catalog Copy*

DRAM 3130. Women in Theatre

Three credits.

A study of theatre examining the changing depiction of women in drama and the increasing participation of women in all areas of theatrical activity. Women's advancement in western and oriental theatre will be surveyed as a background for focusing on plays written in the 20th century. CA 4.

*Revised Catalog Copy*

DRAM 3130. Women in Theatre: Gender Identity and Expression on the Stage

Three credits. Open to sophomores and above.

A critical study of women's participation in the art of theatre, with particular attention to theatre as a tool for exploring gender identity and expression. Focus on plays and performances, primarily from the 20<sup>th</sup>- and 21<sup>st</sup>-century United States, analyzing how evolving feminist concerns are reflected in women's theatrical work and how changing concepts of gender and other intersectional identities are embodied on the stage. CA 4.

- C. ENGL 3122 Irish Literature in English since 1939 (#8598) [Add a W section to an existing non-W CA4-INT course]

*Current Catalog Copy*

ENGL 3122. Irish Literature in English since 1939

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Fiction, drama, and poetry by such writers as Beckett, O'Brien, Friel, Heaney, Doyle, Carr, McCabe, Tóibin, and McDonagh. CA 4-INT.

*Revised Catalog Copy*

ENGL 3122. Irish Literature in English since 1939

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Fiction, drama, and poetry by such writers as Beckett, O'Brien, Friel, Heaney, Doyle, Carr, McCabe, Tóibin, and McDonagh. CA 4-INT.

ENGL 3122W. Irish Literature in English since 1939

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4-INT.

- D. ENGL 3240 American Nature Writing (#8460) [Add E]

*Current Catalog Copy*

ENGL 3240. American Nature Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity's relation to the natural environment.

*Revised Catalog Copy*

ENGL 3240E. American Nature Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Study of writings, from the colonial era to the modern, reflecting diverse ways of imagining humanity's relation to the natural environment.

- E. HIST/AASI 3554 Immigrants and the Shaping of U.S. History (#9566) [Add CA1 & CA4]

*Current Catalog Copy*

HIST 3554. Immigrants and the Shaping of American History

(Also offered as AASI 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

AASI 3554. Immigrants and the Shaping of American History

(Also offered as HIST 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

*Revised Catalog Copy*

HIST 3554. Immigrants and the Shaping of American History

(Also offered as AAAS 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA 1. CA 4.

AAAS 3554. Immigrants and the Shaping of American History

(Also offered as HIST 3554.) Three credits. Recommended preparation: one course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” CA 1. CA 4.

F. HIST/AASI 3822 Modern China (#9543) [Add CA1 & CA4-Int]

*Current Catalog Copy*

HIST 3822. Modern China

(Also offered as AASI 3822.) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

AASI 3822. Modern China

(Also offered as HIST 3822.) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

*Revised Catalog Copy*

HIST 3822. Modern China

(Also offered as AAAS 3822.) Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA 1. CA 4-INT.

AAAS 3822. Modern China

(Also offered as HIST 3822.) Three credits.



Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. CA 1. CA 4-INT.

G. MATH 3710 Mathematical Modeling (#8537) [Add W version; revise catalog copy]

*Current Catalog Copy*

MATH 3710. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350.

Construction of mathematical models in the social, physical, life and management sciences.

Linear programming, simplex algorithm, duality. Graphical and probabilistic modeling.

Stochastic processes, Markov chains and matrices. Basic differential equations and modeling.

*Revised Catalog Copy*

MATH 3710. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210Q and 2410Q.

Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines.

MATH 3710W. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q, or 2420Q; or MATH 2210Q and 2410Q; and ENGL 1010 or 1011 or 2011. Open only to mathematics majors.

**VI. For the info of the University Senate, the Senate Curricula and Courses Committee approved the revision of the following graduate level course(s) to S/U-Grading:**

A. BADM 6201 Introduction to Research and Teaching (#11058) [Revise grading to S/U]

*Current Catalog Copy*

BADM 6201. Introduction to Research and Teaching

One credit. Prerequisite: Open only to Ph.D. students in the School of Business.

Introduces students to important dimensions of an academic career. The role and importance of research and teaching is stressed with emphasis on philosophy of science, as well as appreciation of research in other business administration areas of concentration. Teaching methods and values in higher education are covered. Guest speakers discuss research in their areas. Practical aids such as how to write a research proposal and how to manage a dissertation are covered.

*Revised Catalog Copy*

BADM 6201. Introduction to Research and Teaching

One credit. Prerequisite: Open only to Ph.D. students in the School of Business. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Introduces students to important dimensions of an academic career. The role and importance of research and teaching is stressed with emphasis on philosophy of science, as well as appreciation of research in other business administration areas of concentration. Teaching methods and values in higher education are covered. Guest speakers discuss research in their areas. Practical aids such as how to write a research proposal and how to manage a dissertation are covered.

**VII. For the info of the University Senate, the Senate Curricula and Courses Committee approved the addition of the following new graduate level S/U-Graded course(s):**

A. POLS 5630 Prospectus and Dissertation Writing Seminar (#10978)

*Proposed Catalog Copy*

POLS 5630. Prospectus and Dissertation Writing Seminar

Variable credits (1-3 credits). May be repeated to a total of ten credits.

Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Writing workshop facilitates prospectus and dissertation writing.

**VIII. For the information of the University Senate, the Chair of the Senate Curricula and Courses Committee approved the following Special Topics course for one offering:**

A. UNIV 1985 Special Topics: Hartford City (#11138)

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

From the 3/6/19 and 3/27/19 meetings

Report of the Senate Nominating Committee  
University Senate Nominating Committee  
2019-2020 Standing Committee Membership  
April 8, 2019

**University Budget**

\*Polifroni, Carol - CHAIR  
\*Bansal, Rajeev  
\*Bull, Nancy  
\*McCutcheon, Jeffrey  
\*Park Boush, Lisa  
\*White, Michael  
Blanchard, Lloyd  
Brightly, Angela  
Jones, Michael  
Slingluff, Lauren  
Graf, Joerg  
Mannheim, Philip  
Marsden, James  
Morrell, Michael  
Sanchez, Lisa  
Stolzenberg, Daniel  
Verardi, Paulo

**Curricula & Courses**

\*Bedore, Pam – CHAIR (fall 19)  
\*Schultz, Eric – CHAIR (sp 20)  
\*Chandy, John  
\*Terni, Jennifer  
\*Wagner, Manuela  
Brand, Mark  
Casa, Tutita  
Fuller, Kate  
Hatfield, Marc  
Knecht, David  
McKenzie, Matt  
Ouimette, David  
Schlesselman, Lauren  
Stuart, Gina  
Rusch, Sharyn

**Diversity**

\*Howell, Amy - CHAIR  
\*Anagnostopoulos, Dorothea  
\*Barrett, Edith  
\*Boylan, Alexis  
\*Ceglio, Clarissa  
\*Kane, Brendan  
\*Lilo-Martin, Diane  
\*McElya, Micki  
\*Rola, Angela  
\*Rubega, Margaret  
\*Wilder, Dana  
Bushmich, Sandra  
Cobb, Casey  
Fairfield, Alice  
Pane, Lisa  
Price, Willena  
Rivera, Christina  
Silva, Aida  
Tian, Cindy  
Tzingounis, Anastasios  
Ulloa, Susana

**Enrollment**

\*Nanclares, Gustavo - CHAIR  
\*Deans, Tom  
\*Green, Preston  
\*Govoni, Kristen  
\*Rios, Diana  
\*Van Heest, Jaci  
\*Wilson, Christine  
Borden, Tracie  
Diggle, Pam  
Gorbants, Eva  
Granger Vern  
Ndiaye, Mansour  
Quasnitschka, Nella  
Rockwood, Brian  
Ulloa, Susana

**Faculty Standards**

\* Britner, Preston - CHAIR  
\*Asencio, Marysol  
\*Beall, JC  
\*Burkey, Dan  
\*Dyson, Stephen  
\*Fischl, Michael  
\*Gould, Phillip  
\*Holle, Lisa  
\*Magley, Vicki  
\*Pescatello, Linda  
\*Philbrick, Paula  
\*Segerson, Kathy  
\*Siegler, Del  
\*Wilson, Cristina  
\*Woulfin, Sarah  
Blanchard, Lloyd  
Gordon, Lewis  
Jockusch, Elizabeth  
Punj, Girish  
Nukavarpu, Syam  
Rosenberg, Martina

Report of the Senate Nominating Committee  
University Senate Nominating Committee  
2019-2020 Standing Committee Membership  
April 8, 2019

**Growth & Development**

\*Barnes-Farrell, Janet- CHAIR  
\*Accorsi, Mike  
\*Anwar, A  
\*Chen, Ming-Hui  
Bird, Robert  
Borden, Tracie  
Christensen, Benjamin  
Cowan, Susanna  
Jain, Faquir  
Kivenzor, Greg  
McBride, Jessica  
McCarthy, Katherine  
Moiseff, Andrew  
Perras, Kylene  
Rivers, Carl  
Lewis, Louise  
Scruggs, Lyle

**Scholastic Standards**

\*Crivello, Joe - CHAIR  
\*Armstrong, Maureen  
\*Brown, Stuart  
\*Coulter, Robin  
\*Higgins, Katrina  
\*Livingston, Jill  
\*Long, Thomas  
Bresciano, Karen  
Bouquot, Greg  
Fitch, Holly  
Grenier, Robin  
Schlesselman, Lauren  
Tripp, Ellen  
Vrabely, Ashley  
Walsh, Lawrence  
Wenzel, Christine  
Wilson, Suzanne

**Student Welfare**

\*Armstrong, Maureen – CHAIR  
\*Berkowitz, Gerry  
\*Fernandez, Maria-Luz  
\*Gogarten, Peter  
\*Hubbard, Andrea  
\*Korbel, Donna  
\*Ortega, Morty  
\*Wei, Mei  
Adams, Cinnamon  
Bacher, Rebecca  
Bartlett, Kelly  
Dupre, Staci  
Gattilia, Jennifer  
Gruder, Kay  
Harrington, Sara  
Kennedy, Kelly  
McCarthy, Tina

**University of Connecticut  
Senate Scholastic Standards Committee  
Report to the University Senate  
March 5, 2019**

**Education Abroad: Senate By-Laws and EEAC By-Laws**

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

**B. Current Relevant By-Laws**

*II.C.1.b*

*Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence*

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

**C. Proposal to Senate: Motion**

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

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

*II.C.1.b*

*Minimum Requirements for Undergraduate Degrees/Requirements in General/Residence Requirement*

It is expected that advanced course work in the major will be completed in residence. Students must earn a minimum of thirty credits in residence toward a degree at the University, though particular schools and colleges may require more. Courses taken at the University and through

the University's ~~Study~~ Education Abroad, National Student Exchange and Early College Experience programs are all deemed in-residence. Students desiring to transfer credits should be aware of residence requirements in the individual schools and colleges, and should request necessary permissions in advance. Students seeking exceptions to any additional residence requirements of a school or college must petition the dean or director of the appropriate program from which they will earn their degree.

#### II.F.5

##### Education Abroad

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

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

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

University of Connecticut  
Senate Scholastic Standards Committee  
Report to the University Senate  
April 8, 2019

Final Assessments: Senate By-Laws

A. Background:

At the October 18, 2018 meeting of the Senate, the Chair of the Scholastic Standards Committee presented on behalf of the Committee a draft of proposed changes to the Assessment and Calendar sections of the by-laws because:

- 1) Students are overburdened and overwhelmed by the volume of work (including comprehensive final examinations) scheduled during the last week of class before the Final Assessment Period. The students have no recourse to ask for rescheduling of work; although the Dean of Students Office has authority to assist students with excessive workloads *during the Final Assessment Period*, the Office has *no authority* during the last week of class to assist students.
- 2) Bunching and conflicts persist among those assessments scheduled by the Registrar's Office during the Final Assessment Period, adding pressure for students and inconveniencing faculty with make-up assessments.

The Scholastic Standards Committee is grateful for the quantity and quality of helpful feedback provided from many quarters of the University community. Many constituencies opposed turning the Thursday and Friday of the last week of classes into an extended Final Assessment Period because of loss of class and laboratory content and various academic activities scheduled during those days in some Schools and Colleges. The Scholastic Standards Committee was also informed by some that attempting to define what kind of assessment could *not* be given during the last week of classes was essentially futile because, for example, if an assessment could not be given during the final week of classes that counted for 25% or more of the grade for the course, faculty would simply assign it the weight of 24% and give the assessment during the last week of classes.

In response to this feedback, the Scholastic Standards Committee will *not* propose calendar changes *nor* will it define the parameters of assessments prohibited during the last week of classes. Rather, to address the challenges (1 and 2 above), the Scholastic Standards Committee recommends the following three actions:

1. *Change by-law wording related to final examinations:* The current by-laws state, "In-class final examinations must be given in the places and at the times scheduled by the University." However, many faculty are scheduling in-class final examinations during the last week of classes, not during the Final Assessment

Period. Thus, to require faculty to schedule in-class final examinations during the Final Assessment Period, the Scholastic Standards Committee proposes a reframing of the by-laws to state: “Final in-class examinations may not be given during the last week of classes.”

The Scholastic Standards Committee believes that the faculty must be cognizant of and responsive to the pressures on students during the last week of classes. We propose that faculty consider the following: If your in-class assessment during the last week of classes was multiplied five times (the typical number courses a student takes each semester), and then you added going to classes, going to work, and all the other duties during a class week, would you consider that a fair work load for a student? If the answer is “no, it is not a fair work load for a student,” then we strongly recommend that you schedule your in-class assessment during the Final Assessment Period. We urge the Provost’s Office, deans, and department heads to actively assist in reducing undue pressures on students during the last week of classes before the Final Assessments Period.

2. *Create a system whereby every instructor of every course must register whether or not an assessment for the course needs to be scheduled during the Final Assessment Period.* An accurate count of the assessments to be given during the Final Assessment Period would ensure that the Registrar’s Office would be able to schedule assessments related to true needs rather than assigning phantom examination slots.
3. *The Registrar’s Office will prioritize minimizing bunching and conflicts when creating the schedule for the Final Assessment Period.* One consequence of this prioritization is that final assessments will not necessarily be scheduled at the same time and day as the class met during the semester. The positive consequence will be greatly reduced bunching and conflicts.

To summarize, the Scholastic Standards Committee believes that the problems related to the last week of classes and the Final Assessment Period cannot be alleviated by legislative fiat. The Scholastic Standards Committee has offered three considered actions to help address the challenges that prompted the Committee’s initial proposal to increase the length of the Final Assessment Period. The implementation of the proposed actions to reduce the semester-end pressures on students will require a cooperative effort by the Provost’s Office, deans, department heads, and above all, the faculty.

## B. Current Relevant By-Laws

### *II.E.10*

#### *Examinations and Assessments*

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course. During the



semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, although faculty may choose to make examinations available for an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Student or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be no more than two hours in length. Any extension of the two hour limit will require approvals from both the department head and the dean or his/her designee, and will be published in the Schedule of Classes. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

#### C. Proposal to Senate: Motion

To amend the By-Laws, Rules and Regulations of the University Senate as follows: (deleted items in strikethrough; new language underlined) By-Laws, Rules, and Regulations of the University Senate II.E.10

## II.E.10

### *Examinations and Assessments*

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

#### 1. Assessments during the Semester or Term

During the semester or term, assessments shall be held only during regularly scheduled class periods. Under exceptional circumstances, instructors seeking permission to hold assessments outside of regularly scheduled class periods must seek approval from the Vice-Provost for Academic Affairs prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes and be clearly stated on the syllabus. Classes using the Test Center for assessments that extend beyond regular class times do not require special permission, provided that the extended exam period includes the window for the scheduled class, and that any student with conflicts can be assured of access to the examination within that window. Decisions regarding possible make-up assessments during the semester due to student absences shall be the prerogative of the instructor. Final in-class examinations may not be given during the last week of classes. Other types of assessments (for example, but not only, portfolios, performances, projects, presentations, etc.) may be due in the last week of classes, but should be clearly delineated on the syllabus from the first week of classes.

#### 2. Assessment during the Final Assessment Period

The format of assessments during finals week remains at the discretion of the instructor, including whether to assign a final assessment or not. In the event an instructor chooses not to schedule a final assessment, they must notify the Registrar to allow rescheduling of the classroom. During the final assessment period, instructors may have other types of assessments due, but only if they are clearly delineated on the syllabus from the first week of classes.

Instructors are required to administer final course assessments in the places and at the days and times scheduled by the Registrar; these will not necessarily be identical to those at which the class normally meets. Instructors seeking a final assessment period greater than two hours must seek approval from their department head and dean or designee prior to the start of registration; sections of courses for which such exception has been granted shall carry a footnote that specifies the time-extension for the final assessments in the published Schedule of Classes, and be clearly stated on the syllabus. For online final assessments, although faculty may choose to make assessments available for an extended period of time, students must be allowed the opportunity to take the assessments during the time scheduled by the University.

A student whose final assessment schedule includes four assessments in two consecutive calendar days, three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the student's instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused by the Dean of Students Office may receive a failure for this assessment.

~~During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.~~

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Clean copy of proposal:

#### *10. Examinations and Assessments*

Instructors of undergraduate courses shall provide a clear form of assessment of student work that shall be consistent with and sufficient for the learning goals of the course.

##### a. Assessments during the Semester or Term

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# **International Relationships, Foreign Components, & Sponsored Programs**

University Senate Meeting  
April 8, 2019

# Office of the Vice President for Research

The University both encourages and works to facilitate international collaborations.

- Especially in the context of multidisciplinary research and sponsored program activities

However, it is important that faculty and investigators are transparent in disclosing these relationships to the University and funding agencies.

- Allows the University and sponsors to determine if there are any potential conflict of interest and commitment, duplication of research, need to adjust funding, and/or diversion of intellectual property from federally funded research

# Office of the Vice President for Research

These expectations and requirements regarding disclosure are not new and have been in place for a number of years.

More recently, serious and growing concerns have been raised by federal funding agencies regarding nondisclosure of foreign affiliations and “systemic programs” of influence from foreign entities on federally funded research.



# Office of the Vice President for Research

- August 20, 2018, memo from NIH Director Francis Collins stating that the failure to properly disclose foreign relationships threatens to distort decision-making about the use of NIH funds.
- October 23, 2018, the National Science Board which oversees the National Science Foundation (NSF) released a statement that U.S. universities must “embrace transparency and rigorously adhere to conflict of interest and conflict of commitment policies.”
- December 13, 2018 NIH Advisory Committee to the Director identified 3 areas of concern: undisclosed foreign financial conflicts, undisclosed conflicts of commitment, and peer review violations.

# Office of the Vice President for Research

- August 13, 2018, the National Defense Authorization Act included provisions that academic institutions that perform defense research and engineering activities act to . . .”limit undue influence, including through foreign talent programs, by countries to exploit United State Technology ... “
  - “limit or prohibit funding...for institutions or individual researchers who knowingly violate regulations...”
- February 1, 2019, the Department of Energy (DOE) issued a notification that it will implement a policy, which will mandate that “federal and contractor personnel fully disclose and, as necessary, terminate affiliations with foreign government-supported talent recruitment programs.”

# Office of the Vice President for Research

- Vast majority of international collaborations are appropriate, acceptable, and meet compliance requirements; however, there have been several high profile exceptions:
  - In 2006, University of Tennessee professor sentenced to four years in prison for violating US export control laws regarding foreign nationals working on restricted research.
  - In 2010, FBI launches investigation of a former exchange student accused of stealing intellectual property from federally funded research conducted at Duke University.
  - In 2014, three NYU researchers arrested and indicted on fraud and conspiracy charges regarding NIH grants and undisclosed foreign financial affiliations. One pled guilty, one had charges dropped, and third left the U.S.
  - In 2019, Virginia Tech Professor found guilty of grant fraud by federal court. Submitted grant applications to NSF and DOE for research already completed and supported by a foreign funding agency.

# Office of the Vice President for Research

## *What is expected to be compliant with receiving federally funded research?*

- Foreign components of federally funded research must be disclosed and approved formally by the sponsor prior to engaging the foreign component
  - Include the component in the proposal submitted to the sponsor (current/pending) or make a formal request of the sponsor through Sponsored Program Services.
- The NIH defines foreign components as “any significant scientific element or segment of a project outside of the United States, either by the recipient or by a researcher employed by a foreign organization, whether or not grant funds are expended”
  - May include “collaborations with investigators at a foreign site anticipated to result in co-authorship; use of facilities or instrumentation at a foreign site; or receipt of financial support or resources from a foreign entity.”
- Other sponsors have similar requirements.

# Office of the Vice President for Research

## *What is expected to be compliant with receiving federally funded research?*

- Disclosure of all Significant Financial Interests which includes such things as equity in a publicly traded entity (at least 5% interest or \$5000), or other compensation including salary, consulting fees, honoraria, or paid authorship
- The NIH is expected to release additional guidance in April regarding disclosure requirements for foreign affiliations and what constitutes foreign components.

# Office of the Vice President for Research

## *What has occurred at UConn?*

- NIH issued letters to several universities regarding potential nondisclosure of foreign components of NIH-funded research for investigators at the respective institutions. UConn was among the universities notified.
- In addition, other faculty not identified by NIH have contacted the OVPR to discuss their foreign collaborations.
- The OVPR has worked with identified faculty to assess whether there is or is not a foreign component to their funded research, whether disclosure should have occurred, and if necessary, to take corrective action.

# Office of the Vice President for Research

## *What has occurred at UConn?*

- Corrective actions may include notifying the funding agency to ensure compliance, providing additional training, correcting grant reports, correcting publications, notifying relevant University committees (i.e., Financial Conflict of Interest in Research Committee, Faculty Consulting Committee), and adjusting awards if required by the funding sponsor.
- Depending on the circumstance, failure to disclose all relationships could result in the termination of funding for a project and potential ineligibility for future funding.
- Noncompliance can threaten not only the funding for individual projects, but overall funding for the University as a whole.

# Office of the Vice President for Research

## *What should faculty do if they have concerns/questions?*

- Contact the OVPR
  - Laura Kozma, Executive Director SPS ([laura.Kozma@uconn.edu](mailto:laura.Kozma@uconn.edu))
  - Paul Hudobenko, Director SPS—UCH ([hudobenko@uchc.edu](mailto:hudobenko@uchc.edu))
- The OVPR will determine if there is a foreign component and if disclosure is required. The OVPR will then provide the appropriate guidance and implement corrective actions as necessary.



# UConn

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DIVISION OF  
STUDENT AFFAIRS

University Senate  
April 8, 2019

UConn

# Associate/Assistant Vice Presidents



Eleanor Daugherty  
Associate Vice President  
for Student Affairs & Dean  
of Students



Donna Korbel  
Assistant Vice President  
for Student Affairs and  
Director for the Center for  
Students with Disabilities



David Clokey  
Assistant Vice President  
For Student Affairs



Christine Wilson  
Assistant Vice President  
for Student Affairs and  
Director of Student  
Activities

# Division of Student Affairs

Center for Students with Disabilities

Community Standards

Counseling and Mental Health  
Services

Dean of Students

Dining Services

Off-Campus Student Services

Fraternity & Sorority Life

Vice President for Student Affairs

One Card Office

Residential Life

Student Activities

Student Affairs Information

Technology

Student Health Services

Student Union

UConn Recreation

Wellness and Prevention Services

# Mission Statement

The Division of Student Affairs supports the educational mission of the University and enables student success through services, programs and experiences that extend learning, support health and wellness, and enhance personal development.

The Division fosters an inclusive community, student engagement and active and responsible citizenship.

# STRATEGIC THEMES

Student Health and Well-Being

Diversity

Student Engagement

Welcoming and Inclusive Community

Organizational Effectiveness

# ***Student Health and Well-Being***

- Reestablished the Dean of Students Office
  - Added 3 FTE positions with 1 position specifically dedicated to support Title IX efforts and to bolster Bystander Intervention training efforts.
- Created an administrative Student Care Team which identifies and coordinates the University's response to students who are in crisis.
- Increased Counseling and Mental Health Services staffing by 6 FTE positions at Storrs since 2014. Implemented new Case Manager model at regional campuses, with 4 new staff positions added in 2017.
- Increased Center for Students with Disabilities staffing by 4 FTE positions, with 3 dedicated to serving needs at the regional campuses.
- Developed a progressive and mandatory sexual assault prevention & education series with three distinct experiences.

# ***Diversity***

- Student Affairs conducted ~230 diversity educational programs and training sessions in the 2017/2018 academic year.
- Introduced a new keynote diversity lecture that will continue as a permanent feature of the Week of Welcome fall orientation program for all first-year students.
- Currently developing content and supervising production plan for a new online diversity education program to be implemented in 2020.

# ***Student Engagement***

- Implemented new Event Review and Student Program Oversight Procedures to mitigate institutional risks and protect expression rights on campus.
- Opened Peter Werth Residential Tower in Fall 2016 as the new home for 700+ students involved in many of UConn's living-learning communities (LLCs). Collaborated with Academic Affairs to launch new LLC – Transfer Student Community House. Introduced a new residential housing option: the UConn Recovery Community for students in recovery.
- Developed a Bystander Intervention educational program that trains students on the issues of bias, sexual violence and consent.



# ***Student Engagement***

- Increased student involvement in Community Outreach programs to >4500 students in 2017/18. 54 year-long service and 16 alternative spring break programs, resulting in 120,000+ hours of UConn student service to the larger community.
- Engaged students and staff in ~150 sexual assault prevention and education programs in calendar year 2017.
- Completed the new Student Recreation Center building program design on time and within budget. Building construction is progressing on time with an expected opening of August 2019.

# ***Organizational Effectiveness***

- Launched **program review process** to assess the quality and impact of administrative departments. Residential Life, Fraternity & Sorority Life, Wellness and Prevention, Dean of Students, Dining Services and the Center for Students with Disabilities have completed reviews.
- Reorganized Student Health Services (SHS) to better align with health care resources provided by UConn Health – Storrs.
- Implemented a 4+ million dollar cut to the Division of Student Affairs since FY17 operating budget with a ~1 million dollar reduction in Residential Life and a ~2 million dollar reduction in Dining Services in FY17.
- Froze 7 full-time vacant Student Affairs positions in FY19 that will not be filled in FY20, which reflects salary and benefits cost savings totaling >1 million dollars.

# ***Organizational Effectiveness***

- Conducted a comprehensive assessment of the University's self-operated dining services program and financial contribution versus potential contract dining service options.
- Conclusions:
  - Dining Services outperforms contracted food services in a variety of critical metrics industry averages for contract performance.
  - Contributes ~18.3 million dollars per year back to the University.
  - ~25.6% of the departments gross revenues
  - Contracted food services typically return 15% to 20%
  - Access staff talent; access to capital; strong track record with implementing new program features and its leadership with key campus engagement, wellness and sustainability initiatives.

# Peter J. Werth Residence Tower



# UConn Recreation Center



# Stamford Residence Hall



# What's Ahead?

- Complete Comprehensive Housing Study and Residential Strategic Plan at Storrs
- Cultivate Optimal Health and Lifelong Well-Being for Every Student
- Embark on JED Campus Program Application
- Complete New Dining Services' Commissary Study