

UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held via WebEx
Monday, May 4, 2020 at 4:00 p.m.

1. Call to Order and Approval of Minutes

The April 6, 2020 meeting of the University Senate was called to order by Moderator **Siegle** at 4:02 p.m. The Moderator called for a motion to approve the April 6, 2020 minutes. Senator **Long** made the motion, which Senator **Rubega** seconded. The vote was called.

The minutes were unanimously approved as submitted

2. Report of the President—Presented by President Tom Katsouleas

President **Katsouleas** opened his remarks by praising the resiliency of faculty, staff, and students during the COVID-19 pandemic. He remarked that the situation was neither easy nor welcome, and that this was particularly true of students still living on campus who were far from their families. These students are doing well, given the challenging situation. He noted our own challenges can be kept in perspective by considering the very high numbers of infections and deaths recorded both nationally and worldwide.

He further praised UConn Health, which has cared for many COVID-19 patients, which includes some still hospitalized and a number who died at the hospital. The President also underscored the great impact the pandemic has had on the economy: over 30 million lost jobs, which draws comparisons to the Great Depression. These reminders of others' real suffering put personal inconveniences or a stalled institutional mission in perspective.

The President next discussed the status of plans for fall semester, first offering assurance that health and safety was the foremost concern in all planning discussions. The University was preparing for multiple scenarios. Chief of Staff Rachel Rubin was a member of the Higher Education Subcommittee of the Reopen CT Task Force, a group comprising representatives from Connecticut's state and private colleges and universities. The report of this Task Force, to come out this week, will guide the University's thinking and planning regarding re-opening.

Katsouleas emphasized that numerous conditions would have to be met for the University to re-open. He noted that even if we re-open, it will be unlike anything we have previously done. The University had four main scenarios for fall semester and the state of the pandemic and the availability of testing will be factors at the point of decision.

He stated that the current focus of fall planning is for a full return to campus. As we will at some point return fully, this planning is relevant regardless of our eventual decision regarding fall 2020. When it comes to making the decision, all scenarios will be considered. Working on the logistics of a full return scenario are working groups representing (among others) Academic

Affairs/the Provost's Office, Student Affairs, Research, Environmental Health & Safety, the campus Architect, and HR. The approach was evidence-based and Universities entities such as the Institute for Collaboration on Health, Intervention, and Policy (InCHIP) were involved in brainstorming that will engage broader community. He underscored that the University did not have all the answers but we are finding them through working both with the state and governor and locally.

He noted that low-risk high-time sensitive research might begin as soon as May 20 if the lockdown is not extended and that it would be phased in. Pending government guidance, other activity might also be possible, including make-up labs for students. We would know more after the Provost's group on environmental safety finished their work.

On the budget front there was also scenario planning. There was a net loss from main campus revenue of 20 million and a projected loss of 50-120 million (not including UConn Health). In addition to the already-shared freezes on much hiring and spending, there were weekly consultations with the Board of Trustees (BOT) Chair and the Chair or Vice Chair of the BOT Finance Committee around budget scenarios. The University's planning and prioritization options regarding the budget was being developed by a committee led by Lloyd Blanchard, UConn's Associate Vice President of Budget, Management and Institutional Research, comprising UConn's Deans and unit budget leaders. Final decisions would be made relative to this prioritization in consultation with the faculty and Senate. Decisions will be based on these principles:

1. Avoiding long-term harm to the University (short-term harm is unavoidable)
2. Protecting this generation of students and their experience and ability to complete their degrees to whatever extent possible
3. Not compromising future revenue streams
4. Protecting the UConn family to the extent possible

Regarding the budget, we are also working closely with members of Congress, both those representing Connecticut (Rep. Rosa deLauro, Sen. Chris Murphy) and others (e.g. Rep. Tom Cole of Oklahoma) who are well-positioned in appropriations committees and who have been champions for higher education. They believe, as does the University, that one-time funding to bridge deficits for both higher education and hospitals are necessary to avoid retrenchment of these valuable national assets built up over decades that are critical for the recovery of state and national economies. The top priority of this advocacy is a \$26 billion proposal for six-month funding of research to complete already-refereed federally-funded grants so that tax payers can see the full benefits of these high-value projects.

[Secretary's note: we lost the President's audio in WebEx for a few seconds at this point.]

The President concluded his remarks by both acknowledging the tough times and unprecedented losses ahead and also remarking that there was an opportunity to gain, relatively speaking, from this situation through consultative and strategic decision making. He declared his belief that the need for what a research institution has to offer to students, the community, the state, the nation, and the economy has never been greater. He is confident that UConn that will respond and deliver on that mission.

He added a final postscript regarding the search for the Chief Diversity Officer (CDO). They had an exceptional short list of final candidates. He thanked the search committee and its chair, Professor and Hartford Campus Director, Mark Overmyer-Velázquez, for their great work, particularly for keeping the process moving forward during this crisis.

The **President** welcomed questions. Moderator **Siegle** opened the floor.

Senator **Long** commented on the great work of faculty to shift courses online this semester and the general forgivingness of students, and asked about the capacity of the Center for Excellence in Teaching & Learning (CETL) to work with large numbers of faculty this summer to prepare well-planned distance learning and online courses. President **Katsouleas** echoed that students had been appreciative, even as they noted the range of successful pedagogy. CETL has expressed confidence that they can support faculty who want to further develop their courses. He deferred to Provost **Elliott**, who also conveyed that CETL is fully prepared and ready to help faculty improve distance learning courses or commit to fully developing an online course.

Senator **Douglas** asked the President to repeat the names of the specific offices he had quickly listed who involved in planning for re-opening. President **Katsouleas** reiterated those offices and named the lead representatives for each: Academics (the Provost); Student Affairs (Dean of Students Eleanor Daugherty); Research (VP Radenka Maric); various other groups including Environmental Health & Safety (Assoc. VP of Public Safety, Hans Rhyhart); Human Resources (Assoc. VP and Chief Human Resources Officer Christopher Delello); Planning, Design, & Construction (Assoc. VP, Master Planner and Chief Architect Laura Cruickshank); IT (VP Michael Mundrane). He noted that these represented the main groups and there were many sub-groups working on specific issues. He elaborated with the example of work led by Environmental Health & Safety (EHS) on classroom density and how appropriate separation could be maintained. This involved both EHS perspective and that of the architect's office, as it involved also classroom design and building ingress and egress; ID-ing people who were sick would involve technology; courses would have to be rescheduled to decrease students in proximity between classes. The work of the many groups overlapped in working through the scenarios. Senator **Douglas** then asked what classes would look like going forward. Would we apply what we had learned to how we delivered course content. This could happen again. How are we identifying the many things we are learning now so that we can retain them and carry them forward? President **Katsouleas** agreed this greatest experiment in online learning was an opportunity. There would be a lot of data and much to be learned, drawing on expertise in the School of Ed, CETL, and faculty. The decision of how much data and experience faculty took with them to the next step was ultimately the decision of individual faculty members. Some will incorporate things they have learned. We will also learn things collectively that CETL can share back to us. It is exciting and we will see where it leads.

Senator **Rubega** added a comment for the record. She wished to cheer the faculty for their heroism but wanted to in particular acknowledge both IT and CETL staff who were true heroes in providing virtually round the clock training to support faculty. They were responsive and on point and showed great professionalism. Even if they feel they do not need resources, they do. President **Katsouleas** responded that he could imagine no reward more meaningful

than her words – and that he added his own thanks to the team at CETL and expressed he could not be more grateful for their commitment.

Senator **Vokoun** asked about undergraduates involved in research. He commented that not to be involved in the ramp up of research was in part an employment concern at that it felt discriminatory to exclude them from a job opportunity. He asked about the inconsistency of this, given that on the academic side students will be able to take part in internships. President **Katsouleas** said it was a good point. He reiterated that phase 1 of the return to research would prioritize that which was low-risk and highly time-sensitive. He added that there was a protocol for any lab to reopen by way of an application to the Vice President of Research. The goal was to keep population densities down. They also wanted to ensure that there was no pressure on students to return to research and that it was safe for them to do so. He invited Vice President for Research, Innovation, and Entrepreneurship Radenka Maric to expand. Vice President **Maric** confirmed that they had checked with the General Counsel's office about any possible discrimination and had been told there was none. Although students would not return to research in Phase 1, in Phase 2 they would evaluate CDC rules, protocols for ensuring safe distancing. Priority would be given to graduate students doing research, but first they had to ensure all safety measures were in place, that COVID-19 cases were going down, and that no pressure was being placed on graduate students by a PI.

Senator **McCutcheon** asked about the re-opening committee charged by the Governor and how well UConn was represented. President **Katsouleas** said that Rachel Rubin, the University's Chief of Staff, was the perfect person, as she knew the work of all the working groups. Although the report would come from the committee, in a sense, we had also written it, as it was a reflection of input from all members. The University looked forward to the guidance of the report.

Senator **Majumdar** said he understood the current approach to planning as if a fall return reflected the fact that such planning would help us whenever we do fully return. He asked what guidance there was from the Provost's Office for faculty who want to take their courses online. Can faculty prepare online courses this summer, regardless of the University's decision regarding re-opening? President Katsouleas affirmed that preparing for online teaching gives us the greatest flexibility. He expressed that if faculty choose to deliver courses online in the fall, they will be able to do so. This will lighten pressure on classrooms and provide options for students who choose to stay virtual. International students and students with pre-existing health conditions in particular may need to take online courses. The best mix would be to have some students back but some courses online. In any event, large courses will have to be partially online, perhaps with smaller discussion sections. Our classrooms are not large enough to provide social distancing for large sections. Provost **Elliott** continued the answer by noting there was a significant range of concerns. He urged faculty to work with department heads and their Dean to make what they have in mind is doable. The range of options goes from online courses well-developed in consultation with eCampus (CETL) to more- or less well-developed hybrid/blended approaches. He advised reaching out to CETL. He added that they were considering whether spaces intended for other uses such as the Jorgensen theater could be used to hold lectures, but noted that even if they could do that, it was still a question of whether they should or would do that.

Senator **Fang** asked about placing undergraduate and graduate students on committees involved with re-opening. President **Katsouleas** clarified that these committees were strictly administrative at this point and that there will be a role for the broader community, and that such community involvement would be a critical piece of any strategy for coming back in as safe a manner as we can. Assuming we will be back at some point at full occupancy (with the exception of anyone identified as sick), design charrettes involving faculty, students, staff, and scholars would be an original and exciting part of planning a return. To keep the campus healthy, we would need available testing, contact tracing, and the ability to isolate those sick. We would continue to brainstorm scenarios. For example: We hope to enhance testing and turnaround at a campus level rather than relying on the CDC; there is a summer course planned on the epidemiology of contact tracing; there are ideas about using RFID or phone apps to do contact tracings. There are various strategies for isolating those who are ill. Students can weigh in during this brainstorming, and this feedback will feed into the administrative implementing groups.

Senator **Polifroni** asked about projected enrollment. If all courses are online or we delay opening, some students may not return and new students may take gap years, etc. President Katsouleas shared that there was good news on that front: admissions deposits had so far outpaced prior years in almost every category and they were projecting a robust class. He acknowledged that students are committed to the residential experience, that the value proposition for them is as much outside the classroom as in it. If we don't come back, some students will prefer to wait, but we do not yet know if that is the path we will take. The only reason we would be all online is if public health concerns dictate that we should. Knowing enrollment numbers won't help that, as we will make the choice independent of that. We will come back in some form: half-density or delayed or full-strength. We are working to persuade new students to get started, that there will be time for the full residential experience over their four years.

Senator **Bedore** asked how regional campuses are fitting into planning and how planning will impact regional class schedules. President Katsouleas said he had begun conversations with Regional Campus Directors about re-opening. Differences between campuses make re-opening easier or harder. Non-residential campuses are easier to re-open; Stamford and Hartford are closer to pandemic hot spots. The questions are the same for each campus but the answers will be different.

Senator **Wagner** commented that she applauded graduate students for bearing the double burden of teaching online and completing their own work with great professionalism. She expressed concern about international graduate students who would be unable to come to campus in the fall. Would they be allowed to put courses online also? President **Katsouleas** answered that there would be a wide range of courses taught online, although students would not have access to all courses perhaps. Regarding TAs and teaching online, he commented that it was a good question that he would take on advisement and pass along to the academic committee. He was sure there would be a desire to be flexible and accommodating and that if a TA's instructional work was amenable to online delivery (i.e. not lab instruction), they could probably be accommodated and that it would be evaluated case by case.

Senator **Douglas** asked about undergraduate and graduate student involvement in the decision making of the working groups. President Katsouleas answered that they wanted to hear student input and emphasized that the working groups are not making decisions. Their charge is to design re-entry strategies around four scenarios. Right now the focus is on the scenario of a full return in the fall. The decision about which scenario we will choose will be made by senior leadership at the level of the Deans and VPs or at the level of the BOT. Ultimately the decision rests with the BOT and the President, informed by input and preferences of students. Senator Douglas followed-up by asking how student concerns were represented in the working groups. President Katsouleas deferred to Dean of Students **Daugherty**, who referred to conversations with student government. The modelling for re-opening is addressing concerns students have and involving students in discussions about the creation of a new culture in response to the pandemic. Student involvement is essential to those conversations.

Senator **Majumdar** asked about budget projections, given the prediction of robust enrollment. If there is not a shortfall of tuition, why is the overall shortfall projected to be 50-120 million? President Katsouleas responded that budget scenarios are looking at some reduction in student numbers, particularly international students, and in the population in the dorms. He asked Executive Vice President for Administration and Chief Financial Officer, Scott Jordan, to expand. **Jordan** explained that scenario planning made certain assumptions: that the international student population may decrease; that students who are now planning to come, as reflected in deposits, may be unable to attend; that out-of-state students may choose to stay closer to home; that our own guidelines will require fewer students in housing and dining, which accounts for 30 million in refunds this semester. A potential scenario has us re-opening but intentionally not at full capacity and that, despite interest, we may see huge losses in housing and dining. Senator **Majumdar** followed up with a question about where we would house students who wished to live on campus but could not due to intentionally lower numbers in dorms. President **Katsouleas** responded by noting this got into undeveloped scenarios, but that the answer ranged from increased numbers of students who would commute to alternative local housing to online courses for some students. These other scenarios weren't yet being fully developed. The number of possible scenarios was enormous. People had given other scenarios thought, but there was not yet detailed planning for these.

With no further questions, President Katsouleas offered a final remark that he appreciated the thoughtful questions and faculty engagement. He expressed awe at the dedication of faculty and staff and thanked them for their continued hard work.

3. Report of the Senate Executive Committee—Presented by SEC Chair Veronica Makowsky

See supporting documents to these minutes.

Before SEC Chair Makowsky presented the report, incoming SEC Chair Carol **Atkinson-Palombo** thanked Makowsky for her great service to the Senate.

4. Consent Agenda Items

Report of the Senate Curricula and Courses Committee
Senate Standing Committee and Subcommittee Reports
Annual Report of the Curricula and Courses Committee
Annual Report of the Diversity Committee
Annual Report of the Enrollment Committee
Annual Report of the Faculty Standards Committee
Annual Report of the General Education Oversight Committee
Annual Report of the Growth & Development Committee
Annual Report of the Scholastic Standards Committee
Annual Report of the Student Welfare Committee
Annual Report of the University Budget Committee

See supporting documents to these minutes.

Moderator **Siegle** called for any extractions from the Consent Agenda. There were none.

Moderator **Siegle** called for a vote on all Consent Agenda items.

The consent agenda passed unanimously

5. Q&A on Annual Reports

Moderator Siegle explained that, instead of Senate Standing Committees and Subcommittees presenting summaries of reports, members of the Senate had the opportunity to ask any committee/subcommittee Chairs questions regarding their reports.

Senator **Douglas** asked for clarification about how this was done typically and whether these written reports were usually presented orally. Moderator Siegle clarified that Committee and Subcommittee reports had always been written, but that in lieu of the 3-minute overview presentations by Chairs, this single Q&A period had devised for this virtual meeting environment.

6. Report from Nominating Committee—Presented by Senator Siegle

VOTE on 2020/2021 Senate Committee Membership Rosters

Moderator **Siegle** added a correction: Senator McCutcheon will chair the Nominating committee. Moderator Siegle asked if there were any questions; as there were none, he called for a vote to approve the committee rosters.

The Committee rosters were approved unanimously

7. Presentation and Vote on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.F.I Dean's List—Presented by Senator Schultz on behalf of SEC

See supporting documents to these minutes.

Moderator Siegle asked if there were questions. There were none. Before calling for a vote on the amendment, he noted that this vote would require a 2/3 majority, as the vote was taking place in the same meeting at which the amendment was presented. Moderator Siegle opened the online on the proposed amendment.

The motion to amend the By-Laws passed: 64 Yes; 3 No.

Moderator **Siegle** asked if there was any new business? Senator **Vokoun** indicated he has something to bring forward.

[Secretary's note: this question has been relocated from a later point in the meeting, as it directly pertains to this vote.] Senator **Pratto** asked if numbers indicated in the WebEx vote showed a super-majority. Moderator **Siegle** confirmed that they did, as the denominator was incorrect in the WebEx meeting because it counted all meeting attendees, including non-Senators.

8. Annual Report on Retention and Financial Aid—Presented by Nathan Fuerst, Vice President for Enrollment Planning and Management

See supporting materials to these minutes.

Moderator **Siegle** asked if there were any questions. There were none.

9. New Business/Adjournment

Moderator **Siegle** recognized Senator **Vokoun**, who introduced new business to the Senate.

Senator **Vokoun** asked about Senate procedure in regards to the Delta2 General Education Task Force (Delta2GE). He noted that at the end of the previous year, the Senate had adopted a

motion to produce a report from Delta2GE by end of this year. He asked whether the Senate needed to amend the motion for the task force and expressed his preference that the deadline not be left open. Moderator **Siegle** called on SEC Chair Veronica Makowsky to respond. Senator **Makowsky** stated that the Delta2GE task force and subcommittees were active. She shared his concern about leaving the deadline open ended, but said that the SEC would set a realistic deadline for the group and report back. A progress report should emerge in the next few weeks.

Senator **Douglas** asked if the Senate was expecting communication from Athletics and where we stood with that. Recognized by the Moderator, Senator **Makowsky** answered that the SEC had requested a budget report but that the President had indicated that such a report would (given the pandemic) be unhelpful. The Senate planned to have the athletic director present in the fall.

Moderator Del Siegle concluded the meeting by expressing his appreciation for the work of the Senate and its respectfulness. He gave a special thanks to Cheryl **Galli** in the Senate office for her great work in supporting the Senate and thanked Senators for their dedication. He shared that it had been an honor to serve as Moderator. Senators in turn expressed their great appreciation of Del's notable service as Moderator.

Moderator **Siegle** asked for a motion to adjourn the final Senate meeting of this historic academic year. Senator **Douglas** made the motion, which was seconded by Senator **Fang**.

The Senate voted to adjourn at 5:33 p.m.

SENATE EXECUTIVE COMMITTEE

| | |
|--------------------------|----------------|
| Veronica Makowsky, Chair | |
| Carol Atkinson-Palombo | Joshua Crow |
| Justin Fang | Hedley Freake |
| Andrea Hubbard | Debra Kendall |
| Gustavo Nanclares | Angela Rola |
| Eric Schultz | Jaci Van Heest |

These minutes respectfully submitted by Senate Secretary, Susanna Cowan.

Senate Executive Committee
Report to the University Senate
May 4, 2020

Good Afternoon,

First, I would like us to take a moment to acknowledge and appreciate all the hard work and stress we have endured to try to complete this semester in an orderly and meaningful fashion. I know we receive many upbeat and cheery messages, but I just want to say that we also need to recognize and appreciate the toll this has taken, in varying degrees, on all members of our community. In this academic setting, we hold ourselves to the highest standards, but we should all recognize that such standards are impossible to meet in this situation, so we should congratulate ourselves for every bit we accomplish, and we have accomplished a great deal, despite the odds. Appreciate what you have done! Give yourself a pat on the back!

The Senate Executive Committee has had a very busy month; interestingly, being further apart physically seems to multiply virtual encounters! Our meetings with senior administration, Senate committee chairs, the President, and the Interim Provost were informative and fruitful on both mundane matters and those specific to the current crisis. We are appreciative of their commitment to shared governance. We also met twice with Provost-designate Carl Lejuez as he begins planning for the transition in leadership; we are supportive of his goals of transparency and communication; we anticipate an effective partnership. The SEC and the Senate Diversity Committee met with finalists for the Chief Diversity Officer, and we are looking forward to an announcement and to welcome this very much-needed administrator.

The Senate Executive Committee would like to thank Interim Provost Elliott for his **great** service to the University. I use the word “**great**” in two senses. Having served as an interim myself, I know how difficult a position it is, full of ambiguities and uncertainties, and just taking this challenge of this important role is a **great** service to the University, especially in these past difficult weeks. But I also mean “**great**” in the way Provost Elliott has served in this role. He is a strategic thinker, patient, diplomatic, hardworking, and dedicated. I personally learned so much from him! I know we can't easily do a round of applause here, but I'm going to pause for a few seconds here, and we can all imagine our applause.

For the second month in a row, an emergency by-law change was presented by the SEC and passed by the University Senate in an electronic vote. The proposal to further amend the University By-Law II.E.3.b relating to pass-fail grading was approved by a vote of 62 YAY, 1 NAY, 2 ABSTENTIONS. Undergraduate students now have until May 15, 2020 (as opposed to May 1) to elect Pass-Fail grading or letter grading for the spring 2020 semester only. Yet another temporary Senate by-law change will come before the Senate this afternoon. This motion decreases the number of calculable credits necessary for an undergraduate to qualify for the Dean's list for this Spring 2020 semester only. Senator Schultz will go into more detail when the motion is presented later in the meeting.

The Delta2GE task force, under the leadership of Tom Long and Manuela Wagner, will distribute a progress report in the coming months. I stress that this is a progress report, and its purpose will be to solicit feedback from the university community, not to present a fait accompli. The report will be distributed via the Senate listserv as well as other channels.

The agenda packet for this meeting includes the annual reports from the Senate standing committees. Representatives from each committee are available in this meeting to answer questions or respond to comments on the reports. Much of the work of the University Senate comes out of our committees. We are grateful for the work and dedication of the committee chairs who volunteer their time to lead the respective groups. Our exiting Chairs are Janet Barnes-Farrell, Preston Britner, Joe Crivello, Tom Deans, and Amy Howell. In addition, it is my special pleasure to recognize Del Siegle. For the past three years, Del has conducted our Senate meetings with skill, efficiency, good humor, and patience. Thank you, Del!

Several of our Senate Executive Committee members will complete their terms on June 30. We are deeply grateful for the contributions and dedicated service provided by Justin Fang, Andrea Hubbard, Priyanka Thakkar, and Jaci Van Heest. Each of them brought to our meetings their unique perspectives and made thoughtful contributions to our dialogs and debates.

On the eve of his retirement, it is now my greatest pleasure to recognize the person who best epitomizes the ideals of the Senate, Hedley Freake. I asked the SEC and the Scholastic Standards Committee, to both of which Hedley has provided invaluable service, to send me a word or two, not a sentence, that best characterizes Hedley. A word that came up repeatedly was “diplomatic,” and when I studied the other words that the committee members provided I could see the reasons for their choice of the word diplomatic because, beyond the political connotations, a diplomat is one who deals with others in a sensitive and effective way. Thus, a diplomat, in the best sense, has two sides, inner and outer. Hedley’s inner side was characterized by these words from the committees: thoughtful (which came up repeatedly), wise (also repeated), high-minded, fair-minded, empathetic, knowledgeable, perspicacious, and brilliant. What makes Hedley “diplomatic” or, to my mind, the ideal Senator is his ability to use these inner gifts for the greater good. The words our colleagues provided were articulate, balanced, prudent, witty, indispensable, unflappable, gracious, committed, and dedicated. One of our colleagues characterized him as a “Renaissance man,” which I would like to modify to “Renaissance Senator.” Hedley Freake is an example to us all of what we want the Senate to be and do, and, Hedley, from the bottoms of our hearts we thank you and wish you a very happy and engaging retirement. Let’s pause for a moment and send our best wishes to Hedley as if we had telepathy.

I am retiring from UConn in December, and this will be my last Senate meeting. It has been my profound pleasure to work with all of you, and I am most grateful to you all for this experience. I wish my successor, Carol Atkinson-Palombo, the interest, engagement, and collegiality that I have enjoyed in what will be a challenging year.

Thank you.

Respectfully Submitted,
Veronica Makowsky, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
May 4, 2020

I. The Senate Curricula and Courses Committee recommends ADDITION the following 1000- or 2000-level courses:

- A. EPSY 1830 Critical and Creative Thinking in the Movies (#12544) [New CA2 – GEOC approved]
Proposed Catalog Copy
EPSY 1830. Critical and Creative Thinking in the Movies
3.00 credits
Prerequisites: None.
Grading Basis: Graded
Topics such as logical fallacies, influence, metacognition, problem solving, creative genius, personality, and motivation will be explored. Students will use readings and films to investigate the role and application of these topics on critical thinking and creativity. CA 2.
- B. POLS 2450 Nuclear Security (#15993)
Proposed Catalog Copy
POLS 2450. Nuclear Security
3.00 credits
Recommended Preparation: POLS 1402. Not open for credit to students who have passed POLS 2998 when offered as “Nuclear Security.”
Grading Basis: Graded
The development of nuclear weapons and their consequences. Topics include the science and history of nuclear weapons, as well as nuclear proliferation, terrorism, and strategy.
- C. WGSS 2253 Introduction to Queer Studies (#15190)
Proposed Catalog Copy
WGSS 2253. Introduction to Queer Studies
3.00 credits.
Prerequisites: None. Not open to students who have passed WGSS 3995 when offered as “Introduction to Queer Studies.”
Grading Basis: Graded
Introduction to the interdisciplinary field of queer studies. Explores a range of issues including how to study queer sexualities in a globalizing world, methodological and theoretical approaches, the role of feminism and social justice activism in Queer Studies, and the integration of transgender studies into the field. Provides an understanding of intersectional approaches to human sexuality and how LGBTQA movements are shaped globally.

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

- A. CHEM 1124Q Fundamentals of General Chemistry I (#15038) [Revise prereqs – GEOC approved]

Current Catalog Copy

CHEM 1124Q Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Recommended Preparation: MATH 1011 or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

Revised Catalog Copy

CHEM 1124Q Fundamentals of General Chemistry I

4.00 credits

Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Students who have passed CHEM 1122 will receive 2 units for CHEM 1124. Recommended Preparation: MATH 1011 or equivalent.

Grading Basis: Graded

The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.

- B. COMM 1300 Mass Communication Systems (#15815) [Revise number/level, title, description, and restrictions]

Current Catalog Copy

COMM 1300. Mass Communication Systems

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The history, organizational structure, economics and functioning of technologically-based communication systems and the relationship of these factors to mass communication issues and effects.

Revised Catalog Copy

COMM 2600. Media in the Information Age

3.00 Credits

Prerequisites: None. Recommended Preparation: COMM 1000, which may be taken concurrently.

Grading Basis: Graded

The history, organizational structure, economics, policy, and functioning of technologically-based communication systems, and the relationship of these factors to media issues, effects, and culture.

C. COMM 2940 Fundamentals of Digital Production (#15816) [Revise number and restrictions]

Current Catalog Copy

COMM 2940. Fundamentals of Digital Production

3.00 credits

Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4941

Grading Basis: Graded

Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.

Revised Catalog Copy

COMM 2700. Fundamentals of Digital Production

3.00 credits

Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4710 or COMM 4720.

Grading Basis: Graded

Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.

D. COMM 3100 Persuasion (#15814) [Revise number/level]

Current Catalog Copy

COMM 3100. Persuasion

3.00 credits

Prerequisites: COMM 1000

Grading Basis: Graded

Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion.

Revised Catalog Copy

COMM 2500. Persuasion

3.00 credits

Prerequisites: COMM 1000.

Grading Basis: Graded

Introduction to theories of attitude formation, change, and reinforcement. Research is used to evaluate past and present models of persuasion.

E. COMM 3200 Interpersonal Communication (#15812) [Revise level and restrictions]

Current Catalog Copy

COMM 3200. Interpersonal Communication

Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4200 or 4222.

Grading Basis: Graded

An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

Revised Catalog Copy

COMM 2200. Interpersonal Communication

Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 3222, COMM 4222, or 4200.

Grading Basis: Graded

An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior.

F. COMM 3300 Effects of Mass Media (#15813) [Revise level]

Current Catalog Copy

COMM 3300. Effects of Mass Media

3.00 credits

Prerequisites: COMM 1000.

Grading Basis: Graded

An analysis of the roles of the mass media and of the effects they exert on individuals and society.

Revised Catalog Copy

COMM 2300. Effects of Mass Media

3.00 credits

Prerequisites: COMM 1000.

Grading Basis: Graded

An analysis of the roles of the mass media and of the effects they exert on individuals and society.

G. PNB 2250 Comparative Animal Physiology (#15751) [Revise prereqs, title, and description]

Current Catalog Copy

PNB 2250. Animal Physiology.

3.00 credits

Prerequisites: BIOL 1107 and either BIOL 1108 or 1110.

Grading Basis: Graded.

Physiological Mechanisms and regulation in vertebrate animals.

Revised Catalog Copy

PNB 2250. Comparative Animal Physiology

3.00 credits

Prerequisites: BIOL 1107. Recommended preparation: BIOL 1108.

Grading Basis: Graded.

An introduction to comparative animal physiology, emphasizing the evolutionary impacts of diverse physical, chemical, and environmental factors on vertebrates and invertebrates.

H. URBN/HIST 3650 History of Urban Latin America (#14901) [Revise level, remove restriction]

Current Catalog Copy

URBN 3650. History of Urban Latin America

Also offered as: HIST 3650

3.00 credits

Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History.

Grading Basis: Graded

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

HIST 3650. History of Urban Latin America

Also offered as: URBN 3650

3.00 credits

Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History.

Grading Basis: Graded

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

Revised Catalog Copy

URBN 2650. History of Urban Latin America

Also offered as: HIST 2650

3.00 credits

Prerequisites: Not open to students who have passed HIST 3095 when taught as “Latin American Urban History.”

Grading Basis: Graded

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

HIST 2650. History of Urban Latin America

Also offered as: URBN 2650

3.00 credits

Prerequisites: Not open to students who have passed HIST 3095 when taught as “Latin American Urban History.”

Grading Basis: Graded

The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1.

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

A. CE 4900W Civil Engineering Projects I (#14577) [Revise prereqs – GEOC Approved]

Current Catalog Copy

CE 4900W. Civil Engineering Projects I

2.00 credits

Prerequisites: Prerequisite or Corequisite: CE 2210; CE 2410; CE 2710; CE 3110; CE 3510; ENVE 2310; and ENVE 3120; Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open only to junior and senior Civil Engineering majors.

Grading Basis: Graded

Issues in the practice of civil and environmental engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for civil engineering design projects, oral presentation and written reports.

Revised Catalog Copy

CE 4900W. Civil Engineering Projects I

2.00 credits

Prerequisites: Prerequisite or Corequisite: CE 2251; CE 2410, CE 2411, or ENVE 2411; CE 2710; CE 3610; CE 3510; ENVE 2310; and ENVE 3120; Prerequisite: ENGL 1007 or 1010 or 1011 or 2011. Open only to senior Civil Engineering majors.

Grading Basis: Graded

Issues in the practice of civil and environmental engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for civil engineering design projects, oral presentation and written reports.

B. CHIN 3230 Language & Identity in Greater China (#13986) [Add CA1-e to existing CA4-Int – GEOC Approved]

Current Catalog Copy

CHIN 3230. Language & Identity in Greater China

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

Revised Catalog Copy

CHIN 3230. Language and Identity in Greater China

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 1. CA 4-INT.

- C. PNB 3120W Public Communication of Physiology and Neurobiology (#13722) [Revise title, description, and credit – GEOC Approved]

Current Catalog Copy

PNB 3120W. Scientific Writing in Physiology and Neurobiology

1.00 credits

Prerequisites: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Juniors or higher; Permission of instructor.

Grading Basis: Graded

Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences.

Revised Catalog Copy

PNB 3120W. Public Communication of Physiology and Neurobiology

3.00 credits

Prerequisites: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Open to PNB majors only.

Grading Basis: Graded

Strategies for effective public communication of science, focusing on accessibly conveying physiological concepts, and considering the role of life scientists as public communicators. Student work may include storytelling, blogging, data visualization, and videography.

- D. POLS 3240 Environmental and Climate Justice (#13666) [Revise title, description, add CA2 & EL – GEOC approved]

Current Catalog Copy

POLS 3240. Climate Justice

Three credits. Open to juniors or higher.

Introduction to major debates about the distributional consequences of climate change and the policies and programs meant to address it. Implications for the design of global, national, and subnational institutions of climate governance.

Revised Catalog Copy

POLS 3240E. Environmental and Climate Justice

Three credits. Open to juniors or higher.

Introduction to major debates about environmental and climate justice and the related policies and programs. Implications for the ongoing efforts to promote environmental stewardship and the design of global, national, and subnational institutions of climate governance. CA 2.

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

- A. FREN 3261W From the Holy Grail to the Revolution: Introduction to Literature (#14780)
[Deleting W version – GEOC Approved]
- B. FREN 3262W From the Romantics to the Moderns: Introduction to Literature (#14781)
[Deleting W version – GEOC Approved]
- C. COMM 4450W Global Communication (#15819) [GEOC approved]
- D. COMM 4451W Media, State, and Society (#15820) [GEOC approved]

V. Addition of S/U Graded Courses:

- A. COMM 4979 Digital Portfolio (#15876)
Proposed Catalog Copy
COMM 4979. Digital Portfolio
1.00 - 3.00 credits
Prerequisites: At least 12 units of 2000 level or above COMM courses; open to juniors or higher.
May be repeated once for credit up to a maximum of three credits.
Grading Basis: Satisfactory/Unsatisfactory
Development of a digital portfolio for presentation to professional and graduate-level audiences.
- B. POLS 4992 Political Science Colloquium (#15911)
Proposed Catalog Copy
POLS 4894. Political Science Colloquium
1.00 credits
Prerequisites: Instructor consent required. May be repeated to a maximum of two credits.
Grading Basis: Satisfactory/Unsatisfactory
Faculty research presentations demonstrating current topics of investigation within the department, literature review skills, and research design techniques. Recommended for sophomore and junior Honors students who are beginning their thesis research.

VI. Revision of S/U Graded Courses:

- A. AH 4288 Instructional Assistant in AHS (16157) [Revise repeatability]
Current Catalog Copy
AH 4288. Instructional Assistant in Allied Health Sciences
1.00 – 3.00 credits
Prerequisite: Successful completion of the course to be assisting in with a B grade or better.
Guidelines, learning agreement, and supporting documentation required.
Grading Basis: Satisfactory/Unsatisfactory
Experience with Allied Health Sciences course development and faculty assistance; independent inquiry under the guidance and supervision of an Allied Health Sciences faculty. Guidelines and

learning agreement required. This course may not be used to meet requirements for the Group A or Group B AHS major requirements. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Revised Catalog Copy

AH 4288. Instructional Assistant in Allied Health Sciences

1.00 – 3.00 credits

Prerequisite: Successful completion of the course to be assisting in with a B grade or better; Open only with consent of instructor, advisor, and department head. Guidelines and learning agreement required. Hours by arrangement. This course may be repeated for credit for a maximum of 3 credits.

Grading Basis: Satisfactory/Unsatisfactory

Experience with Allied Health Sciences course development and faculty assistance; independent inquiry under the guidance and supervision of an Allied Health Sciences faculty. This course may not be used to meet requirements for the Group A or Group B AHS major requirements.

B. COMM 4992 Research Practicum (#15875) [Revise number, change to S/U grading]

Current Catalog Copy

COMM 4992. Research Practicum in Communication

1.00 - 3.00 credits | May be repeated for a total of 6 credits.

Prerequisites: At least 12 units of 2000 level or above Communication Sciences courses which must include COMM 3000; open to juniors or higher. Should be taken during the senior year.

Grading Basis: Graded

Provides students with an opportunity to participate in a variety of supervised research activities in communication. May be repeated once for credit.

Revised Catalog Copy

COMM 4982. Research Practicum in Communication

Formerly offered as: COMM 4992

1.00 - 3.00 credits | May be repeated once for a total of 6 credits.

Prerequisites: At least 12 units of 2000 level or above Communication courses which must include COMM 2000 (formerly 3000); open to juniors or higher.

Grading Basis: Satisfactory/Unsatisfactory

Participation in supervised research activities in communication.

VII. For the information of the University Senate, the General Education Oversight Committee approved the following courses for offering in Intensive Session:

A. ECON 3466E Environmental Economics (EL)

B. EPSY 1830 Critical and Creative Thinking in the Movies (CA2)

VIII. General Education Alignment Report 2020**Content Area 1 – Arts and Humanities****ARTH 1138 Introduction to Art History: 15th Century to the Present**

Submitted for consideration were the original CAR, the “Content Area Form A: CA1 Arts and Humanities Courses” for ARTH 1138, miscellaneous documentation relating to the course’s title change in 2011, and two sample syllabi. Surveying the history of the visual arts from the Re-naissance to the present, addressing major themes relating to art and experience, and critically interrogating the changing social and cultural functions of art, the course clearly satisfies CA1 criteria. Both syllabi make it a point to help students understand that what constitutes an art-work changes over time and is dependent on the needs of any given art community. Thus, both syllabi also critically reflect on how the human experience of art is steeped in contingent and unfolding historical processes. Courses also situate individual works in larger intellectual historical frameworks—the Enlightenment, Modernism, etc.—and in so doing open up inquiries into philosophical and/or political theory. The course, in sum, to use language from the CA1 form, entails the “comprehension and appreciation of [visual] art forms.” Both syllabi indicate a reliance upon the standard and authoritative Western art historical text-book, Fred Kleiner’s Gardner’s Art through the Ages: The Western Perspective (volume II). As for variation within the samples, one syllabus required extensive supplemental readings of art criticism while the other entailed visits to galleries or other sites featuring works of visual art, both of which, in different ways, enhance the students’ experience of art.

RESULT: The course aligns with CA1 criteria.

ENGL 1616/W Major Works of English and American Literature

Submitted for consideration was the original CAR, the “Content Area Form A: CA1 Arts and Humanities Courses” for ENGL 1616, and five sample syllabi. All versions of the course contain three elements that qualify the course for inclusion in CA1: 1) the material taught in each course investigates the artistic, cultural and historical processes of humanity and how those processes are represented in literature; 2) an attention to symbolic representation with focus on the techniques and art of writing, on poetic and fictional forms, on key concepts in the study of art and literature, on the effect of re-mediation on narrative, to name several; and 3) the study of multiple art forms or similar art forms from different historical and/or cultural locations. All thus contribute to students’ understanding of their own and other cultures and the di-verse ways in which cultures express themselves in literature. All sample syllabi are multi-modal, variously treating different literary and print genres, but also film, theater, and the visual arts. Themes covered by the different syllabi include the nature of the self and how the self is discovered in writing, generic adaptation, law and literature, and humanity’s place in the cosmos. As the author of the original CAR observed, because the course may be taught by a variety of scholars in an array of subfields, it is particularly valuable as a CA1 offering at the regional campuses.

RESULT: The course aligns with CA1 criteria.

HIST 1203 Women in History

Submitted for consideration are the original CAR, the Gen Ed Course Alignment Overview, the Content Area form, and Supplemental A form. Apart from claiming to fulfill the requirements of CA1 Arts and Humanities, the course also claims CA4 Diversity and Multiculturalism.

HIST 1203 centers on the historical experiences of women but presents a wide range of possible readings and areas of focus. For the most part, syllabi are organized chronologically. But at least one

syllabus seeks to challenge periodization. And two of the three sample syllabi examine the historical and cultural experiences of Asian or Southeast-Asian women specifically. Within the strict chronological timelines, all three syllabi engage with the larger political, philosophical, and cultural movements of the day to examine what factors alter women's experiences: from the Reformation and the Enlightenment to modern colonialism and the global economy.

The three syllabi offer a diverse range of primary texts (memoirs, letters), scholarly work on feminism and the historical background of political movements, including: contemporaneous philosophy and political theory; plays and documentaries. The variety of historical materials examined across the various syllabi also enhances the students' appreciation of the visual and performing art forms.

RESULT: The course aligns with CAI criteria.

HIST 1502 U.S. History Since 1877

Submitted for consideration were the original CAR, the Gen Ed Course Alignment Overview, the Content Area Form, the Supplemental A form, and five syllabi, including one from Hartford.

The course, as represented by the sample syllabi, meets at least two of the arts and humanities criteria. All syllabi introduce material that offers historical analysis of the human experience by emphasizing how such experience is dependent on and shaped by gender, class, religion, race, and sexuality within a specific time period of American history. With some variations, all instructors have designed their readings around examining historical methodologies and evaluating the merits of historical arguments.

The sample syllabi ask students to engage with a variety of texts (autobiographies, government documents, journalism, fiction, narrative history, poetry, short stories) and visual art forms (political ads, cartoons, images, documentaries, feature films, museum exhibits and artifacts) in order to analyze, as one instructor put it "the wider workings of power," and to "understand why things happened the way they did." The forms of written analysis on which historical inquiry depends vary in the syllabi: from Platonic dialogs that encourage dialectical thinking to the standard research paper.

The original CAR submission touches briefly on some of the political theories that the course engages, especially in debates about patriotism, communism, capitalism, and perhaps most visibly in the submitted syllabi, the debates about the relationship between government and human rights.

RESULT: The course aligns with CAI criteria.

LING 1010 Language and Mind

Since this course introduces students to inquiries of a philosophical nature and also engages them in critical analyses of human experience (the role of language in defining reality), it clearly fulfills CA 1 criteria.

All the sample syllabi submitted, with slight variations in emphasis, include topics, readings and/or assignments in which the scientific study of language can lead to a reflection on moral issues of language prejudice and language access. They can equally reinforce the study of classical problems in epistemology as they deal with the relation of language and knowledge.

The most important difference between the syllabi we compared is found in the readings. While the Stamford version of this course uses a textbook and follows its structure, one of the Storrs versions relies solely on lecture slides posted on the course website, and the other Storrs version on chapters of a forthcoming book written by the professor. These differences aside, the schedule and the specific contents under discussion are very similar in all three.

RESULT: The course aligns with CA1 criteria.

MUSI 1003 Popular Music and Diversity in American Society

Submitters of the course MUSI 1003 Popular Music and Diversity in American Society provided the original 2009 CAR, the new GenEd criteria form, the specific CA1 form, and multiple syllabi by multiple instructors between 2018-2020. The course surveys the development of American popular music and its cultural significance within the United States since the mid-nineteenth century, with a special emphasis on issues of identity, including race, gender, class, and age. MUSI 1003 is offered as a lecture with discussion sections. The three provided syllabi utilize the same primary texts and the assignments and assessments are uniform across instructors. A review of the alignment materials and syllabi and new GenEd form confirms that this course continues to fulfill CA1 criteria 4.

RESULT: The course aligns with CA1 criteria.

NURS 2175 Global Politics of Childbearing and Reproduction

Submitters of the course NURS 2175 Global Politics of Childbearing and Reproduction provided the original CAR, the new GenEd criteria form, the specific CA1 form, and the syllabus for Spring 2020. This course is being reviewed for realignment in CA1. The course provides a framework for students to analyze the sociocultural and political forces from a historical and global context that have and continue to influence the human experience of childbirth. Although an original syllabus is not available, the current syllabus outlines the course objectives, alignments, assessments and feedback mechanisms, and assigned, multi-modal learning materials including documentary and popular films, literary and feminist treatises, and intersectional studies on such topics as female circumcision, midwifery, state imposed population controls, economic and cultural racism, sexual trafficking, and surrogacy, among others.

The two co-chairs are in agreement that the current syllabus and course goals fulfilled at least two of the CA1 criteria: Investigations and historical/critical analyses of human experience and inquiries into philosophical and/or political theory by analyzing historical, convention, and symbolic representations through history and cultures. The co-chairs further felt that its multi-modal approach included cultural and symbolic representations in order for students to understand the “relationship between social and political understandings of the reproductive body and cultural representations thereof,” “how various political theories influence individual freedom and personal decision-making on childbirth and reproduction,” as well as “how culture shapes the social and individual values, beliefs and policies.” By contrast, the two subcommittee members felt that NURS 2175 subordinated its multi-modal learning materials to practical clinical goals surrounding childbirth, and to learning the standards and policies thereof rather than taking childbirth itself as an explicit subject of study. Indeed, it was felt that the primary course text was explicitly “anti-humanist” in its approach and that the course was not concerned to introduce students to (artistic) “representations of child-birth and childbearing but to facts about how other cultures experience childbirth and childbearing,” concluding that “the course would fall within the disciplinary boundaries of the social sciences, not the humanities.”

The CA-1 subcommittee was thus divided on whether NURS 2175 should retain its alignment and requested guidance from GEOC. The full GEOC reviewed the course and discussed it over two meetings. They determined that the course was in fact aligned with CA1 criteria by a vote of 10 Yays, 1 Nay, and 2 Abstentions.

RESULT: The course aligns with CA1 criteria.

Content Area 2 – Social Sciences**LING 3610W Language and Culture**

We unanimously recommend approval of all the course as meeting the CA2 criteria. The committee was quite impressed with how this course fulfilled the CA2 requirements.

RESULT: The course aligns with CA2 criteria.

PP 1001 Introduction to Public Policy

One member felt the course could use a little more detail on what specifically will be discussed theoretically, while another would have liked a bit more clarity on the ethical problems social scientists face rather than ethics in public policy, but overall the subcommittee was satisfied it aligned.

RESULT: The course aligns with CA2 criteria.

WGSS 3253W Gender Representations in Popular Culture

We unanimously recommend approval of all the course as meeting the CA2 criteria. The committee was quite impressed with how this course fulfilled the CA2 requirements.

RESULT: The course aligns with CA2 criteria.

Content Area 3 – Science and Technology**LING 2010Q The Science of Linguistics**

The course does not appear to have changed substantially and still properly address the CA 3 requirements.

RESULT: The course aligns with CA3 criteria.

NUSC 1645 The Science of Food

The course does not appear to have changed substantially and still properly address the CA 3 requirements.

RESULT: The course aligns with CA3 criteria.

PHYS 1501Q Physics for Engineers I

PHYS 1501Q has changed the most, but all for the better. The Physics Department has introduced an entirely new way of teaching Physics, called Studio Physics. Nevertheless, the content has not changed and it still satisfies all the CA 3 criteria, but with better pedagogy.

RESULT: The course aligns with CA3-LAB criteria.

Content Area 4 – Diversity and Multiculturalism**ENGL 3218 Ethnic Literatures of the United States**

The submitter of the course ENGL 3218 Ethnic Literatures of the United States has provided the main form, the supplemental criteria area form, the specific CA4 forms, and a sample Spring 2019 course syllabus. The course is taught by full-time faculty. The individual instructors create syllabi, homework, exams, problem sets, and grading criteria independently. The course is “the same” as the originally approved proposal. The submitter articulates well how the broad goals of general education are fulfilled in the course. To meet CA4 Criteria, the course “emphasizes the experiences, thoughts, and values brought about by the social conditions unique to immigrant cultures” and “stresses the human rights issues raised by the treatment of immigrants, sometimes including slaves” thus fulfilling Criteria 1, 3, and 4.

RESULT: The course aligns with CA4 criteria.

HIST 1203 Women in History

The submitter for the course HIST 1203/WGSS 1121 Women in History has provided the main form, the CA1 and CA4 forms, Supplemental A and three syllabi. This course is taught by full-time faculty and varies topics (women world-wide, women immigrants to America, and women in Asia) with all of the courses containing goals and learning objectives that are similar to the originally approved course. The “Main Form” notes that the course is only taught at the Storrs campuses; however, it is being taught this Spring 2020 term at Hartford, Stamford, and Waterbury and in Fall 2020, planned for only Avery Point, Hartford, and Stamford. The course compares the traditional roles of men and women in cultural, social and political leadership and in writing history and looks at how social cultural, political and or economic power is differentially allocated to men and women, meeting Criteria 1 and 5. Currently, HIST 1203 / WGSS 1121 are CA4 not international; however this request is listed it as CA4-INTL.*

*Note: The Subcommittee confirmed that the course aligns with the CA4 criteria. It appears as though the instructor may have been trying to kill two birds with one stone by proposing the course for CA4-INT within the alignment review process. The CA4 subcommittee has confirmed that the course does also meet CA4-INT criteria, but the department will be informed that in order to formally change the course from CA4 to CA4-INT, a Curriculum Action Request (CAR) form will need to be completed, since this would involve a change to catalog copy.

RESULT: The course aligns with CA4 criteria.

LING 3610W Language and Culture

The submitter of the course LING 3610W Language and Culture has provided the main form, the CA2 and CA4 forms, supplemental A, W competency form, and five sample syllabi (F15, S16, F17, F18, and F19). The course is taught by full-time faculty, graduate assistants, and postdoctoral researchers. All sections use approximately the same syllabi and similar course requirements: papers, reviews, presentations, and class participation. The course is very similar to the originally approved course proposal. The course objectives emphasize the relationship between language and cultures, and developing an understanding of how social groups use language to exclude others and to promote their own agenda, fulfilling Criteria 1 (“the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity”) and 5 (“the dynamics of social, political, and/or economic power”). The course compares issues in different cultures meeting the international requirement.

RESULT: The course aligns with CA4-INT criteria.

MUSI 1003 Popular Music and Diversity in American Society

The submitter of the course MUSI 1003 Popular Music and Diversity in American Society has provided the main form, the supplemental criteria area form, the specific CA1 and CA4 forms, and various sample course syllabi (Spring 2018, Fall 2019, from both Storrs and Hartford campus offerings). The course is taught by full-time faculty and adjuncts, at both the Storrs and Hartford campuses. It is very similar to the originally approved proposal, and the sample syllabi show that the three instructors of record have coordinated their personal versions of the course in an acceptable way, covering the material in coherent fashion, and with substantially similar requirements among the sections for exams, readings and listening assignments, written assignments, and classroom participation requirements. The submitter articulates well how the broad goals of general education are fulfilled in the course. To meet CA4 Criteria, the course content includes “diverse racial, ethnic, gender, social and geographic groups... and consideration of the differing values embodied in their musics, fulfills the emphasis on varieties of human experience and creativity.” Further, an “emphasis on minority groups whose music has often functioned as personal and group protests against prejudice and oppression will increase sensitivity about human-rights issues” thus fulfilling Criteria 1 thru 5.

RESULT: The course aligns with CA4 criteria.

NURS 2175 Global Politics of Childbearing and Reproduction

The submitter of the course NURS 2175 Global Politics of Childbearing & Reproduction has provided the main form, CAR form, the specific CA1 and CA4 forms, and supplemental A. No syllabus was reviewed. The course is taught by full-time faculty only. All sections use the same syllabi and course assignments. The course objectives include: “describing reproduction & childbearing practices within multiple social, historical, and political contexts;” “identifying the political, social, and historical birth practices which affect global reproductive decisions and experiences;” and “demonstrating understanding of the relationship between social and political understandings of the reproductive body and cultural representations thereof”, fulfilling Criteria 1, 3, and 5. The international requirement is met by studying childbearing experiences outside of the U.S.

RESULT: The course aligns with CA4-INT criteria.

NUSC 1167 Food Culture and Society

The submitter for the course NUSC 1167 Food Culture and Society has provided the main form, the CA4 form, Supplemental A and six syllabi (two from F2019 and four from S 2019). This course is taught by full-time faculty, adjunct faculty and graduate assistants at the Storrs, Hartford, Waterbury and Stamford campuses. The Main Form states that individual instructors create syllabi, homework, exams, problem sets, and grading criteria independently; however, the syllabi submitted have similar goals and learning outcomes. The course fulfills the general education requirements and is similar to the originally approved course, but with some updated projects and assessments. The course examines “the social, cultural, and economic factors affecting food intake and nutritional status of different populations around the world;” “covers information about the food practices and health beliefs by individuals representative of various ethnic and cultural groups worldwide;” and address changes that have occurred

from human rights issues and migration. The course meets Criteria 1-4 and the International requirement.

RESULT: The course aligns with CA4-INT criteria.

Quantitative (Q) Competency

LING 2010Q The Science of Linguistics

The committee members agree that the course meets the first two Q criteria. It fulfills Criterion 2 by including formal abstract structures. There was a discussion about whether the course meets Criterion 3: “Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations and relate them to whatever data might be provided in order to draw conclusions....” One committee member enquired whether Criterion 3 calls for the development of the student’s ability in both deductive and inductive reasoning. While the course clearly provides student training in deductive reasoning, it is unclear whether it does so in inductive reasoning. The committee elaborated on the issue and reached consensus that Criterion 3 does not specifically require training in different modes of reasoning. The committee voted to unanimously approve the course.

RESULT: The course aligns with Q criteria.

MUSI 3371Q Twentieth Century Theory and Analysis

The committee members feel that none of the Q criteria is met. The only “Q” flavor of the course seems to be in the use of “modulo 12 arithmetic,” which is basic algebra. In the class objectives stated in the syllabus, there is no mention of Q objectives and the final project does not require the student to understand or carry out actual mathematical and/or statistical manipulation. In fact, in Competency Form B, the proposer says in so many words that none of the criteria is fulfilled and opines “students in the Music Department would be better served by fulfilling their Q competency requirements in courses outside of the Music Department.”

RESULT: The course does NOT align with Q criteria.

PHYS1501Q Physics for Engineers I

All committee members agree that the course clearly meets the three Q criteria. The course is calculus-based and the Q requirements are clearly spelled out in the syllabus of the course.

RESULT: The course aligns with Q criteria.

Writing (W) Competency

ARE 3261W Writing in Food Policy

- The W instructional staff is “qualified PhD level graduate students who have demonstrated both pedagogical skills and a high writing acumen.”
- Students are required to write 15 pages revised prose for this course in the form of a scholarly article in the field.

- Writing as a topic of study is described at length in the alignment document but is less visible on the syllabus.. The syllabus is a good place to add some introductory notes on writing in the discipline for students.
- Structure and content of writing assignments has not changed substantially since 2008 (as the alignment document informs us), but the course has given much more attention to the typical processes of writing, including topic invention, drafting, and revision. The course now breaks down the writing practices on formal lines: students submit discrete components of introduction, literature review, discussion/debate, policy recommendation, and conclusion.
- Students receive more frequent and substantial feedback from both peers and instructor using this “modular” and form-driven approach.
- The structure of supervision of student writing is noted.
- Course is capped at 19 students (so all may receive substantial support for and feedback on their writing).
- Students are advised that they must earn a D or better on writing assignments to pass the course (a variation on the “F Clause” that conveys the same information).

RESULT: The course aligns with W criteria.

ARTH 3560W History of Photography, WW1-Present

- The course was submitted for a revision through the CAR system in 2013; the title of the course was revised, which was referred to as an “editorial change” in GEOC records.
- Students are required to work in groups of three to “research, draft, revise, and submit to Wikipedia an entry on a female photographer.” The assignment itself is relevant and important, yet the syllabus does not make clear how the existing “W” labor measure is met (the 15-page requirement) by individual students. In groups of three, the individual requirement of fifteen pages would mean that together the students generate 45 pages of revised, polished prose. That measure doesn’t appear, nor does a word count, which would make sense for a Wikipedia article given its genre and platform (45 pages would be equivalent to about 12,500 words of revised, polished prose). The Alignment document submitted states that the 15-page requirement is on the syllabus, but none of the committee members could find it on the syllabus provided. The syllabus also includes writing as “discussion posts” and a “short essay,” and there is a due date on the schedule for a “draft + peer review” for the Benton essay, but no revision date is noted, so the loop is not closed.
- Although revision is mentioned twice in a paragraph listing components of the writing process, the syllabus doesn’t explain how students cycle feedback and revision. Presumably the “in-class workshops” in the schedule (Week 7) would feature revision with peer feedback and possibly instructor’s “live” feedback in class, but where the feedback comes from is not explicitly stated. What role does the instructor play in this feedback? The structure of supervision is not noted. Public participation in critique in a Wikipedia article could play an important role, but it is not mentioned as part of the project or writing instruction.
- Course does not mention cap of 19, nor does the 2013 CAR revision.

RESULT: The course does NOT align with W criteria.

ENGL 1616W Major Works of English & American Literature

- Students are required to write fifteen pages of revised prose in the form of three essays of varying length (added the ranges; meets standard).

- While the CAR and Alignment document note that the topic of writing is addressed, the sample syllabi provided do not uniformly (or even diversely) engage with “writing.” In one of the syllabi, writing as a topic of study is only present in the list “develop writing skills, such as drafting, revising, clear argumentation and explanation, etc.” Or, on another syllabus, “we will spend time every week discussing and practicing strategies for effective college writing with a weekly assignment from the textbook *They Say/I Say*. Beyond that, writing is not articulated as an object of study in some of the syllabi.
- The Alignment document notes that revision is a core practice in ENGL 1616W, although the cycles of feedback and revision are not always clear, as the Alignment document itself suggests. We would argue it’s a misuse of the Writing Center when a course says that the WC is the only source of feedback for revision. In W courses, the Writing Center can be a partner, but not a substitute for in-class feedback from both peers and instructors.
- Students are advised that they must submit and earn passing grades on pass the course (a variation on the “F Clause” that conveys the same information).
- The relationship between writing and learning in the course is not clearly articulated.
- Course is capped at 19 students.

RESULT: The course aligns with W criteria; however, the subcommittee suggests that the syllabi should be more consistent across the different sections.

HIST 3101W History through Fiction

- Students are required to write fifteen pages of revised prose in the several different forms of three essays of varying length
- Advanced graduate students who teach W courses must go through W training in addition to our required HIST 5103: Teaching History class
- Each instructor determines the specific writing assignments most appropriate to the structure of the course and the students taking it. In all versions, successful and thoughtful revision of writing assignments, incorporating and responding to feedback, is necessary to pass the course.
- The original proposal isn’t very specific, but it is likely that the processes have changed, especially given that revisions are now required rather than optional. A variety of feedback processes are employed, including peer review, written or typed comments, individual conferences, and combinations of those techniques.
- One syllabus aligns well with the intention and logistics of the W course; two others do not comply with W course criteria (missing discussion of the relation between writing and learning; little articulation of writing instruction, no “F-clause,”).
- Alignment documents confirm course caps; one syllabus mentions “small, seminar class.”
- The committee members believe several syllabi from History 3101W will need revision to align with the W Competency requirements enumerated in the W Competency “Criteria.” Two of the syllabi are significantly out of alignment. Because the submitted Alignment documents suggest most instructors are advanced graduate students, we believe the GEOC committee could further consider the W Subcommittee recommendations about “Faculty Learning Community” affiliation for all graduate students teaching W courses.

RESULT: The course does NOT align with W criteria.

LING 3601W Language and Culture

- The alignment statement articulates the course well and integrates the W components in a succinct statement: “emphasis is placed on how writing is a crucial part of developing and clarifying thoughts and theories; therefore, feedback addresses content and argumentation as well as textual organization and prose.”
- Students are required to write between fifteen and eighteen pages of revised prose in the several different forms of three essays of varying length.
- Some syllabi have more explicit discussion of writing-in-process, revision, how the cycles of feedback and revision contribute to students’ project, and make explicit the relations between writing and learning in the course (the alignment form statement does this the best) . All syllabi, however, do meet the threshold.
- Each syllabus clearly articulates the projects that cumulatively meet the fifteen-page requirement.
- “F-clause” clearly stated in all syllabi.

RESULT: The course aligns with W criteria.

MUSI 3401W Music, History, and Ideas

- One syllabus has much-outdated prerequisites in FYW courses (ENGL 105 or 110 or 111 or 250), which leads to confusion over whether a student should be given instructor consent to enroll in the course.
- That same syllabus is a single page that notes “students will receive detailed scrutiny from the instructor, and the final version, in which the student will respond to the instructor’s comments on the first version. Writing instruction will be given in the form of written and oral commentary on assignments, individual conferences, and classroom instruction on such general issues as citation practices, plagiarism etc.; in addition, a research and writing guide appropriate to the field may be assigned as a required text for purchase.”
- A more recent syllabus (Spring 2019) does not have any learning objectives that are explicitly about “writing” itself.
 - Committee members were confused by the heading that conflates academic integrity and religious observances (not related even in the description under that heading).
 - The research essay evidently goes through two drafts, but it is listed as 12-15 pages in length; the shorter essays do not evidently undergo revision, and thus the assigned writing doesn’t strictly comply with the minimum of fifteen pages of revised, polished prose.
 - This syllabus does not include an “F-clause.”

RESULT: The course does NOT align with W criteria.

NURS 3715W Nursing Leadership

- Two of the three sample syllabi are not aligned with current W competency standards.
- The syllabus from Fall 2019 does not have a learning objective that includes writing.
- The syllabus points readers to “see individual writing section instructor’s criteria for feedback. Feedback for classroom quizzes and assignments is 48 hours. To keep track of your performance in the course, refer to My Grades in Husky CT.” The individual writing instructors criteria and explanation for the cycles of feedback and revision are not articulated in the current syllabus.

- F-clause is stated in only the Fall 2019 syllabus.
- The relationship between writing and learning in the course is not articulated in the syllabi. The writing assignments appear to be discipline specific, but the relationship between learning and writing needs to be stated clearly.

RESULT: The course does NOT align with W criteria.

NUSC 4296W Senior Thesis in Nutrition

- The syllabus provided for NUSC 4296 notes that the writing required in this course will represent “the culmination of the Honors research experience”. It requires the student to articulate the research question posed, describe the procedures followed and the results found, and then interpret them all in the context of the existing literature.
- Fifteen or more pages of revised, polished prose are to be produced in “several different forms of three essays of varying length.”
- Instruction and feedback are described as Instruction “individually based, as the student goes through multiple cycles of review and revision, under the direction of his/her honors thesis advisor.”
- The F-clause is included in “the end product will be a minimum of 15 pages and will determine the entire grade for the course. Therefore failing the W component inevitably means failure in the course.”

RESULT: The course aligns with W criteria.

PHYS 4096W Research Thesis in Physics

- Students in PHYS 4096 produce a thesis-length study that should be at the level of one found in a “peer-reviewed journal.” Fifteen pages of revised polished prose is implied in this statement, but that threshold is not expressly stated in the syllabus.
- The sample syllabus provides an exemplary articulation of the role of writing: “The writing of the thesis will enhance the student's learning and understanding the scientific content of the results, since during the writing the student will have to practice the skill of explaining to a less specialized audience the intricate points and conclusions reached by the research being described.”
- Writing instruction is student-centered “During [which] the student is led to understand the ramifications and connections of his or her research relative to other areas of research, and hence gain a better understanding of the basic points of the results.”
- The cycles of feedback and revision are described are “structured around the one-on-one meetings between the student and the professor,” and a final oral presentation which may include further feedback from peers and other instructors.
- An “F-clause” is implied but not explicitly stated in the syllabus.

RESULT: The course mostly aligns with W criteria, but the syllabus requires some minor emendations to fully state the fifteen-page threshold and the “f-clause.”

PP 3020W Cases in Public Policy

- The Public Policy syllabus offers a cogent argument against using “page count” thresholds: “Even students that write well as undergraduates sometimes have trouble mastering professional writing. Undergraduate writing assignments typically have minimum page requirements. Students have the incentive to stretch their papers through flowery and convoluted prose. Professional writing requires direct, clearly reasoned, and succinctly stated arguments.”
- The relationship between writing and learning in the course is clear.
- The schedule itself shows when drafts are due and feedback is offered, and the cycles of feedback and revision are mentioned in the syllabus.
- The F-Clause is clearly stated.

RESULT: The course aligns with W criteria.

PVS 3094W Seminar

- The relationship between writing and learning in the course is succinctly stated in “the purpose of this 2 credit class is to provide a writing-intensive experience primarily for Pathobiology & Veterinary Science majors that will permit them to develop their writing skills within the context of the discipline.”
- The “research paper” goal further elaborates on the relation between learning and writing as it is to “provide the opportunity for students to learn more extensively about a specific topic area by writing a literature review on the subject.
- The writing assignments fulfill the fifteen-page rule.
- Feedback is provided to students during an individual conference with the instructor.
- The F-Clause is implied by the weighted grade breakdown, but is not explicitly stated.

RESULT: The course mostly aligns with W criteria, but the sample syllabus requires a minor emendation in the form of adding the “F-Clause.”

WGSS 3253W Gender Representations in U.S. Popular Culture

- Students are required to write fifteen to seventeen pages of revised prose through essays of varying length.
- The sample syllabus provided includes a copy of the W competency requirements copied from the W website, but there is no further articulation of, for example, the relationship between writing and learning in the course.
- The cycles of feedback and revision are only obliquely mention in the statement: “I will make every effort to provide feedback and grades in seven days from the time you hand in the assignment. To keep track of your performance in the course, refer to My Grades in HuskyCT.”
- A second sample syllabus (no instructor listed) does not have learning objectives that include writing except for the copied “components” of the W Competency from the GEOC website.
- The cycles of feedback and revision on the second sample syllabus are generally defined as “The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.” These notes do not suggest which formats will be used in which circumstances.

RESULT: The course does NOT align with W criteria. The subcommittee recommends Sherry Zane’s W syllabus, posted on the CETL website as a model.

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 4/8/2020 and 4/22/2020 meetings

**University Senate Budget Committee
Annual Report
Academic Year 19-20**

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:

*Carol Polifroni, Chair, *Rajeev Bansal, Lloyd Blanchard (Ex-Officio Member), *Lisa Park Boush, Angela Brightly, Michael Cerulli, Nafis Fuad, Joerg Graf, Michael Jones, Philip Mannheim, *Jeffrey McCutcheon, Michael Morrell, *Dylan Nenadal, Lisa Sanchez, Lauren Slingluff, Daniel Stolzenberg, Paulo Verardi, *Michael White. *=Senate member

The chair was appointed as the Senate representative to the Board of Trustees Fiscal Affairs Committee.

Agenda:

We started the year with eight priorities for Fall...fringe rates, tuition plan, athletics, pay equity, foundation, library, campus security, and campus facilities and all but campus facilities were addressed.

Fringe rates:

Robust discussions were held with Michael Glasgow and Michele Williams in October. It was clear that President Katsouleas made this a priority and mandated action. Several options were explored including the different rates between the academic year and summer, the need to differentiate between the unfunded liability and true overhead costs for the conduct of research, and the rates assigned to different roles. In December a temporary “fix” was put into place using one-time university allocated funds to reduce the fringe rates on research grants. A role for the committee is to monitor whether this reduction made a difference in applications and secured funding.

Tuition plan:

The current four year plan expired. The university’s goal is to create a new four year plan which maintained the cost competitiveness for out of state students and continued to attract in state students. The committee appreciated the need for an across the board tuition increase and encouraged consideration of a rolling plan so that every student knew what their four year tuition

would be regardless of year they entered. The increase was approved at the Board of Trustees with the rolling plan in place.

Pay equity:

This was not discussed in detail per se as the Senate Executive Committee, the AAUP and the Administration created a Task Force to address Pay Equity. The committee members, led by John Volin, are Carol Polifroni, Preston Green, Oskar Harmon, Mari Luz Fernandez, Amy Howell, Lyle Scruggs, Sarah Croucher and Lloyd Blanchard. Their work will be done in five subcommittees on data, spousal hires, retention, PTR and merit. The data work is being done now and the others will do their work in the Fall. A December report is anticipated. The Budget Committee will review the report when available.

Foundation:

We met with Scott Roberts, President of the Foundation. We discussed the short and long term strategy of fundraising given that philanthropy has lessened throughout the nation. Our endowment is much lower than other land grant institutions and this has a major impact on how we address the state's limited fiscal resources. Our investment gains for the last few years are in line with other universities of the same size endowment. Mr. Roberts spoke about re-organizing the staff and areas of responsibility in order to maximize opportunities to reach donors...new and established. The traditional day of giving, phone-athons and school/college run events are being assessed to determine the cost benefit ratio. The naming of buildings is being examined as potential interest for donors.

Athletics:

A concern of the committee was the limited responsiveness of the Division of Athletics to the committee's 2017 report and request for a fiscal plan to decrease the subsidy from the university. Mr. Benedict was open and forthcoming about the challenges faced by his division when there are no professional sports in the state and the expectations to play at arenas off campus. As conference realignment occurs the fiscal implications are simultaneously advantageous (less travel) and disadvantageous (exit fees). He stressed that as the fiscal status of the division is examined "everything is on the table". Every consideration has a consequence and these are being weighed carefully for the short as well as the long term.

The Budget Committee presented a resolution to the University Senate place a cap on the current annual subsidy (approximately \$30million), a \$15 million decrease in the subsidy within 10 years, examination of all competitive sports, and presentation of an actionable plan for these actions (<https://senate.uconn.edu/wp-content/uploads/sites/1323/2020/03/2020-0302-Senate-Minutes-COMplete.pdf>). The resolution passed and a report is expected at the May 4, 2020 meeting as well as at the first meeting in Fall 2020.

Library:

Lauren Slingluff, Assistant Dean in the library, presented a detailed view of the fiscal status within the library. Staff has been reduced in response to repeated cutbacks; this is particularly

true in the area of academic liaisons. The library for the 21st century is different from libraries of the past. More services are offered online. Simultaneously, students are more present in the building than before and are requesting longer hours of service.

Campus Security:

We received an update on the reorganization within campus security on all campuses. We learned that UConn police have the same authority as the local police in towns throughout Connecticut. Security guards are not police officers and have no police authority. The committee shared that campus security and safety has improved and thanked the department for their efforts.

Covid-19

Our April meeting was scheduled to address CETL and facilities. However, COVID-19 arrived and the campuses were physically closed but virtually operational. Our April meeting was committed to learning of the university's plan to address the growing fiscal deficit as international students may not be able to return, the loss of housing and lodging revenue as well as that associated with all events from the arts to sports. The Spring 2020 loss may be as high as \$27million (after CARES award) and the Fall deficit may range from 40-100million (excluding UConn Health) dependent on when and how we are able to reopen. The committee expressed concern about the graduate students, graduate assistantships and medical insurance. With research labs closed, the uncertainty for graduate student support is greater now than ever. The committee identified several strategies from all online to delayed physical reopening, a hiring freeze to cancellation of professional development activities, and furloughs to construction cancellation. There is no one single solution and the committee advocated for a balanced approach to mitigation using reserves, hiring freezes, protecting graduate students, and protecting untenured and contingent faculty from the same fiscal reductions which may be required of tenured faculty.

The chair has been appointed to the University's Fiscal Working Group to recommend plans using varied scenarios of options for Fall 2020.

**Annual Report of the Curricula & Courses Committee
to the University Senate
May 4, 2020**

During the meeting period of April 11, 2019 through April 28, 2020, the Curricula and Courses Committee met 14 times and brought to the Senate the following actions:

I. 1000-level course actions approved by the Senate:

New courses added:

| | |
|------------|---|
| AAAS 1000 | Pathways to Asian American Studies (4/6/20) |
| AAAS 1001 | Pathways to Asian Studies (4/6/20) |
| ECE 1401 | Programming for Electrical Engineers (11/4/19) |
| ECON 1101 | Economics Through Film (2/3/20) |
| EDCI 1100 | If You Love It, Teach It (11/4/19) |
| ENGL 1007 | Seminar in Writing and Multimodal Composition (2/3/20) |
| ENGL 1008 | Studio for the Seminar in Writing and Multimodal Composition (2/3/20) |
| EPSY 1830 | Critical and Creative Thinking in the Movies (5/4/20) |
| GSCI 1000E | The Human Epoch: Living in the Anthropocene (11/4/19) |
| HIST 1200 | World History, 1200-1800 (2/3/20) |
| MARN 1893 | International Study (12/9/19) |
| MCB 1893 | Foreign Study (9/9/19) |
| MUSI 1120 | Jazz Combos (4/6/20) |

Courses revised:

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|-------------|---|
| ANSC 1602 | Behavior and Training of Domestic Animals (4/6/20) |
| ANTH 1000/W | Other People's Worlds (11/4/19) |
| ANTH 1010 | Global Climate Change and Human Societies (11/4/19) |
| CAMS 1121 | Elementary Latin I (10/7/19) |
| CAMS 1122 | Elementary Latin II (10/7/19) |
| CAMS 1123 | Intermediate Latin I (10/7/19) |
| CAMS 1124 | Intermediate Latin II (10/7/19) |
| COMM 1300 | Mass Communication Systems (5/4/20) |

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| ECON 1107 | Honors Core: Economics, Nature, and the Environment (10/7/19) |
| GERM 1131 | Elementary German I (12/9/19) |
| GERM 1132 | Elementary German II (12/9/19) |
| GERM 1133 | Intermediate German I (11/4/19) |
| GERM 1134 | Intermediate German II (11/4/19) |
| GEOG 1300 | Weather, Climate and Environment (9/9/19) |
| GSCI 1000E | The Human Epoch: Living in the Anthropocene (12/9/19) |
| HEJS 1151 | Modern Elementary Hebrew I (4/6/20) |
| HEJS 1152 | Modern Elementary Hebrew II (4/6/20) |
| HEJS 1153 | Intermediate Modern Hebrew I (12/9/19) |
| HEJS 1154 | Intermediate Modern Hebrew II (12/9/19) |
| ILCS 1145 | Elementary Italian I (11/4/19) |
| ILCS 1146 | Elementary Italian II (11/4/19) |
| ILCS 1147 | Intermediate Italian I (10/7/19) |
| ILCS 1148 | Intermediate Italian II (10/7/19) |
| MARN/MAST 1001 | The Sea Around Us (3/2/20) |
| MUSI 1115 | Jazz Ensembles (4/6/20) |
| MUSI 1601 | Introduction to Improvisation (3/2/20) |

II. 2000-level course actions approved by the Senate:

New courses added:

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| ARTH/AFRA 2222 | Race, Gender, Sexuality, and the Power of Looking (2/3/20) |
| ANTH 2600 | Applied Research and Microscopy in Archaeobotany (11/4/19) |
| BME 2193 | International Study (9/9/19) |
| CE 2193 | International Study (9/9/19) |
| CHEG 2193 | International Study (9/9/19) |
| CSE 2193 | International Study (9/9/19) |
| CSE 2301 | Principles and Practice of Digital Logic Design (12/9/19) |
| DMD 2620 | Human Development, Digital Media, and Technology (11/4/19) |
| ECE 2193 | International Study (9/9/19) |
| EDLR 2010 | Leadership Theory and Practice in Sport Management (12/9/19) |
| EDLR 2005 | Introduction to Service-Learning (4/6/20) |

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| ENGL 2020W | Technical Writing and Design (12/9/19) |
| ENGL/AAAS/JAPN 2305 | Modern Japanese Literature (4/6/20) |
| ENGL/CLCS 2609 | Fascism and its Opponents (11/4/19) |
| ENGL 2640/W | Studies in Film (4/6/20) |
| ENGL 2730W | Travel Writing (11/4/19) |
| ENVE 2193 | International Study (9/9/19) |
| GSCI 2800 | Our Evolving Atmosphere (12/9/19) |
| HDFS 2142 | Exploring Conservation and Sustainability with Preschoolers (4/6/20) |
| HEJS 2200 | Israel: History and Society (2/3/20) |
| HIST 2222E | Global Environmental History (2/3/20) |
| JOUR 2065 | Mobile Storytelling (12/9/19) |
| MARN 2893 | International Study (12/9/19) |
| MAST 2300E | Marine Environmental Policy (4/6/20) |
| MATH 2705W | Technical Writing in Mathematics (12/9/19) |
| ME 2193 | International Study (9/9/19) |
| NURS 1131 | Introduction to the Discipline of Nursing (12/9/19) |
| POLS 2023/W | Political Theory in Film (4/6/20) |
| POLS 2073Q | Advanced Quantitative Methods in Political Science (10/7/19) |
| POLS 2450 | Nuclear Security (5/4/20) |
| POLS 2602W | Religion and Politics in America (4/6/20) |
| PSYC 2502 | Science of Learning and Art of Scientific Communication (3/2/20) |
| SOCI/AAAS 2200 | Introducing India: Diversity and Dynamism (4/6/20) |
| SPSS 2130 | Introduction to the Horticulture of Cannabis (3/2/20) |
| WGSS 2253 | Introduction to Queer Studies (5/4/20) |

Courses revised:

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| AAAS/HIST 3841 (2841) | Empire and Nation in Southeast Asia (12/9/19) |
| AH 2001 | Medical Terminology (11/4/19) |
| ANTH 2600 | Applied Research and Microscopy in Archaeobotany (12/9/19) |
| CE 4900W | Civil Engineering Projects I (5/4/20) |
| CHEM 1124Q | Fundamentals of General Chemistry I (5/4/20) |
| COMM 2940 | Fundamentals of Digital Production (5/4/20) |
| COMM 3100 (2500) | Persuasion (5/4/20) |

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| COMM 3200 (2200) | Interpersonal Communication (5/4/20) |
| COMM 3300 (2300) | Effects of Mass Media (5/4/20) |
| DRAM 2134 | Honors Core: Sports as Performance (9/9/19) |
| ECON 2103 | Honors Core: Deep Roots of Modern Societies (4/6/20) |
| ECON 2312 | Empirical Methods in Economics II (11/4/19) |
| ECON 2326 | Operations Research (2/3/20) |
| ECON/MAST 2467 | Economics of the Oceans (2/3/20) |
| EEB 2222 | Plants in a Changing World (4/6/20) |
| EEB 2244/W | General Ecology (11/4/19) |
| EEB 2250 | Introduction to Plant Physiology (2/3/20) |
| GEOG 2200 | Introduction to Human Geography (11/4/19) |
| GEOG 2320 | Climate Change: Current Geographic Issues (11/4/19) |
| HDFS 2001 | Diversity Issues in Human Development and Family Studies (11/4/19) |
| HDFS 2004W | Research Methods in Human Development and Family Studies (11/4/19) |
| HIST/AMST 2810 | Crime, Policing, and Punishment in the United States (9/9/19) |
| HIST 3350 | Byzantium (11/4/19) |
| HIST 3421 | History of Modern England (11/4/19) |
| HIST 3451 | Germany Since 1815 (10/7/19) |
| HIST 3470 | Medieval and Imperial Russia to 1855 (11/4/19) |
| HIST 3471 | History of Russia Since 1855 (11/4/19) |
| HIST/AFRA/LLAS 3621 | Cuba in Local and Global Perspective (12/9/19) |
| HIST 3832 | Modern Japan (11/4/19) |
| KINS 2227 | Exercise Prescription (2/3/20) |
| LAND 2210 | The Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (9/9/19) |
| MARN 2801W | Marine Sciences and Society (12/9/19) |
| PHIL 2221/W | Ancient Greek Philosophy (12/9/19) |
| PHIL 2222/W | Early Modern European Philosophy (12/9/19) |
| PNB 2250 | Comparative Animal Physiology (5/4/20) |
| SPSS 2100 | Environmental Sustainability of Food Production in Developed Countries (9/9/19) |

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| URBN/HIST 3650 (2650) | History of Urban Latin America (5/4/20) |
| WGSS 2250 | Critical Approaches to Women's, Gender and Sexuality Studies (9/9/19) |

Courses deleted:

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|-----------|----------------------------------|
| MARN 2002 | Marine Sciences I (3/2/20) |
| NUSC 2241 | Nutritional Assessment (12/9/19) |

III. S/U grading actions approved by the Senate:

New courses added:

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| COMM 4979 | Digital Portfolio (5/4/20) |
| POLS 4992 | Political Science Colloquium (5/4/20) |
| SANR 991 | Field Study Internship (10/7/19) |

Revised courses:

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| AH 4288 | Instructional Assistant in AHS (5/4/20) |
| COMM 4992 | Research Practicum (5/4/20) |
| ENGR 4590 | Shop Safety Practicum (12/9/19) |
| MARN 4891 | Internship in Marine Sciences (10/7/19) |
| MKTG 4891 | Professional Practice in Marketing (4/6/20) |
| MKTG 4892 | Practicum in Professional Sales (4/6/20) |

IV. General Education Content Area actions approved by the Senate:

Newly included in Content Area 1 Arts and Humanities:

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| AAAS 1000 | Pathways to Asian American Studies (4/6/20) |
| AAAS 1001 | Pathways to Asian Studies (4/6/20) |
| ARTH/AFRA 2222 | Race, Gender, Sexuality, and the Power of Looking (2/3/20) |
| CHIN 3230 | Language & Identity in Greater China (5/4/20) |
| ECON 2103 | Honors Core: Deep Roots of Modern Societies (4/6/20) |
| ENGL/AAAS/JAPN 2305 | Modern Japanese Literature (4/6/20) |
| ENGL/CLCS 2609 | Fascism and its Opponents (11/4/19) |
| ENGL 2640/W | Studies in Film (4/6/20) |
| ENGL 2730W | Travel Writing (11/4/19) |
| ENGL 3635 | Literature and the Environment (10/7/19) |

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| ENGL 3640W | British Film (3/2/20) |
| FREN 3261 | From the Holy Grail to the Revolution: Introduction to Literature (4/6/20) |
| FREN 3262 | From the Romantics to the Moderns: Introduction to Literature (4/6/20) |
| HEJS 2200 | Israel: History and Society (2/3/20) |
| HIST 1200 | World History, 1200-1800 (2/3/20) |
| HIST 2222E | Global Environmental History (2/3/20) |
| HIST/AMST 2810 | Crime, Policing, and Punishment in the United States (9/9/19) |
| ILCS 3248W | The Italian Novella (3/2/20) |
| MUSI 1115 | Jazz Ensembles (4/6/20) |
| MUSI 1120 | Jazz Combos (4/6/20) |
| POLS 2023/W | Political Theory in Film (4/6/20) |

Newly included in Content Area 2 Social Sciences:

| | |
|-------------|--|
| DMD 2620 | Human Development, Digital Media, and Technology (11/4/19) |
| EDCI 1100 | If You Love It, Teach It (11/4/19) |
| EPSY 1830 | Critical and Creative Thinking in the Movies (5/4/20) |
| GEOG 2200 | Introduction to Human Geography (11/4/19) |
| POLS 3240 | Environmental and Climate Justice (5/4/20) |
| POLS 3603WQ | Congressional Apportionment and Redistricting (3/2/20) |

Newly included in Content Area 3 Science and Technology, non-Lab:

| | |
|------------|---|
| EEB 2250 | Introduction to Plant Physiology (2/3/20) |
| GEOG 1300 | Weather, Climate and Environment (9/9/19) |
| GSCI 1000E | The Human Epoch: Living in the Anthropocene (12/9/19) |
| GSCI 2800 | Our Evolving Atmosphere (12/9/19) |
| MARN 3000 | Hydrosphere and Global Climate (12/9/19) |

Newly included in Content Area 3 Science and Technology, Lab:

| | |
|-----------|--|
| ANTH 2600 | Applied Research and Microscopy in Archaeobotany (12/9/19) |
|-----------|--|

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

| | |
|----------------|--|
| AAAS 1000 | Pathways to Asian American Studies (4/6/20) |
| ARTH/AFRA 2222 | Race, Gender, Sexuality, and the Power of Looking (2/3/20) |
| DMD 2620 | Human Development, Digital Media, and Technology (11/4/19) |

POLS 2602W Religion and Politics in America (4/6/20)

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

HIST 3570 American Indian History (3/2/20)

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

AAAS 1001 Pathways to Asian Studies (4/6/20)

ENGL/AAAS/JAPN 2305 Modern Japanese Literature (4/6/20)

GEOG 2200 Introduction to Human Geography (11/4/19)

HEJS 2200 Israel: History and Society (2/3/20)

HIST 1200 World History, 1200-1800 (2/3/20)

HIST 2222E Global Environmental History (2/3/20)

ILCS 3248W The Italian Novella (3/2/20)

Newly included in Environmental Literacy:

AH 3175 Environmental Health (11/4/19)

ANTH 1010 Global Climate Change and Human Societies (11/4/19)

ARE 3434 Environmental and Resource Policy (10/7/19)

ARE 3437 Marine Fisheries Economics and Policy (10/7/19)

ECON 1107 Honors Core: Economics, Nature, and the Environment (10/7/19)

ECON 3466 Environmental Economics (10/7/19)

ECON/MAST 2467 Economics of the Oceans (2/3/20)

EEB 2222 Plants in a Changing World (4/6/20)

EEB 2244/W General Ecology (11/4/19)

ENGL 3635 Literature and the Environment (10/7/19)

ENGL 3715 Nature Writing Workshop (10/7/19)

GEOG 1300 Weather, Climate and Environment (9/9/19)

GEOG 2320 Climate Change: Current Geographic Issues (11/4/19)

GEOG 2400 Introduction to Sustainable Cities (11/4/19)

GEOG 3410 Human Modifications of Natural Environments (3/2/20)

GSCI 1000E The Human Epoch: Living in the Anthropocene (11/4/19)

HDFS 2142 Exploring Conservation and Sustainability with Preschoolers (4/6/20)

HIST 2222E Global Environmental History (2/3/20)

HIST/AMST 3542 New England Environmental History (12/9/19)

JOUR 3046 Environmental Journalism (11/4/19)

| | |
|----------------|--|
| LAND 2210 | The Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (9/9/19) |
| LAND 3230W | Environmental Planning and Landscape Design (12/9/19) |
| MARN/MAST 1001 | The Sea Around Us (3/2/20) |
| MARN 2801W | Marine Sciences and Society (12/9/19) |
| MARN 3000 | Hydrosphere and Global Climate (12/9/19) |
| MAST 2300E | Marine Environmental Policy (4/6/20) |
| PHIL 3216/W | Environmental Ethics (12/9/19) |
| POLS 3240 | Environmental and Climate Justice (5/4/20) |
| PSYC 3104 | Environmental Psychology (3/2/20) |
| SPSS 2100 | Environmental Sustainability of Food Production in Developed Countries (9/9/19) |

Revised Environmental Literacy (3000- to 4000-level):

| | |
|-----------|--|
| EEB 3205E | Current Issues in Environmental Science (4/6/20) |
|-----------|--|

V. Actions reported for the information of the Senate:

Newly included Quantitative Competency (3000- to 4000-level):

| | |
|-------------|--|
| MARN 4210Q | Experimental Design in Marine Ecology (3/2/20) |
| POLS 3603WQ | Congressional Apportionment and Redistricting (3/2/20) |

Revised Quantitative Competency (3000- to 4000-level):

| | |
|------------|--|
| ECON 2312Q | Empirical Methods in Economics II (11/4/19) |
| POLS 2073Q | Advanced Quantitative Methods in Political Science (10/7/19) |

Newly included Writing Competency (3000- to 4000-level):

| | |
|-----------------|--|
| BUSN 3004W | Business Writing and Communication (2/3/20) |
| ECE 4900W | Communicating Engineering Solutions in a Societal Context (3/2/20) |
| ENGL 1007 (FYW) | Seminar and Studio in Writing and Multimodal Composition (2/3/20) |
| ENGL 2020W | Technical Writing and Design (12/9/19) |
| ENGL 2640/W | Studies in Film (4/6/20) |
| ENGL 2730W | Travel Writing (11/4/19) |
| ENGL 3640W | British Film (3/2/20) |
| ILCS 3248W | The Italian Novella (3/2/20) |

| | |
|-------------|---|
| MATH 2705W | Technical Writing in Mathematics (12/9/19) |
| MCB 3844W | Microbes and the Media (12/9/19) |
| MCB 3849W | Symbiosis: The Science of Living Together (12/9/19) |
| NURS 4230W | Quality Improvement and Evidence Based Practice in Nursing (10/7/19) |
| POLS 3603WQ | Congressional Apportionment and Redistricting (3/2/20) |

Revised Writing Competency (3000- to 4000-level):

| | |
|----------------------|--|
| COMM 4035W | Advanced Media Effects (9/9/19) |
| COMM 4640W | Social Media: Research and Practice (10/7/19) |
| CSE 4939W | Computer Science and Engineering Design Project I (12/9/19) |
| ENGL 4302W | Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand (11/4/19) |
| ENVE 4910W | Environmental Engineering Design 1 (3/2/20) |
| GEOG 4001W | Writing in Geography (3/2/20) |
| HEJS/CAMS/HIST 3330W | Palestine Under the Greeks and Romans (3/2/20) |
| KINS 3530/W | Aerobic and Resistance Training for Performance (11/4/19) |
| KINS 4205W | Exercise Science Capstone (2/3/20) |
| LAND 3230W | Environmental Planning and Landscape Design (12/9/19) |
| PHIL 3216/W | Environmental Ethics (12/9/19) |
| PNB 3120W | Public Communication of Physiology and Neurobiology (5/4/20) |

Deleted Writing Competency (3000- to 4000-level):

| | |
|------------|---|
| BME 3600W | Biomechanics (9/9/19) |
| COMM 4450W | Global Communication (5/4/20) |
| COMM 4451W | Media, State, and Society (5/4/20) |
| ECON 2312W | Empirical Methods in Economics II (10/7/19) |
| FREN 3261W | From the Holy Grail to the Revolution: Introduction to Literature (5/4/20) |
| FREN 3262W | From the Romantics to the Moderns: Introduction to Literature (5/4/20) |

Gen Ed courses approved for offering in intensive session:

| | |
|------------|---|
| ECON 3466E | Environmental Economics (5/4/20) |
| EPSY 1830 | Critical and Creative Thinking in the Movies (5/4/20) |

| | |
|----------------|--|
| GEOG 2400 | Introduction to Sustainable Cities (11/4/19) |
| GSCI 1000E | The Human Epoch: Living in the Anthropocene (4/6/20) |
| SOCI 2310 | Introduction to Criminal Justice (11/4/19) |
| SOCI/LLAS 3525 | Latino Sociology (11/4/19) |

Special Topics courses:

| | |
|-----------|--|
| ECON 1495 | Special Topics: Economics through Film (10/7/19) |
|-----------|--|

VI. Courses Referred by the University Interdisciplinary Courses Committee

The Senate Curricula and Courses Committee also reviewed the following 3000- and 4000-level courses under the UNIV, INTD, AIRF, or MISI designations that were referred by the University Interdisciplinary Courses Committee (UICC).

| | |
|-----------|--|
| UNIV 1985 | Special Topics: The COVID-19 Pandemic; Impacts on Health, Business, and Society (5/4/20) |
| UNIV 3792 | International Healthcare Practicum (3/2/20) |
| UNIV 3985 | Special Topics: The COVID-19 Pandemic; Impacts on Health, Business, and Society (5/4/20) |
| UNIV 3995 | Special Topics: Healthcare Internship with Atlantis Project – Italy (2/3/20) |

VII. Non-Senate Courses Reviewed*

The Senate Curricula and Courses Committee also reviewed one graduate-level S/U graded course *before a policy review determined that the Senate Curricula and Courses Committee did not have purview over graduate courses. Edits were made to the By-laws to make this clear. This course was reported directly to the Graduate School and was not reviewed by the University Senate.

New graduate-level S/U graded courses:

| | |
|----------|--|
| ISG 5730 | Professional Skills and Competencies (10/7/19) |
|----------|--|

VIII. Other Course-Related Actions Consider by the Senate C&CC

Approval of four omnibus motion documents containing editorial changes to courses that were previously hyphenated in the catalog (12/9/19 & 4/6/20)

Acceptance and approval of the General Education Oversight Committee's Annual Alignment Report (5/4/20)

IX. Course Action Request (CAR) Form Workflow Report

The General Education Oversight Committee and Senate Curricula and Courses Committee fully transitioned to the Course Action Request (CAR) form in its present state in the 2016-2017 academic year. Since then, the majority of university departments, schools, and colleges has been brought on board to use the form for their curricular actions. In 2016-2017, the number of CARs created in the system was 295. In 2017-2018, the number of CARs created was 774. That number has since leveled off with 552 CARs created in 2018-2019 and 567 CARs created this AY, 2019-2020.

Data was not provided until last year on how many of those course were brought to END status, but it should be noted that a distinct CAR is created each time someone opens the form. Moreover, there were issues reported early on where proposers did not know how to find forms that they had started and saved, so they started new forms. As more departments, schools, and colleges began to use the form, these growing pains may explain the dramatic increase in the number of CARs entering the system from 2016-2017 to 2017-2018. As noted above, the numbers of have fallen somewhat and leveled off since 2017-2018, but they are still almost double what they were in 2016-2017.

The data for this year has again been broken out into CARs that were created and CARs that have been brought to end status. The current year was productive, with 575 CARs being brought to end status, compared to 524 last year (+51).

Created between 4/12/2019-4/28/2020

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 217 | 38.3% |
| Revise Course | 308 | 54.3% |
| Drop Course | 42 | 7.4% |
| Total | 567 | 100% |

Brought to END status 4/12/2019-4/28/2020

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 245 | 42.6% |
| Revise Course | 287 | 49.9% |
| Drop Course | 43 | 7.5% |
| Total | 575 | 100% |

1000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 17 | 34% |

| | | |
|---------------|-----------|-------------|
| Revise Course | 32 | 64% |
| Drop Course | 1 | 2% |
| Total | 50 | 100% |

2000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 34 | 54.8% |
| Revise Course | 25 | 40.3% |
| Drop Course | 3 | 4.8% |
| Total | 62 | 100% |

3000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 52 | 36.4% |
| Revise Course | 79 | 55.2% |
| Drop Course | 12 | 8.4% |
| Total | 143 | 100% |

4000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 24 | 28.2% |
| Revise Course | 59 | 69.4% |
| Drop Course | 2 | 2.4% |
| Total | 85 | 100% |

5000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 104 | 50.5% |
| Revise Course | 82 | 39.8% |
| Drop Course | 20 | 9.7% |
| Total | 206 | 100% |

6000-level

| Choice | Count | Percentage |
|---------------|--------------|-------------------|
| Add Course | 13 | 46.4% |
| Revise Course | 10 | 35.7% |
| Drop Course | 5 | 17.9% |
| Total | 28 | 100% |

| Choice | Count | Percentage |
|--|--------------|-------------------|
| School of Fine Arts | 28 | 4.9% |
| College of Liberal Arts and Sciences | 285 | 49.6% |
| Neag School of Education | 20 | 3.5% |
| College of Agriculture, Health and Natural Resources | 77 | 13.4% |
| School of Nursing | 25 | 4.3% |
| School of Engineering | 79 | 13.7% |
| The Graduate School | 19 | 3.3% |
| School of Business | 15 | 2.6% |
| UCHC/UConn Health | 9 | 1.6% |
| Other | 18 | 3.1% |
| Total | 575 | 100% |

Respectfully Submitted by the 2019-20 Senate Curricula and Courses Committee: Eric Schultz (Chair, Spring), Pamela Bedore (Chair, Fall), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matthew McKenzie, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner (Ex-Officio), Michael Zhu (Student Rep), Alejandro Rodriguez (Student Rep)

Program Assistant: Karen C. P. McDermott

UNIVERSITY SENATE DIVERSITY COMMITTEE

ANNUAL REPORT APRIL 2020

Committee charge: The Senate Diversity Committee shall review University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff.

Diversity Committee members: 2019-2020: *Amy Howell (Chair), *Dorothea Anagnostopoulos, * Edith Barrett, *Clarissa Ceglie, *Diane Lillo-Martin, *Micki McElya, *Margaret Rubega, *Dana Wilder (Assistant Vice President for Diversity and Inclusion, Ex Officio member), Sandy Bushmich, Casey Cobb, Alice Fairfield, Christina Irizarry, Maya Murarka (undergraduate student), Avolyn Nieves (undergraduate student), Lisa Pane, Willena Price, Stephany Santos (graduate student), Aida Silva, Cindy Tian, Anastasios Tzingounis, Susana Ulloa.

*Senate member (2019-2020).

Dates of Diversity Committee meetings during 2019-2020 academic year: September 12, October 10, November 14, December 12, February 11, March 9, April 14.

Main topics for the academic year:

There were three areas that were carried over from the '18-'19 academic year:

1. *Improving the campus culture for gender diverse students, staff and faculty with a particular focus on transgender individuals.* A subcommittee had met in the '18-'19 academic year to identify both short and long term strategies to address issues encountered by gender diverse faculty, staff and students. In particular, the subcommittee had worked with the Rainbow Center to develop a poster campaign on pronoun usage. This poster campaign was rolled out at the beginning of the '19-'20 academic year.
2. *Improving data gathering related to recruitment and retention of under-represented faculty and staff.* A second subcommittee from the '18-'19 academic year had strategized on what data should be collect to understand the reason that the percentage of under-represented faculty and staff is largely stagnant, in spite of decades of attempts by the University to change this. This issue has also captured the attention of the administration. The Diversity Committee chair met with John Volin (Vice-Provost for Academic Affairs and Sarah Croucher (Director of Academic Policy) to discuss shared concerns on recruitment and retention, and John and Sarah came to the February SDC meeting. They shared that the University had recently contracted Harvard's Collaborative on Academic Careers in Higher Education (COACHE) to do a follow-up survey (to one done in 2014-2015) on faculty satisfaction. The earlier survey had included only tenure track faculty. The current one included both tenure track and in-residence faculty. In addition, the University contracted COACHE to do a study on faculty retention because internal data indicated that low retention is part of the reason that there is not an increase in faculty diversity. John shared that part of this 3 year contract will include exit interviews and benchmarking. John also indicated that he would welcome SDC participation in examining the results of the COACHE survey and deciding on actions based on the outcomes and in evaluating strategies around results from the retention study.
3. *Land Acknowledgement Statement.* Representatives of the University and of the Connecticut Tribal Nations developed an Indigenous Land Acknowledgment statement as a formal statement that recognizes and respects Indigenous Peoples as stewards of

this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. At the end of the '18-'19 President Herbst officially released the Acknowledgement as a University statement and has encouraged its usage in appropriate forums. The SDC wants to continue to monitor that the University is encouraging the use of the Statement at the beginning of each academic semester. The University Senate should recite this Acknowledgement at the first Senate meeting of each academic year. The SDC notes that the Statement is readily accessible on the Senate website.

There are several other issues that the Diversity Committee has been participating in or tracking. These include:

1. *Neurodiversity*. Christine Wenzel (Center for Students with Disabilities) visited the SDC in November. She shared that there has been a recent shift and reframing of how disability is perceived, looking at it as a diversity issue, rather than as a social construct. From that standpoint, students with disabilities could be viewed as one of the fastest growing minority populations. Some of UConn's students would like to see CSD move away from classifying "disabilities", but there are legal issues on access associated with a student disability status. It was recognized by the Committee that neurodiversity is something that should be on our radar as it is likely that this will become a more prominent diversity issue in the future.
2. *Diversity data reporting from the Admissions Office*. Nathan Fuerst, Vice President, Division of Enrollment Planning and Management, visited our December meeting to discuss SDC committee concerns about reports (internal and external) that highlight percentages of students of color. While numbers/gains in that category are encouraging, the committee was concerned that the prominence given to those numbers might mask the data related to the numbers of underrepresented minorities, which is a less encouraging figure. There was a discussion of how admissions data is often shared to internal and external constituents at other universities. The difficulty of gleaning accurate information based on categories available and on the fact that reporting race/ethnicity is optional was recognized. Nevertheless, the prevailing sentiment among the Committee was that, while sharing the percentages of students of color was important, data about underrepresented minorities should be prominent/readily accessible, even in presentations to the Board of Trustees and to external constituents. It is critical for all to know where UConn is so that we can more readily move towards where we want to be.
3. *CDO search*. The SDC, like many at the University, has viewed the hire of a CDO as a critical step in making substantive positive changes in diversity, equity and inclusion at UConn. The SDC and SEC met with President Katsouleas in the fall to discuss issues of diversity in general and the CDO position in particular. Both committees were clear that the CDO should report directly to the President and that identifying someone with a clear record of action/achievement was critical. The SDC also wanted representation on the search committee (which it had in the Chair) and an opportunity to meet with the finalists. The CDO position was ultimately elevated to Vice President and CDO. The SDC and the SEC met with each of the four finalists. In their April online meeting, the SDC developed the questions that were used in our interview sessions. Those who met with the candidates were able to provide anonymous feedback on each individual candidate. In addition, the SDC met separately and after extensive discussion provided a Committee report to the CDO search committee.

Annual Report of the Enrollment Committee, 2019-20

2019/2020 Enrollment Committee Members

| | |
|--------------------|--|
| Tom Deans, Chair | English |
| Tracie Borden | Waterbury Campus |
| Nathan Fuerst | VP for Enrollment Planning & Management (Ex-Officio) |
| Eva Gorbants | School of Fine Arts Academic Advisory Center |
| Kristen Govoni | Animal Science |
| Vern Granger | Office of Admissions |
| Preston Green | Educational Leadership |
| Katharine Morris | Undergraduate Student |
| Gustavo Nanclares | Literatures, Cultures, and Languages |
| Mansour Ndiaye | CLAS Academic Services |
| Nella Quasnitschka | Early College Experience |
| Damon Reynolds | Undergraduate Student |
| Brian Rockwood | Registrar's Office |
| Susana Ulloa | ISS Academic Program Center |
| Jaci VanHeest | Educational Psychology |

Mission (from Senate Bylaws)

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.

The committee met monthly throughout the academic year, with the chair changing in November from Professor Nanclares to Professor Deans. We opted not to bring any motions or action items to the University Senate floor this year but regularly updated the Senate Executive Committee on our discussions.

A theme running throughout the year was listening to our regional campus colleagues. The campus directors and senior admissions officers from Avery Point, Hartford (which we visited in person), Stamford, and Waterbury educated the committee on their respective enrollment strengths and challenges. Each campus has quite different enrollment profiles, although three common threads we discerned were that (1) all have made recent gains in student support (new mental health counseling, FYE courses, etc.); (2) there does not seem to be a long-term, university-wide strategic plan for enrollment at the regionals; and (3) that the academic programs and majors at the regionals could be more attuned to their specific strengths and locales (all campuses are doing this to some degree but need more attention from Storrs to launching new majors and creating distinctive specialties, including those not offered at Storrs). Each campus is operating out of its own institutional history and negotiating its own local circumstances in a somewhat entrepreneurial spirit. This has advantages—each campus is responding to unique regional needs and playing to their distinctive strengths—but also disadvantages—little long-term planning happens as campuses focus on the current admissions cycle.

Our March and April meetings were dominated by how Covid-19 has triggered unprecedented uncertainty in admissions and enrollment. The VP for Enrollment and Director of Admissions kept the committee well informed on how they were responding. We have been impressed with how thoughtfully and nimbly they have shifted their operations online and adapted to the rapidly changing circumstances. We understood that enrollment for next year would simply be less predictable than in past years. We also endorsed that some policy decisions, such as temporarily going test-optional in light of SAT/ACT cancellations, could not be vetted by full Senate because circumstances were evolving so quickly, but that they should be evaluated before considering any permanent changes.

We have one remaining meeting on May 1, 2020, at which we will reflect on what we learned from the regional campuses and discuss test-optional possibilities for the short and long term.

Respectfully submitted by Tom Deans, April 28, 2020

Annual Report

Faculty Standards Committee (FSC) of the University Senate

April 2020

The FSC membership for academic year 2019-2020 included:

- *Preston Britner, Chair, Human Development & Family Sciences
- *Marysol Asencio, El Instituto
- *Dan Burkey, Engineering
- *Stephen Dyson, Political Science
- *Phillip Gould, Physics
- *Lisa Holle, Pharmacy Practice
- *Vicki Magley, Psychological Sciences
- *Linda Pescatello, Kinesiology
- *Paula Philbrick, EEB, Waterbury Campus
- *Kathy Segerson, Economics
- *Del Siegle, School of Education
- *Cristina Wilson, School of Social Work
- *Sarah Woulfin, Educational Leadership (sabbatical Fall 2019)
- Stuart Allen, Undergraduate Student Representative
- Lloyd Blanchard, OIRE
- Cynthia Gerber, Graduate Student
- Lewis Gordon, Philosophy
- Dalton Hawie, Undergraduate Student Representative
- Elizabeth Jockusch, Ecology & Evolutionary Biology (sabbatical Spring 2020)
- Syam Nukavarapu, Engineering
- Girish Punj, Marketing
- Martina Rosenberg, CETL
- John Volin, Vice Provost for Academic Affairs, Ex-Officio member

**Senate Member 2019/2020*

The FSC met seven 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 on faculty workload and/or academic freedom.

Major Items of Discussion

Sabbatical Leave for Non-Tenure Track Faculty

We returned to the 2018-2019 task of making a recommendation for a sabbatical leave policy for non-tenure track faculty.

Topics of discussion included: a summary of current By-Laws and policy practices; the purpose of sabbaticals; information on peer institutions' policies; categories of non-TT faculty (job descriptions); SOM and SODM, whose faculty would likely NOT be included, if expansion is recommended; implications for changes (if any) to the University By-Laws.

The following statement was approved unanimously (3/2/2020; then submitted to the SEC).

FSC Response to the SEC: Sabbatical Leaves for Non-Tenure Track Faculty

The Senate Executive Committee (SEC) tasked the Faculty Standards Committee (FSC) with investigating whether non-tenure track faculty were eligible for sabbatical leaves.

The University By-Laws (Section XIII L 1) and current practice are not in sync with respect to the eligibility of non-tenure track faculty to apply for sabbatical leave. The By-Laws do not restrict sabbatical leave to those on the tenure track. Rather, they simply state that individuals are eligible if they meet the following: full-time teachers, assistant professor/equivalent rank or higher; continuous full-time service for at least 12 of the 14 semesters preceding the leave. In addition, the By-Laws are clear that “[s]abbatical leave is a privilege to be applied for in each case and is in no instance to be considered an earned perquisite.” Faculty must make a case for “the advancement of knowledge or professional improvement of mutual benefit to the University and the individual.” Before a request goes to the Provost or appropriate Vice President, the written application must be approved by the department head, and by the dean or director. The department head must “certify whether or not the work of the department can be carried on if the leave is granted” and that leaves are not expected to be granted “if they must be taken at the expense of the students or of the regular departmental program.”

Given this, the Faculty Standards Committee of the University Senate recommends that, to be consistent with the existing By-Laws, the University should not categorically reject applications for sabbaticals from non-tenure track faculty. Rather, the University should consider applications for sabbatical leaves from all eligible faculty members, including non-tenure track faculty, and evaluate those applications using the considerations outlined above.

Entrepreneurship

Radenka Maric and John Volin led a discussion of implications (workload, academic freedom) of Public Act 19-154. Volin described University efforts regarding hiring and entrepreneurship, as well as progress on an internal report to be completed by the end of December 2019.

The President’s “Doubling Research” Initiative

Maric and Volin led a discussion of the “doubling of research” goal espoused by President Katsouleas. They discussed areas of improvement and strategies related to hiring and productivity. They noted that the President was interested in scholarship across the University, not only research expenditures. FSC members raised a number of

questions related to hiring: Target of Opportunity (TOPS) hires, cluster hires, Innovation Professors, spousal hires, non-tenure track lines, and making use of a joint portal system across Connecticut. We also discussed research support and infrastructure needs, graduate fellowships, growing the post doc ranks, promoting collaborative research (and questioning how student productivity was being measured in current metrics), as well as more general metrics to be employed in assessing this initiative.

University-wide Definition and Assessment of Teaching Excellence

We had a number of discussions as to what UConn wants, in terms of teaching excellence (evidence-based? inclusive?). Current language in the academic plan is broad. With life transformative education, there could be some overlap. Advising and mentoring are also important.

Most Departments have not implemented SET+ systems. Currently, it is required – but there is nothing specific demanded.

We discussed whether to revisit any past years' discussions of the student evaluation of teaching (SET), resources that are available for SET+, whether PTR files were (now) routinely showing assessments beyond SETs, the need for clarity on SET+ for promotion to Professor, and the relative expectations of Departments and Department Heads (vs. candidates) in implementing assessments other than SETs.

Members debated the relative advantages (i.e., additional insights) and disadvantages (e.g., potential misuse, esp. with small or selective samples, as these comments are not required and response rates vary greatly) of requiring that SET open-ended comments be shared beyond the individual faculty member. The FSC concluded that there were enough concerns with requiring this and thus decided against it. However, all members present endorsed the ability for a faculty member to choose to share the full set of comments with relevant parties.

Policy Statement Reviews

FSC reviewed and commented on several documents that were sent to us by the SEC.

- Reappointment, Multi-Year Appointment, and Promotion Form for Clinical, In-Residence, & Extension (CIRE) Faculty Members & Lecturers.
- A draft of the Office of the Provost Guidelines on Secondary Appointments.
- PTR implications if the Board of Trustees passes an automatic 1-year clock stoppage for pre-tenure faculty.
- Office of the Provost, Internal Guidelines on Department Head Appointments

Annual Report of the Senate Growth and Development Committee
April 27, 2020

Under the overarching theme of “University in Transition,” the Growth and Development Committee agreed that the general emphasis we would pursue during 2019-2020 would be to learn more about the university’s plans and progress toward building its strength as a public university for which research is a central feature of the scholarship, instruction, and service functions it carries out. In particular, the theme the Growth and Development Committee focused on was how different units at the university plan to contribute to the President’s strategic goal of doubling research and scholarship at UConn, as well as challenges/barriers that interfere with their ability to effectively support this goal.

Although the committee will continue this information gathering during 2020-2021, discussions with the guests who met with the committee illuminated several issues that will require continued attention and resources from the University as well as several opportunities for growth. These are highlighted in the summaries of our discussions with each guest.

The Growth & Development Committee also acknowledges that critical and unforeseen changes for the University have taken place during the past three months. Due to the severe changes of the educational environment due to the COVID-19 pandemic, the Committee recognizes that faculty and students carry a significant additional burden. Converting in-seat courses to the online format became a challenging task, particularly, for courses based on lab work or other science-related exercises. The next body of the G & D Committee needs to consider faculty preparedness for online-only delivery and identify the required support from the University leadership and services.

The following guests met with the committee during 2019-20.

- Scott Roberts, President & CEO UConn Foundation
- Michelle Williams, Associate VP for Research (Dr. Williams’ portfolio is research development)
- Pamir Alpay, Assoc. Dean for Research & Industrial Partnerships, Executive Director UConn IPB/Tech Park
- Anne Langley, Dean UConn Library
- Juli Wade, Dean CLAS

In addition to questions specific to their particular units, all guests who met with the committee addressed the following questions.

1. What new or continuing initiatives are planned by [your unit] to facilitate meeting the President’s goal of doubling research at UConn?
2. What challenges or barriers does [your unit] encounter in your efforts to facilitate/support faculty and student research efforts and initiatives?
3. How does [your unit] plan to leverage/support the strengths of the regional campuses and UConn Health in your strategic plans?

Key points of discussions with each guest of the committee

Guest: Scott Roberts, President & CEO, UCONN Foundation (February 3, 2020 Senate Meeting)

Despite the relatively slow start in growing the University’s endowment, over the past eight years, the endowment has increased by over 100 million dollars. Roberts described the Connecticut Innovation program, in which the Foundation identifies donors willing to give to professorships/chairs as well as the creation of major naming opportunities across the university, as vehicles that the Foundation hopes to use to support the recruitment of new research-active professors to the university.

He also recognized two particular challenges that the Foundation faces in soliciting donations that will support research efforts and the research environment: First, many donors don't understand research, so they have to educate them. Also, some donors are reluctant to give to public universities because they think that states should fund them. Again, this requires educating donors about how little UConn actually receives from the state, beyond capital projects.

When asked whether there is a different incentive or rewards structure in place that favors donations to sports as opposed to academic programs, the answer was no, it is structured the way for both academics and athletics, although through athletics, donors can often obtain tickets through donations.

Regarding questions about how priorities are set for solicitation efforts, Roberts explained that it is a common misconception that the Foundation is defining the priorities; it is the Deans and leadership who do so. Opportunities for faculty to influence those priorities lie discussions with University leadership. There was some discussion of ways that the Foundation might partner with OSP to expand opportunities for external support and to provide support that would nurture research efforts that are promising, but have not yet garnered external support. The Foundation does partner with OSP through their office of Corporate Sponsorship. On the other hand, the Foundation is limited in its ability to allocate a portion of money raised to certain areas, as a way of nurturing them, because only about 1% of funds are not restricted by donor intent.

Guest: Michelle Williams, Associate VP for Research (February 7, 2020)

Dr. Williams described various initiatives ongoing at the Office of the Vice President for Research and discussed a number of concerns and challenges they are facing.

Of concern, she noted that the HURD survey showed UConn dropping on several indicators of research growth. In the past decade we have dropped from 55 to 59 among public institutions; if we maintain the status quo we are projected to drop to 120 in the next 10 years. Doubling our research expenditures would bring us back to where we were previously. To do this we would need to increase research expenditures by 8.8% per year for 7 years, and the OVPR believes this is possible. They have identified 10 peer/aspirant institutions that have achieved sustained growth in this range and are looking at their strategic plans for any lessons learned that we might utilize.

Some initiatives that UConn has begun have included growing non TT research professors (with President's support) and investing some of F&A in seed grants. The ROI appears to be positive: \$1M invested in 2015 saw \$14M in new funds over the next 3 years. Altogether there are now nine internal funding programs (seed funding has increased by approximately \$1M over the last 3 years. The OVPR has also used \$3M for buying down fringe rates – this is terribly important, but not sustainable.

Regarding federal funding growth opportunities, UConn has seen increased success in areas such as health behavior. Increased industry partnerships is another growth opportunity. However, some of these funding opportunities are somewhat volatile.

Regarding challenges for OVPR, there continues to be lack of bandwidth at OSP to handle contracts and other agreements. The office has recently added new staff dedicated to handling large multidisciplinary agreements. Nonetheless, there are still gaps in staffing that create bottlenecks that interfere with timely turnaround.

There was also some discussion of what is being done to meet Regional campus needs. With the exception of Avery point, there has not been much outreach to date.

OVPR sees themselves as the stewards of the money brought to the university. Their goal is to develop partnerships with faculty to identify areas for OVPR to help develop grant writing mentoring. Schools and colleges can partner with OVPR on that. One strategy is to target people who are persistent but not successful and to mentor them to become successful in their efforts.

Guest: Pamir Alpay, Associate Dean for Research & Industrial Partnerships/Executive Director UConn IPB/Tech Park (February 21, 2020)

Dr. Alpay updated the committee on activities at the Center. New space recently came on line at the Center. Users of the Center right now are mainly UConn graduate students, postdocs and technicians. It was also noted that, in addition to the Tech Park site, there are other sites, including incubator space (School of Agriculture), a similar facility on Farmington campus and the Synchrony Center in Stamford

Dr. Alpay discussed with the committee some strengths of the Center, as well as areas they would like to grow. The Center has supported educational research, research collaboration model projects that involve faculty, students, and endowed chairs. Right now these primarily involve engineering and agriculture. There are twelve major collaborators now. Some centers have projects that are faculty-driven but of interest to the sponsor; others are sponsor driven and UConn provides the expertise. Regarding funding, some of these are government funded, others are corporate funded. Looking to the future a Global Technology Center is in discussion. If this comes to fruition, the current square footage of the facility would be filled to capacity.

Challenges for the Technology Center include working effectively with OVPR to secure viable contracts and arrangements. Geography is also a challenge, given the location of the facility on the outskirts of campus and infrequent bus service. In addition, maintenance of the physical facility is insufficient because of budget limitations.

Some opportunities for that have been identified for growth include pharmacy/pharmaceutical sciences and 3D printing, and collaborations with insurance companies (e.g., failure analysis). It was also noted that IPB can be used for senior projects, internships (grad and undergrad) and similar kinds of life transformative educational experiences, in support of one of the other major Presidential goals.

Regarding future efforts, IPC/TC plans originally emanated from needs identified by Provost Mun Choi. It could benefit from a new needs analysis for the next 10 years. Dr. Alpay envisions much more DOD work in the next decade. A challenge in this regard is that there is currently not the infrastructure for this kind of confidential work. Needed are resources for cybersecurity, training, legal protections, etc. They are working with OVPR office on these issues.

Guest: Anne Langley, Dean UConn Library (March 6, 2020)

Dean Langley shared the University Library new strategic framework 2020 that was presented to the Provost in March.

The library is extremely short-staffed and budget-deficient. It was excused from the 2018 rescission, but is nonetheless basically operating with a skeleton staff, and few areas remain where cuts can be made.

Of note, staff cuts have been made (although growth is needed), there has been substantial turnover (14 positions), and morale is low. To address this, this year an aggressive hiring replacement plan is in place. Three of 11 vacancies have been filled so far. The Library has also included a staffing strategic wish list in their strategic plan, which also recognizes the importance of staffing for regional campuses.

Looking to the future, the Library is expecting a 2.2% permanent rescission in the collections budget. This amounts to \$2.2M cuts in journals, which will result in 70-80% cuts in subscriptions.

There is a real and severe infrastructure issue at the library. A variety of cost-saving and revenue-generating possibilities are being actively pursued by the library. For example, the Library is working with Association of Research Libraries to lobby publishers about price gouging. One suggestion/question was whether a portion of OSP overhead charges could/should be directed to the library. Other possibilities floated were fee-based structures (e.g. a student libraries fee) or a sports "tax" directed toward supporting the library.

Guest: Juli Wade, Dean CLAS (March 27, 2020)

Dean Wade discussed initiatives mainly focused on issues of recruitment and retention, breaking down silos to increase multidisciplinary effort, and mentoring both junior and mid-level faculty.

CLAS is in the process of developing a new strategic plan which should be completed in draft form by the end of the Spring semester. Key themes that have already emerged are diversity and inclusion, interdisciplinarity and mentorship. The college has already started implementing strategies consistent with the developing strategic plan.

CLAS is directing efforts toward fostering interdisciplinary research and broad inclusive environments. As an example CLAS is hosting "research conversations" based on interdisciplinary themes suggested by faculty with the goal of establishing new interdisciplinary research collaborations. The college has also called for proposals for new interdisciplinary projects and will be awarding seed grants.

CLAS has also put substantial resources into three cluster hires that address different aspects of diversity and inclusion. Each of the cluster hires is interdepartmental and targets three hires. The areas of focus for the clusters are: Diversity science, Health disparities and Indigenous studies. The College plans to follow up among and within these clusters to promote interdisciplinary scholarship.

The reorganization of Associate Dean responsibilities also reflects the priorities of the College. In particular, the creation of two new portfolios - diversity and inclusion, and research and graduate affairs – will support those priorities.

Fostering interdisciplinarity is a strategic goal that the college (as well as the University) has not had much success with in the past. Dean Wade expressed her belief that it is a challenge, but one that CLAS is beginning to make headway on. Research expenditures is an important measure, and CLAS is advancing the quality of scholarship in new directions. She noted that we have new disciplines in CLAS and that the College is adding a true deliberate effort to get people connected and to sustain those connections. Once the new hires are in place the College will have three sets of cluster hires that are interdepartmental and interdisciplinary in focus. CLAS is talking about how to engage those clusters and individuals and communicate with strengths that exist on campus. The College is connecting and supporting people. Dean Wade cares a lot about mentoring and is investing in mentoring.

2019-2020 Meetings:

September 6, 2019, 10:00am, Hall Building, Senate Conference Room.

December 6, 2019, 10:00am, Hall Building, Senate Conference Room.

January 24, 2020, 10:00 am, Hall Building, Senate Conference Room.

February 3, 2020, 4:00 pm, Rome Ballroom (conducted as part of University Senate meeting)

March 6, 2020, 10:00 am, Hall Building, Senate Conference Room

March 27, 2020, 10:00 am, Zoom remote meeting.

April 17, 2020, 10:00 am, Zoom remote meeting.

Committee Members: *Janet Barnes-Farrell (Chair), *Michael Accorsi, *A Anwar, *Ming-Hui Chen, Robert Bird, Tracie Borden, Benjamin Christensen, Susanna Cowan, Faquir Jain, Brandon Jones, Greg Kivenzor, Jake Knowlton, Jessica McBride, Katherine McCarthy, Andrew Moiseff, Carl Rivers, Lyle Scruggs, Jeffrey Shoulson (Ex-Oficio), Deepa Shukla
*Senate Member 2019/2020

Committee Charge: *This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student.*

General Education Oversight Committee (GEOC)

Status and Actions AY 2019-2020

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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 AY year, the committee acted on 116 course proposals, funded five proposals for innovation in the curriculum, and considered whether 25 courses from twelve departments were aligned with the criteria for their component of the curriculum. All competency subcommittees reviewed their requirements and made various recommendations that are now being considered and discussed on GEOC.

GEOC continues to monitor the number of seats offered for Environmental Literacy to better understand the possible need for new EL courses. Chair Wagner coordinated conversations about possible synergies between work on the Delta 2 GE and LTE task forces and GEOC. Due to Covid-19, several planned actions had to be postponed or cancelled.

Status

The current General Education curriculum has been in its present form for 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 (which were revised this year), the curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and five competencies (Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy, and Environmental Literacy).

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 nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member. 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 2019/2020 only the Writing Center was represented in meetings. Chair Wagner kept in touch with the Director of the Q Center, Amit Savkar, who was adjusting to his new role. 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 due to her second role as co-chair of W. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC.

Actions 2019-2020

Routine actions continued as in prior years. From April 16, 2019 to April 27, 2020, the committee acted on 116 course proposals (60 more than last year), funded five proposals for innovation in the curriculum, and considered whether 25 courses from 12 departments were aligned with the criteria for their component of the general education curriculum. Additionally, GEOC was asked to review the catalog copy for 29 courses that were previously listed in the catalog as hyphenated. The Office of the Registrar requested that departments provide a separate catalog copy for each course, and GEOC reviewed all of the courses carrying General Education designations.

Last year, 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. This year, 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. More details will be provided below.

Since last year, GEOC has had an Environmental Literacy subcommittee that reviews course proposals for this new component of the General Education curriculum, and this committee has approved 45 new courses to help students fulfill this new General Education component.

In light of the First Year Writing (FYW) Program's transition to a new course, ENGL 1007, 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, and the four credits of FYW appear to be included when calculating the 40 credits of General Education required by UCONN's original accrediting body, the New England Association of Schools and Colleges (NEASC). In consultation with the Senate Executive Committee (SEC), it was

determined that GEOC should review and provide oversight for FYW courses. The Senate By-laws were thus revised to clarify this matter.

Chair Wagner met with all subcommittee chairs in order to establish if there were any concerns and suggestions concerning each content area and competency. A conversation with the chair of Information Literacy made it clear that the Information Literacy criteria are currently out-of-date, and consequently the subcommittee overseeing them was inactive until just recently. In agreement with the SEC, GEOC convened a working group - led by Tom Scheinfeldt and Brenda Brueggemann - to review the current state of the Information Literacy Competency at UCONN and provide recommendations for further steps. Further information will be provided below.

As a curriculum review committee, GEOC has also periodically considered 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:

- Stream-lining of the course submission process
- Revision of the grade appeal policy
- Renumbering of experiential courses
- The dual degree credit change
- Environmental Literacy advising, waivers, and enrollment concerns
- Concerns over the Delta2GE report vote in the university senate
- Possible requirement that at least one W course should be in the English language
- Changing the W requirement from page length to word count
- Issues with W course instruction (i.e. "W course faculty drift")
- CA4-INT credit for study abroad experience
- Gen Ed requirements for students with international degrees
- Education abroad course titles: "International Study" versus "Foreign Study"
- Requirement/recommendation to include Gen Ed goals and criteria in syllabi

Finally, GEOC remained closely engaged with the Delta2GE Task Force's work toward revising the structure and content of General Education at the University.

General Education Course Portfolio

Status

As of April 2020, the General Education curriculum now contains approximately 749 content area courses and 619 writing, quantitative, and second language competency courses (Table 1). Additionally, 45 Environmental Literacy designations were added to the curriculum for a total of 57.

Courses with CA4 and W designations have few 1000- and 2000-level courses, and many 3000- and 4000-level courses, relative to other content areas or competencies. In the past, it was noted that there might be a need for 2000-level general education courses. This year, the number of 2000-level courses increased by 37 courses, most significantly in CA1 (from 65 to 73) and EL (from 6 to 57).

Table 1. Distribution of General Education courses as of the April 2020 University Senate meeting. Please note that entries in the table are 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. The change from last AY 2018/19 this 2019/20 is indicated in parentheses. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations.

| Content Area/Competency | 1000-level courses 2019-20 | 2000-level courses 2019-20 | Total # of courses 2019-20 | Percentage at 1000-level | Percentage at 2000-level |
|--|----------------------------|----------------------------|----------------------------|--------------------------|--------------------------|
| CA1 Arts & Humanities | 112 (+2) | 73 (+8) | 274 (+15) | 41% (-1) | 27% (+2) |
| CA2 Social Sciences | 45 (+2) | 16 (+2) | 97 (+8) | 46% (-2) | 16% (NC) |
| CA3 Science & Technology | 29 (+2) | 12 (+2) | 45 (+5) | 64% (-4) | 27% (+3) |
| CA3 Science & Technology – Lab | 33 (NC) | 2 (+1) | 35 (+1) | 94% (-3) | 6% (+3) |
| CA4 Diversity & Multiculturalism | 32 (NC) | 33 (+3) | 158 (+3) | 20% (-1) | 21% (+2) |
| CA4 Diversity & Multiculturalism – Int'l | 53 (+1) | 25 (+3) | 140 (+7) | 38% (-1) | 18% (+1) |
| Total content area courses | 304 (+7) | 161 (+19) | 749 (+39) | 41% (-1) | 21% (+1) |
| Q Quantitative Competency | 42 (NC) | 23 (+1) | 84 (+3) | 50% (-2) | 28% (+1) |
| Second Language | 35 (NC) | 0 (NC) | 35 (NC) | 100% (NC) | 0% (NC) |
| W Writing Competency* | 26 (+1) | 79 (+3) | 500 (+13) | 5% (NC) | 16% (NC) |
| Total competency courses | 103 (+1) | 102 (+4) | 619 (+17) | 17 (NC) | 16% (NC) |
| E Environmental Literacy | 13 (+9) | 20 (+14) | 57 (+45) | 22% (-11) | 35% (-15) |

*Includes ENGL 1007 from FYW

Actions 2019-2020

As of the end of April in AY 2019-2020, GEOC received 136 course proposals (74 more than last year)*. These proposals have thus far resulted in the addition of 59 new courses or new Gen Ed designations to the curriculum, the revision of 51 existing courses, six course deletions, and seven courses approved for intensive session offering (Table 2). Twenty-nine proposals, most of which were added to the docket in early April, are still in the GEOC review process, meaning that they are in one of the GEOC subcommittees. (**Note that some proposals may serve multiple functions, so the totals do not add to 136. A number of courses are usually also rolled over from the previous year due to the timing of receiving the requests.*)

In consultation with the former chair, GEOC changed its course review process. In the last few years the full GEOC looked at all proposals. We decided that after the chair pre-approves formal aspects of proposals, the proposals are immediately sent to the subcommittee. This sped up

the process. We also actively recruited sub-committee members in order to get help for committees where needed.

The large increase in course proposals this year is due at least in part to the addition of the Environmental Literacy (EL), as departments have been eager to submit courses to be approved for this new designation. Fifty-seven courses have been approved for EL in all, representing twenty-five subject areas (Table 4). EL courses are available at all UCONN campuses (Table 3) and are included in each component of the General Education curriculum, with the exception of Content Area 3 lab courses.

Table 2. General Education course additions, revisions and deletions approved by the Senate in AY 2019-2020. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations. Note also that the totals include courses approved at the final University Senate meeting of Spring 2019 (4/29/19) that were not captured in the 2018-19 GEOC Annual Report.

| Content Area/Competency | Additions | Revisions | Deletions | Intensive |
|--|-----------|-----------|-----------|-----------|
| CA1 Arts & Humanities | 15 | 3 | 0 | 0 |
| CA2 Social Sciences | 8 | 7 | 0 | 4 |
| CA3 Science & Technology | 5 | 1 | 0 | 1 |
| CA3 Science & Technology – Lab | 1 | 1 | 0 | 0 |
| CA4 Diversity & Multiculturalism | 3 | 3 | 0 | 3 |
| CA4 Diversity & Multiculturalism – Int'l | 7 | 3 | 0 | 1 |
| Q Quantitative Competency | 3 | 1 | 0 | 0 |
| W Writing Competency | 19 | 18 | 6 | 0 |
| Second Language* | 0 | 8 | 0 | 0 |
| E Environmental Literacy | 45 | 1 | 0 | 3 |
| TOTAL: | 106 | 46 | 6 | 12 |

*GEOC began reviewing Second Language (SL) courses in 2018-19.

From the first discussions about adding the EL component, there have been concerns about the University's capacity to provide a sufficient number of instructional 'seats' to meet the need. According to data reported in GEOC's annual report last year (AY 2018-2019), an average of more than 1600 students had enrolled in courses that, at the time, were approved for EL across all campuses over the previous three academic years. Table 4 provides a detailed breakdown of enrollment in currently approved EL courses across campuses for the 2019-2020 AY. A total of 3444 seats were filled across the university, 3141 at Storrs and 304 at the regional campuses together. The projected need had been about 4000 seats a year, currently about 556 short.

This raises concerns that the regional campuses might not have enough courses satisfying the EL requirement. We are therefore monitoring the situation closely. Chair Wagner engaged in regular meetings with Mansour Ndiaye, CLAS Assistant Dean for Advising and Enrollment Oversight and data showed that EL offerings are generally on track. Chair Wagner was also scheduled to visit the Stamford campus in March to discuss specific needs of the UCONN Stamford community. Due to the Covid-19 crisis, the visit had to be postponed indefinitely. In a meeting in the fall 2019 with the Brian Boecherer, Director of Early College Experience; Carol

Atkinson-Palombo, Associate Professor in Geography; and Morty Ortega, Associate Professor in Natural Resources and the Environment, online ECE courses and regular online courses which could serve to alleviate possible shortages were discussed. One EL-approved course is already offered for ECE credit: NRE 1000E. According to ECE, the course is offered in at least 65 high schools, and 88 instructors have been certified to teach the course. In AY 2019-2020, 172 students transferred this class for credit.

Table 3. Campuses at which Environmental Literacy courses will be taught. The number of courses that have been approved or are still under consideration are listed for each campus. Some courses are available at multiple campuses.

| Courses by campus | Approved | In progress |
|-------------------|----------|-------------|
| Avery Point | 18 | 4 |
| Hartford | 10 | 1 |
| Stamford | 7 | 1 |
| Storrs | 51 | 4 |
| Waterbury | 8 | 1 |

Table 4. Enrollment of students in existing courses that are approved for Environmental Literacy by campus. Entries are the sum of the number of students in EL courses for the past academic year. Storrs data is broken up into Fall 2019 and Spring 2020 semesters. Regional campus data is compiled into one column each for the 2019-2020 academic year.

| Subj | Numb | Title (Additional Content Areas & Competencies, if applicable) | Storrs Fall 2019 | Storrs Spring 2020 | AP 19-20 | Hart 19-20 | Stam 19-20 | Wtby 19-20 |
|------|-------|--|------------------|--------------------|----------|------------|------------|------------|
| AH | 3175E | Environmental Health | 58 | | | | | |
| AMST | 3542E | New England Environmental History | | | | | | |
| ANTH | 1010E | Global Climate Change and Human Societies (CA2, CA4-INT) | 123 | 124 | | | | |
| ANTH | 3340E | Culture and Conservation (CA2, CA4-INT) | | 20 | | | | |
| ARE | 1110E | Population, Food and the Environment (CA2) | 78 | 80 | | | | |
| ARE | 3434E | Environmental and Resource Policy | | 65 | | | | |
| ARE | 3437E | Marine Fisheries Economics and Policy | | | | | | |

| | | | | | | | | |
|------|---------|---|-----|-----|----|----|---|---|
| ARE | 4438E | Valuing the Environment | | 34 | | | | |
| ARE | 4462E | Environmental and Resource Economics | | 22 | | | | |
| ECON | 1107E | Honors Core: Economics, Nature, and the Environment | | | | | | |
| ECON | 2467E | Economics of the Oceans | | | 16 | | | |
| ECON | 3466E | Environmental Economics | | | | | | |
| EEB | 2100E | Global Change Ecology (CA3) | 77 | | | | | |
| EEB | 2208E | Introduction to Conservation Biology (CA3) | | 147 | | 29 | | |
| EEB | 2244E | General Ecology | 99 | 88 | | | | |
| EEB | 2244 WE | General Ecology | 53 | 34 | | | | |
| EEB | 3205E | Current Issues in Environmental Science (CA3) | 14 | | | | | |
| ENGL | 2635E | Literature and the Environment (CA1) | | | | | | |
| ENGL | 3240E | American Nature Writing | | 26 | | | | |
| ENGL | 3715E | Nature Writing Workshop | 14 | 10 | | | | |
| ENVE | 1000E | Environmental Sustainability (CA2) | | 90 | | | | |
| ENVE | 2310E | Environmental Engineering Fundamentals | 92 | 86 | | | | |
| EVST | 1000E | Introduction to Environmental Studies (CA2) | 148 | | 7 | 36 | 7 | 8 |
| EVST | 3340E | Culture and Conservation (CA2, CA4-INT) | | | | | | |

| | | | | | | | | |
|------|---------|---|-----|-----|---|----|--|--|
| GEOG | 1300E | Weather, Climate and Environment (CA3) | | 124 | | | | |
| GEOG | 2320E | Climate Change: Current Geographic Issues (CA2) | 125 | | | | | |
| GEOG | 2400E | Introduction to Sustainable Cities (CA2, CA4-INT) | 39 | 33 | | 31 | | |
| GEOG | 3410E | Human Modifications of Natural Environments | | 33 | | | | |
| GSCI | 1000E | The Human Epoch: Living in the Anthropocene (CA3) | | 69 | | | | |
| HDFS | 2142E | Exploring Conservation and Sustainability with Preschoolers | | | | | | |
| HIST | 2210E | History of the Ocean (CA1) | | | | | | |
| HIST | 2222E | Global Environmental History (CA1, CA4-INT) | | | | | | |
| HIST | 3540E | Environmental History of the Americas (CA1, CA4) | | | | | | |
| HIST | 3540 WE | Environmental History of the Americas (CA1, CA4, W) | 38 | | | | | |
| HIST | 3542E | New England Environmental History | | 35 | | | | |
| JOUR | 3046E | Environmental Journalism | 10 | | | | | |
| LAND | 2210E | Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (CA1) | 41 | | | 36 | | |
| LAND | 3230 WE | Sustainable Environmental Planning and Landscape Design | | 13 | | | | |
| MARN | 1001E | The Sea Around Us (CA3) | 36 | 59 | 4 | | | |

| | | | | | | | | |
|------|------------|---|-----|-----|----|--|----|----|
| MARN | 2801 WE | Marine Sciences and Society (W) | | 2 | 16 | | | |
| MARN | 3000E | The Oceans and Global Climate (CA3) | | 28 | 3 | | | |
| MAST | 1001E | The Sea Around Us (CA3) | | | 6 | | | |
| MAST | 2210E | History of the Ocean (CA1) | | | 14 | | | |
| MAST | 2467E | Economics of the Oceans | | | 1 | | | |
| NRE | 1000E | Environmental Science (CA3) | 193 | 200 | 14 | | | 34 |
| NRE | 1235E | Environmental Conservation (CA1) | | 77 | | | | |
| NRE | 2215E | Introduction to Water Resources | | 44 | | | | |
| NRE | 2600E | Global Sustainable Natural Resources (CA4- INT) | | 73 | | | | |
| NURS | 4250E | Public Health Nursing | | | | | | |
| PHAR | 1001E | Toxic Chemicals and Health (CA3) | | 143 | | | | |
| PHIL | 3216E | Environmental Ethics | | 28 | | | | |
| PHIL | 3216 WE | Environmental Ethics (W) | | | | | | |
| PHYS | 1040Q E | Cosmic Origins of Life (CA3, Q) | 47 | | | | 41 | |
| POLS | 3240E | Environmental and Climate Justice (CA2) | | 30 | | | | |
| PSYC | 3104E | Environmental Psychology | | | | | | |
| SPSS | 2100E | Environmental Sustainability of Food Production in Developed Countries | 39 | | | | | |
| SPSS | 2500E | Principles and Concepts of Agroecology | | 30 | | | | |

| | | | | | | | | |
|--------------|--|--|-------------|-------------|-----------|------------|-----------|-----------|
| TOTAL | | | 1324 | 1847 | 81 | 132 | 48 | 42 |
|--------------|--|--|-------------|-------------|-----------|------------|-----------|-----------|

On a final note, GEOC has agreed that archived or inactive courses that have not been taught for five years or more do not need to be listed as part of the General Education course list in advising audit sheets or on the website.

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 has been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that are in question may simply be declined or sent back for revision. Since 2005, GEOC has approved 83 intensive session proposals, has given provisional approval to 7 proposals (1 of which has since been granted full approval), and has rejected 8 proposals.

Actions 2019-2020

GEOC approved the following courses for intensive session offering:

- ☐ ECON 3466E Environmental Economics (EL)
- ☐ EDLR 2001 Contemporary Social Issues in Sport (CA4)
- ☐ EPSY 1830 Critical and Creative Thinking in the Movies (CA2)
- ☐ GEOG 2400 Introduction to Sustainable Cities (CA2, CA4-INT, EL)
- ☐ GSCI 1000E The Human Epoch: Living in the Anthropocene (CA3, EL)
- ☐ SOCI 2310 Introduction to Criminal Justice (CA2, CA4)
- ☐ SOCI/LLAS 3525 Latino Sociology (CA2, CA4)

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 of courses that support GEOC’s

goals for continuous improvement and renewal of General Education. In 2016/17 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, and a pool of previous competition winners.

Actions 2019-2020

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 areas of W, Q, and EL; that emphasized integrative learning or incorporated high-impact practices; or that were developed and/or taught in interdisciplinary collaboration, but all proposals were considered equally and ultimately funded based on their merit.

Fifteen proposals were submitted (seven more than last year) of which five were awarded funding (Table 8). Proposals came from 13 different departments in the College of Liberal Arts and Sciences and the School of Fine Arts.

Table 8. Recipients of 2019-2020 General Education Course Enhancement Grant Competition funds

| Proposer(s) | Course # | Course Title | General Education | New or Revised Course | New funds or renewal |
|----------------------|------------|---|-------------------|-----------------------|----------------------|
| César Abadía-Barrero | HRTS 2XXXW | Human Rights and Social Movements | CA2, CA4, W | New | New |
| Peter C. Baldwin | HIST 2XXXW | History of Technology in America | CA1, CA3, W | New | New |
| Thomas Bontly | PHIL 3XXX | Philosophical Issues in Global Climate Change | EL | New | New |
| Anke Finger | CLCS 2XXX | Media Literacy and Data Ethics(LCL) | CA1, CA4 | New | New |
| Mitchell Green | PHIL 110X | Philosophy and the Environment | CA1, EL | New | New |

Assessment of General Education Components

Status

Components of the General Education curriculum (but not the curriculum as a whole) 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 2019-2020

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, which continue to be discussed on GEOC.

- (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. “

GEOC is currently considering their final recommendation regarding the possible changes to the Q requirements. Due to Covid-19, this conversation will need to be continued in the fall.

The Information Literacy (IL) Competency is perhaps the one most in need of revision. Therefore, Tom Scheinfeldt, current chair of the IL subcommittee, convened and co-chaired a working group with the incoming IL subcommittee co-chair, Brenda Brueggemann, to come up with preliminary recommendations concerning the role of IL at UCONN. Currently, students are exposed to IL as part of First-Year Writing courses in collaboration with the staff of the University Libraries. Additionally, each department has the responsibility for articulating a plan for the advanced IL instruction that is reflected in this coursework. These departmental plans, most of which were adopted well over a decade ago, have only rarely been updated and oversight of the IL component has been limited in recent years. According to the working group “teaching students how to locate, understand, evaluate, and synthesize the sheer volume of information available to them within and across academic fields, as well the information that appears on social media and other media outlets, has become especially important in our information-saturated culture.” The report describes how UConn’s current approach to information literacy has lacked in rigor. The working group therefore 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 á vis the different options outlined in the report. In its last meeting, on April 27, 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).

Former GEOC Chair Schultz charged the former the Second Language (SL) Competency subcommittee chairs, Chunsheng Yang and Manuela Wagner, to work together with departments offering the courses fulfilling the SL competency requirement to come up with SL Student Learning Goals. That work was delayed last year and therefore continued this year under the leadership of the current Second Language (SL) Competency subcommittee chair, Eduardo Urios-Aparisi.

The Second Language Competency Learning Goals accepted (10 in favor, 0 opposed, 0 abstention) during the GEOC meeting on April 27 are:

- Respond to simple, direct questions or requests for information; ask formulaic questions, and negotiate meaning by relying heavily on learned phrases in the second language, as befitting a novice high level of competency according to the American Council of Teachers of Foreign Language (ACTFL);
- Show sensitivity toward and awareness of cultural differences;
- Show awareness of similarities between the first and second languages;
- Use the language to make connections and comparisons with other languages and cultures, past and present; and
- Use the language to broaden and deepen perspectives on major courses of study, career goals, and world events.

Additionally, the working group worked on updating the language describing the role of language and culture in general education.

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 that justify the resources of time and funds required. 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.

Actions 2019-2020

Twenty-five courses from twelve departments were submitted for alignment this year (Table 9). As has been the case in recent years, GEOC found that all content area courses were aligned upon review of the material submitted by departments, but that some W courses did not align for various reasons, mainly having to do with specific items missing from the syllabus/i. One Q course was also found to be out of alignment. (**Please note that communication with the respective departments has just started.*)

Table 9. Courses reviewed for alignment.

| Subject Area(s) ¹ | Course Number | Course Title | Content Area and/or | Aligns? |
|------------------------------|---------------|--------------|---------------------|---------|
|------------------------------|---------------|--------------|---------------------|---------|

| | | | Compete ncy | |
|------|--------|---|-----------------|---------|
| ARE | 3261W | Writing in Food Policy | W | Y |
| ARTH | 1138 | Introduction to Art History: 15 th Century-Present | CA1 | Y |
| ARTH | 3560W | History of Photography: World War I-Present | W | N |
| ENGL | 1616/W | Major Works of English & American Literature | CA1, W | Y, Y |
| ENGL | 3218 | Ethnic Literature of United States | CA4 | Y |
| HIST | 1203 | Women in History | CA1, CA4 | Y, Y |
| HIST | 1502 | U.S. History Since 1877 | CA1 | Y |
| HIST | 3101W | History Through Fiction | W | N |
| LING | 1010 | Language and Mind | CA1 | Y |
| LING | 2010Q | The Science of Linguistics | CA3, Q | Y, Y |
| LING | 3610W | Language and Culture | CA2, CA4-INT, W | Y, Y, Y |
| MUSI | 1003 | Popular Music and Diversity in American Society | CA1, CA4 | Y, Y |
| MUSI | 3371Q | Twentieth Century Theory and Analysis | Q | N |
| MUSI | 3410W | Music, History, and Ideas | W | N |
| NURS | 2175 | Global Politics of Childbearing & Reproduction | CA1, CA4-INT | Y, Y |
| NURS | 3715W | Nursing Leadership | W | N |
| NUSC | 1167 | Food, Culture, and Society | CA4-INT | Y |
| NUSC | 1645 | The Science of Food | CA3 | Y |
| NUSC | 4296W | Senior Thesis in Nutrition | W | Y |
| PHYS | 1501Q | Physics for Engineers I | CA3-LAB, Q | Y, Y |
| PHYS | 4096W | Research Thesis in Physics | W | P |
| PP | 1001 | Introduction to Public Policy | CA2 | Y |
| PP | 3020W | Cases in Public Policy | W | P |
| PVP | 3094W | Seminar | W | N |
| WGSS | 3253/W | Gender Representations in U.S. Popular Culture | CA2, W | Y |

Key: Y = Yes, N = No, P = Partial Alignment, needs slight revision

*NOTE: Several subject areas were due for alignment but submitted no courses for one of two reasons: 1) there were no eligible courses to review (AIRF & MISI), or 2) the department requested deferment until next year based on extenuating circumstances (GSCI & PHAR). MUSI was aligned this year after having deferred alignment last year.

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. 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 it is clear that 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 2019-2020

After peaking at 230 course substitutions in 2016-2017, only 149 substitutions were granted by schools and colleges in 2017-2018, and they continued to decline again with a total of 107 substitutions last year and 106 this year (Table 10). Overall, CA4, CA4-Int, and Second Language account for the highest number of substitutions; notably CLAS does not allow CA4/CA4-INT substitutions, or this number might be even higher. Compared to last year, Q substitutions doubled from four to eight, but Second Language substitutions were down by more than a third. Twenty substitutions were granted by the Academic Adjustments Committee (Table 11).

Table 10. Category Substitutions by School or College 2019-20.

| Sch/Col | CA1 | CA2 | CA3 | CA3-L | CA4 | CA4-Int'l | Q | W | 2 nd Lang | Total |
|--------------|-----------|----------|----------|-----------|-----------|-----------|----------|----------|----------------------|------------|
| ACES | | | | | | | | | | 0 |
| AGHNR | 3 | | | | 2 | 5 | | 1 | 3 | 14 |
| BUSN | | | | 1 | 5 | 1 | | | | 7 |
| CLAS | | | | 4 | | | 5 | | 14 | 23 |
| CTED | | | 1 | 1 | 1 | 2 | | | 5 | 10 |
| EDUC | 1 | 1 | | 2 | 2 | 5 | | | | 11 |
| EGBU | | | | | | | | | | 0 |
| ENGR | 4 | 3 | | | 9 | 6 | | 2 | | 24 |
| FNAR | 2 | | | 3 | | 1 | 3 | | | 9 |
| NURS | | | | | 2 | 2 | | | | 4 |
| PHAR | 2 | | | | | | | 2 | | 4 |
| Total | 12 | 4 | 1 | 11 | 21 | 22 | 8 | 5 | 22 | 106 |

Table 11. Academic Adjustments.

| Competency | Sought 2017-18 | Denied 2017-18 | Sought 2018-19 | Denied 2018-19 | Sought 2019-20 | Denied 2019-20 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Quantitative | 4 | 1 | 5 | 2 | 4 | 1 |
| Second Language | 19 | 0 | 19 | 2 | 16 | 2 |

Students matriculating at UConn in 2019-2020 used 4,559 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 12). These numbers have steadily increased from previous years, as there were 3,732 such substitutions for the Fall 2018 and 1,773 for the Fall 2017 matriculating classes*. (**Note: The numbers were misreported in the 2018-2019 report.*)

Director of ECE, Brian Boecherer, explained the data as follows:

Interestingly, but not surprisingly, the trend lines are going up despite the fact that the overall numbers of UConn ECE students and those matriculating to UConn after high school are relatively flat. I believe this speaks to our effort to diversify course offerings for students who wish to take a course based on interest and motivation, as opposed to those courses where a student needs to be tracked into that course. Examples of such “open access” courses are: ECON 1000, CAMS 1003, and HRTS 1007. NRE 1000 continues to be a very popular course, which now supports the completion of two content areas, which also increases the number of GEOC exceptions.

Table 12. ECE transfers into General Education, 2011-Present

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2011-2020 Sparkline |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------------|
| CA1 | 253 | 200 | 205 | 147 | 227 | 202 | 194 | 736 | 942 | |
| CA2 | 106 | 147 | 128 | 62 | 118 | 182 | 167 | 303 | 409 | |
| CA3 | 64 | 87 | 89 | 39 | 63 | 96 | 104 | 152 | 190 | |
| CA3-LAB | 476 | 458 | 594 | 369 | 495 | 591 | 565 | 982 | 1,291 | |
| CA4 | 14 | 8 | 4 | 7 | 10 | 6 | 21 | 89 | 86 | |
| CA4-INTL | 8 | 15 | 8 | 6 | 19 | 13 | 24 | 82 | 122 | |
| ENVIRO | | | | | | | | 140 | 172 | |
| Content Area Total | 921 | 915 | 1,028 | 630 | 932 | 1,090 | 1,075 | 2,484 | 3,212 | |
| Q | 589 | 810 | 760 | 476 | 561 | 798 | 698 | 1,248 | 1,347 | |
| W | 43 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Competency Total | 632 | 836 | 760 | 476 | 561 | 798 | 698 | 1,248 | 1,347 | |
| Grand Total | 1,553 | 1,751 | 1,788 | 1,106 | 1,493 | 1,888 | 1,773 | 3,732 | 4,559 | |

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 2019/20 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 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.

Actions 2019-2020

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. Over the years, the Provost Competition has encouraged and enabled colleagues to think about general education in creative and innovative ways which resulted in numerous cutting-edge additions to and enhancements of existing courses in the UCONN General Education Curriculum.

Chair Wagner met with the various subcommittee co-chairs in order to determine and address the varied needs of the subcommittees. As a result and as discussed above, GEOC created a working group to investigate the role of Information Literacy in General Education at UCONN. The W subcommittee considered the creation of recommendations concerning the training of graduate students who teach W courses. The role of FYW was discussed and FYW courses are now officially under GEOC’s oversight. The Second Language Competency Subcommittee, together with departments that teach language and culture courses, designed Second Language Competency Learning Goals. The Q subcommittee considers whether there should be changes to the Q requirement in addition to their recommendations with regard to improving the communication of the current requirement. GEOC continues to update the webpage in order to communicate GEOC matters to the community more clearly. We also continuously engage in conversations on how to streamline and clarify the CAR process with regard to General Education.

On March 9, Chair Wagner presented 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. Spending time with Orientation leaders, many of whom were first-year students, also provided valuable information for areas that can be addressed in future meetings with students.

Chair Wagner coordinated the flow of pertinent information between GEOC, the Delta2GenEd Task Force, and the LTE Task Force in order to allow for possible synergies. 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) and findings from student interviews and focus groups concerning experiences they considered to be life-transformative. To explain the last point, the Best Practices Working Group, co-chaired by two members of the LTE Task Force, planned to

conduct surveys with students to find out more about which experiences students considered life-transformative. That information will also be valuable and can influence decisions on GEOC and on the Delta 2 GE Task Force.

Actions 2019-2020 prevented by Covid-19

Some initiatives that were planned before Covid-19 had to be delayed, postponed, or canceled. For example, as part of the bigger goal to foster communication, inclusion, and support of regional campuses, Chair Wagner was scheduled to visit the Stamford campus to meet with administrators, faculty, staff, and students to discuss the specific needs of the UCONN Stamford community regarding general education. That visit and other plans to visit additional regional campuses had to be postponed indefinitely.

GEOC was also in communication with Vice-Provost for Academic Affairs, John Volin, and the Senate Executive Committee to determine activities at UCONN that would promote the value of general education to the UCONN community. Such initiatives were not deemed possible anymore due to restrictions caused by Covid-19.

In past years, GEOC representatives participated in conferences on general education, which was impossible this year due to understandable travel restrictions.

Another idea to support new general education courses was to use the remaining funds in the GEOC budget to fund two more proposals that were submitted to this year's Provost's General Education Course Enhancement Grant Competition and were close contenders for the winning proposals. In the end, the decision was made to return the unused funds to the University to help alleviate projected deficits caused by Covid-19.

Unfortunately, the crisis related to Covid-19 also delayed some of the synergies of the Delta 2 GE, LTE Task Forces with GEOC envisioned for this year because several of the activities on each of the committees had to be postponed or canceled.

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. Signs of the general health of General Education at UCONN can be seen in the a) rigor and enthusiasm with which the GEOC fulfills its regular duties while also being interested and engaged in providing feedback on the new curriculum, b) high number of new general course proposals, and c) high number of proposals submitted to the Provost's General Education Course Enhancement Grant.

GEOC acknowledges that while the current crisis related to Covid-19 poses challenges for the entire university special attention will have to be paid to how general education courses can be continued to be delivered effectively. GEOC will participate in conversations to address this challenge as swiftly as possible.

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 to Miguel Gomes, Mary Ellen Junda, Jason Irizarry, and Michael Morrell, who provided immensely valuable input to GEOC and are now rotating off of this committee.

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

Respectfully submitted, 4/27/2020

Manuela Wagner

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General Education Assessment Task Force (2016) Report of the General Education Assessment Task Force.

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

Life-Transformative Education: Overview (2019). <https://provost.uconn.edu/life-transformative-education/>

Senate minutes (April 29, 2019). <https://senate.uconn.edu/wp-content/uploads/sites/1323/2019/05/2019-0429-Senate-Minutes-COMplete-DRAFT.pdf>

GEOC Committee Membership, 2019-2020 Academic Year

| Name | Position |
|-----------------------|--|
| Manuela Wagner | GEOC Chair |
| Fabrice Baudoin | Q Competency Co-Chair |
| Pamela Bedore | Senate Curricula & Courses (Ex-Officio)(Fall) |
| Eric Schultz | Senate Curricula & Courses (Ex-Officio)(Spring) |
| Lisa Blansett | W Competency Co-Chair |
| Kun Chen | Q Competency Co-Chair |
| Robert Day | CA2 Co-Chair (Fall) |
| Kelly Dennis | CA1 Co-Chair |
| George Gibson | CA3 Co-Chair |
| Beth Ginsberg | W Competency Co-Chair |
| Ali Gokirmak | CA3 Co-Chair |
| Miguel Gomes | CA1 Co-Chair |
| Jason Irizarry | CA4 Co-Chair (Fall) |
| Mary Ellen Junda | CA4 Co-Chair |
| Suman Majumdar | Q Competency Co-Chair |
| Olivier Morand | CA2 Co-Chair |
| Michael Morrell | CA2 Co-Chair (Spring) |
| Tom Scheinfeldt | Information Literacy Co-Chair |
| Kathleen Tonry | E Literacy Co-Chair |
| Eduardo Urios-Aparisi | SL Competency Chair |
| Jason Vokoun | E Literacy Co-Chair |
| | |
| Karen C. P. McDermott | Admin: Program Assistant |

GEOC Subcommittee Membership, 2019-2020 Academic Year

| | |
|---|--|
| <p>CA1 Arts & Humanities Miguel Gomes (LCL), Co-Chair Kelly Dennis (ART & ARTH), Co-Chair Dwight Codr (ENGL) Polya Tocheva (Law Library)</p> | <p>Writing Beth Ginsberg (POLS), Co-Chair Lisa Blansett (ENGL), Co-Chair Douglas Kaufman (EDCI) Jason Courtmanche (ENGL) Renee Gilberti (ISS/McNair) Challa Kumar (CHEM) Natalia Smirnova (ECON)</p> |
| <p>CA2 Social Sciences Olivier Morand (ECON), Co-Chair Robert Day (BUSN), Co-Chair Michael Morrell (POLS), Co-Chair David Atkin (COMM) Kenneth Lachlan (COMM)</p> | <p>Quantitative Kun Chen (STAT), Co-Chair Fabrice Baudoin (MATH), Co-Chair Suman Majumdar (STAT) Jennifer Tufts (SLHS)</p> |
| <p>CA3 Science & Technology George Gibson (PHYS), Co-Chair Ali Gokirmak (ECE), Co-Chair Richard Mancini (ANSC) David Perry (PHYS) Peter Schweitzer (PHYS)</p> | <p>Information Literacy Tom Scheinfeldt (DMD), Co-Chair Co-Chair TBD Lisa Blansett (ENGL) Jonathan Moore (BUSN) Marcus Rossberg (PHIL) Anke Finger (LCL)</p> |
| <p>CA4 Diversity & Multiculturalism Mary Ellen Junda (MUSI), Co-Chair Jason Irizarry (EDLR), Co-Chair (Fall) Anne Borsai Basaran (COMM) Trudi Bird (ENGL) Alana Adams (Business Advising)</p> | <p>Second Language Eduardo Urios-Aparisi (LCL), Co-Chair Co-Chair, TBD Brian Boecherer (Early College Experience) Rajeev Bansal (ECE)</p> |
| <p>Environmental Literacy (NEW) Kathleen Tonry (ENGL), Co-Chair Jason Vokoun (NRE), Co-Chair Janet Pritchard (ART & ARTH) Annelie Skoog (MARN) Marina Astitha (CE) Christopher Elphick (EEB) Syma Ebbin (ARE)</p> | <p>Digital/Information Working Group Tom Scheinfeldt (DMD), Co-Chair Brenda Bruggeman (ENGL), Co-Chair Lisa Blansett (ENGL) Scott Campbell (ENGL) Ellen Carillo (ENGL) Anke Finger (LCL) Sara Harrington, University Library Oliver Hiob-Bansal (ENGL) Jonathan Moore (OPIM)</p> |

| | |
|--|---|
| | Marcus Rossberg (PHIL) Marie Shanahan (JOUR) Stephen Slota (EPSY) Stephen Stifano (COMM) Matt Worwood (DMD) |
|--|---|

Provost's Competition Selection Committee

| |
|--|
| <p>Manuela Wagner, GEOC Chair, LCL</p> <p>Renee Gilberti, McNair Scholars Program</p> <p>Beth Ginsberg, POLS, Stamford</p> <p>Syma Ebbin, ARE, Avery Point, Former Grant Winner</p> <p>Mark Healey, HIST, Former Grant Winner</p> <p>Dave Atkin, COMM</p> <p>Lauren Schlesselman, CETL</p> <p>Jamie Kleinman, PSYC, Former Grant Winner</p> <p>Jason Courtmanche, ENGL</p> <p>Jason Vokoun, NRE, Former Grant Winner</p> |
|--|

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.

Annual Report to the University Senate of the Senate Scholastic Standards Committee 2019-2020

Scholastic Standards Committee

This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like. This committee shall include two undergraduate students and one graduate student.

This report presents highlights of the SSC's actions, Details of extensive deliberations and consultations of the SSC may be found in the SSC minutes at <https://senate.uconn.edu/ssc-meeting-minutes/>.

The SSC presented 2 motions to amend the By-Laws that were approved by the Senate:

1. The By-Laws governing the grade appeal process was modified to require students to file a grade appeal within 10 days of the posting of the grade. (Approved at the February Senate meeting)
2. Dual Degree Requirements: The By-Laws were changed to allow students to gain a 2nd degree with 18 additional credits instead of the prior 30 credits. (Approved at the April Senate Meeting)

Additional Actions:

The SSC approved a report from the MOOC (massively open online courses) subcommittee and forwarded recommendations to the Senate Executive Committee.

The SSC approved a recommendation to The Graduate School to align grading scales between undergraduate and graduate classes. The Graduate School agreed to alter their grading scale with an 'A' instead of an 'A+' as the highest possible grade.

The SSC approved recommendations posed by Admissions regarding the bylaws concerning approval of courses outside the US.

The SSC did not approve a recommendation that freshman be academically dismissed for poor 1st semester grades.

The SSC approved the formation of an ad-hoc committee to be governed by J. Crivello to meet over the summer of 2020 with representatives from the Dean of Student's Office, Community Standards and the SSC to discuss the University Academic Misconduct Policy and make a recommendation to the Senate in fall 2020.

The SSC approved the temporary By-Law change allowing students to convert spring 2020 class to P/F grading in light of the Covid-19 crisis.

The SSC approved the change in Honors rules to waive the participation requirement for the 2019/2020 academic year.

The SSC approved a proposal from Admissions to receive generic credit for on-line classes taken as P/F at other institutions.

The SSC unanimously opposed a request from SUBOG to convert all undergraduate courses taken spring 2020 to pass/no record.

Items Pending for Fall 2020

Report from the ad-hoc committee on student academic misconduct and possible By-Law modification.

Suggestion that Departments make past course syllabi available to students interested in classes on their web sites.

2019/2020 Scholastic Standards Committee Members:

- ***Joe Crivello, Chair**, Physiology & Neurobiology
- *Maureen Armstrong, Dean of Students Office
- *Stuart Brown, Waterbury Student Services
- *Robin Coulter, Marketing
- *Hedley Freake, Nutritional Sciences
- *Holly Fitch, Psychology
- *Thomas Long, Nursing Instruction and Research
- *Suzanne Wilson, Education
- Shoshana Armington, Advising, School of Engineering
- Greg Bouquot, Registrar's Office
- Karen Bresciano, Graduate School
- Sarah Croucher, Director of Academic Policy
- Lindsay Cummings, School of Fine Arts
- Erin Curry, Graduate Student
- Robin Grenier, Educational Leadership
- Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
- Nia Moore, Undergraduate Student Representative
- Sreenidhi Nair, Undergraduate Student Representative
- Donovan Reinwald, University Libraries
- Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)
- Ellen Tripp, Student-Athlete Success Program (SASP)
- Lawrence Walsh, Office of Admissions
- Christine Wenzel, Center for Students with Disabilities

Student Welfare Committee
University Senate
2019-2020 Annual Report

MEMBERSHIP

Senate Members:

Maureen Armstrong, Chair, Dean of Students Office
Terrance Abney, Residential Life
Gerry Berkowitz, Plant and Landscape Architecture
Alexis Boylan, Art & Art History
Maria-Luz Fernandez, Nutritional Science
Peter Gogarten, Molecular and Cell Biology
Andrea Hubbard, Pharmacy
Donna Korbel, Center for Students with Disabilities
Morty Ortega, Natural Resources and the Environment
Angela Rola, Asian American Cultural Center

Additional Members:

Cinnamon Adams, Graduate School
Rebecca Bacher, CLAS Academic Services
Kelly Bartlett, Waterbury Campus
Kanu Caplash, Undergraduate Student Representative
Jennifer Tibbets, Registrar's Office
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Kay Gruder, Center for Career Development
Sara Harrington, University Libraries
Kelly Kennedy, School of Business
Katherine McCarthy, Admissions
Tina McCarthy, Student Health Services
Daniel Pfeiffer, Graduate Student Senate
Delaruelle Tarpeh, Undergraduate Student Representative

Meetings

September 5, 2019
October 3, 2019
November 14, 2019
December 5, 2019
February 6, 2020
March 5, 2020
April 2, 2020
May 7, 2020

TOPICS CONSIDERED/ADDRESSED

Concerns about late night transportation/lack thereof for students

Mike Jednak, Associate Vice President of Facilities & Operations met with the SWC to discuss late night transportation options for students. He provided information on the late night usage of buses.

Essentially, there is limited to no ridership on buses after 10 PM (maybe 1 or 2 riders for 17 buses). Running buses for this number of riders is cost prohibitive. Moving forward Transportation would consider conducting a survey to gauge student interest in late night transportation. They are also exploring/considering a limited late-night service route (e.g. Student Union, library, Hilltop) and investigating a way to test out a rideshare program

Regional campus students at Storrs

Nathan Fuerst, Vice President, Enrollment Planning & Management met with the SWC to discuss the Regional campus students at the Storrs campus. He shared data on the cohort, provided historical context for the program and an overview of data collection and tracking of this population for retention purposes. Members of the SWC shared concerns about this model and the lack of a designated home office for this group at Storrs. It was suggested that we identify ways to holistically support this group prior to their arrival for example, scheduling of classes to accommodate two campuses, making adjustments prior to the start of the semester to set them up for success. It will be important to track this program/population over time and it would be helpful for the SWC to check in on this group during the 2020-2021 academic year.

Extended cafe hours in library during final exam period

Students expressed interest in having extended hours at Bookworms Café during final exam period when the library is open 24 hours. SWC members reviewed data on library usage per day/hour during final exam week over a period of two years. Based on the data, SWC recommended Dining Services to expand the operation hours of Bookworms Café during the final exam period to extend later into the evening. Dining Services agreed to this proposal and planned to expand Bookworms Café hours during the May 2020 final exam period. SWC will reach out to Dining Services in fall 2020 to keep this proposal moving forward.

Hartford Campus evening security

Maggie Silver, Deputy Chief of UConn Police provided an overview of security services at all regional campuses. Initial topic was on Hartford campus, specifically a reduction in evening security. Deputy Chief Silver provided clarification that at the Hartford Campus there was a reduction in services hours of the security guard, not police officers. She provided an overview of services offered and how the UCPD collaborates with local agencies in the respective areas of each regional campus. The SWC members suggest that we look into providing information about all campuses (e.g. parking, safety, information desk) for campus changers or students taking classes at campuses other than their home campus. This topic will carry forward for further exploration on how to best disseminate the information.

UConn Bookstore

The SWC committee intends to carry this topic into the 2020-2021 academic year due to the COVID-19 pandemic and remote operating. Overarching questions to consider:

1. Is the UConn Bookstore serving the needs of students
2. transparency of text book pricing prior to course registration

UConn PIRG is interested in the topic and SWC chair Maureen Armstrong met with two members of this organization to discuss the PIRG textbook campaign. The bookstore topic will carry over to next year.

Mental Health and Wellness

Dr. Chetan Joshi, Interim Director of SHaW – Mental Health met with the SWC group to provide an overview of the services offered to students. He discussed current options for care provided to students, collaborative relationships with off campus providers and suggestions for how to help students who are struggling. The SWC suggested more ongoing training options be available possibly through the HR Learning at Work series.

Needs and issues of international undergraduate and graduate students

Rae Alexander, Director of International and Scholar Student Services met with the SWC to discuss the needs and issues of this student population. ISSS serves matriculated students as well as exchange students, graduated students on OPT (visa sponsorship), and visiting researchers and faculty and their family members (visa sponsorship). She provided an overview of her office and how it supports students. Discussed programming options to help students engage with greater UConn community and the challenges the students may face.

Dimensions of Wellness

The SWC is interested in exploring opportunities to utilize holistic dimensions of wellbeing models across the University. Karen McComb, Director of Health Promotion and Community Impact was due to attend the April meeting but due to conflicts with her schedule and the COVID-19 pandemic this topic will become a fall agenda item. Karen McComb will join the SWC to discuss this concept and the work her office is doing in this area.

Respectfully Submitted

Maureen Armstrong, Chair Student Welfare Committee

April 27, 2020

**Senate Nominating Committee
Report to the University Senate
April 6, 2020
2020/2021 Committee Rosters**

Curricula & Courses Committee Member

***Eric Schultz, Chair, Ecology and Evolutionary Biology**

*Kate Fuller, UConn Libraries

*Manuela Wagner, Chair of GEOC (Ex-Officio)

Alana Adams, School of Business, Academic Advisory Center

Mark Brand, Plant & Landscape Architecture

John Chandy, Electrical and Computer Engineering

Marc Hatfield, Registrar's Office

Matt McKenzie, History, Avery Point Campus

George Michna, Neag, Director of Assessment, Accountability, and Accreditation

David Ouimette, Institute for Student Success

Sharyn Rusch, CLAS Academic Services

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)

Steve Stifano, CLAS

Gina Stuart, Admissions Office

Julia Yakovich, CETL, Service Learning Initiatives

Terra Zuidema, Registrar's Office (alternate)

Two Undergraduate Students – to be named in fall 2020

Diversity Committee Members

***Margaret Rubega, Chair, CLAS, Ecology and Evolutionary Biology**

*Clarissa Ceglie, SFA, Digital Media and Design

*Maria-Luz Fernandez, CAHNR

*Diane Lillo-Martin, CLAS, Linguistics

*Micki McElya, CLAS, History

*TBD, Associate Vice President for Diversity and Inclusion & Chief Diversity Officer

Edith Barrett, Public Policy, Hartford Campus

Tom Bontly, CLAS

Clewiston Challenger, Neag

Julie Guild, Human Resources

Christina (Rivera) Irizarry, Institute for Student Success

Maryann Markowski, OVPR's Office

Kim McKeown, Center for Students with Disabilities

George McManus, Avery Point

Sandeep Mishra, IT, Senior Computer Analyst

Willena Price, African American Cultural Center

Aida Silva, Admissions Office

Cindy Tian, CAHNR, Animal Science

Anastasios Tzingounis, CLAS, Physiology & Neurobiology

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

Enrollment Committee Members

***Jeffrey McCutcheon, Chair, Engineering**

*Terrence Abney, Residential Life, from Student Welfare

*Tom Deans, CLAS

* Masha Gordina, CLAS

*Kristen Govoni, CAHNR

*Preston Green, Education

*Susana Ulloa, ISS Academic Program Center

Tracie Borden, Waterbury Campus

Miranda Davis, CLAS

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

Mansour Ndiaye, CLAS Academic Services

Syam Nukavarapu, Engineering

Brian Rockwood, Registrar's Office

Two Undergraduate Students – to be named in fall 2020

Faculty Standards Committee Members

***Lisa Holle, Chair, Pharmacy Practice**

*Marysol Asencio, El Instituto

*Dan Burkey, Engineering

*Elizabeth Jockusch, Ecology & Evolutionary Biology

*Vicki Magley, Psychological Sciences

* Betsy McCoach, Neag

*Linda Pescatello, Kinesiology

*Paula Philbrick, EEB, Waterbury Campus

*Cristina Wilson, School of Social Work

*Sarah Woulfin, Educational Leadership

Lloyd Blanchard, Budget and Planning

Preston Britner, Human Development and Family Sciences

Kathleen Holgerson, Women's Center

Lewis Gordon, Philosophy

Girish Punj, Marketing

Martina Rosenberg, CETL

John Volin, Vice Provost for Academic Affairs, Ex-Officio member

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

Growth & Development Committee Members

***Mehdi A Anwar, Chair, Engineering**

*Michael Accorsi, Engineering

*Ming-Hui Chen, CLAS

Chris Bernard, Chief Information Security Officer

Tracie Borden, Waterbury Campus

Tutita Casa, Neag

Greg Kivenzor, Business

Jessica McBride, Research

Katherine McCarthy, Admissions

Carl Rivers, Office of the Registrar

Michael Rodriguez, University Libraries

Jeffrey Shoulson, Vice Provost for Interdisciplinary Initiatives (Ex-Officio Member)

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

Scholastic Standards Committee Members:

***Pam Bedore, Chair, CLAS**

*Maureen Armstrong, Dean of Students Office

*Karen Bresciano, Graduate School

*Joe Crivello, CLAS

*Stephen Dyson, CLAS

*Holly Fitch, CLAS

*Thomas Long, Nursing Instruction and Research

*Suzanne Wilson, Education

Shoshana Armington, Advising, School of Engineering

Greg Bouquot, Registrar's Office

Stuart Brown, Waterbury Student Services

Robin Coulter, Business

Susanna Cowan, University Libraries

Sarah Croucher, Director of Academic Policy

Lindsay Cummings, School of Fine Arts

Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)

Nate Rickles, Pharmacy

Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)

Lawrence Walsh, Office of Admissions

Christine Wenzel, Center for Students with Disabilities

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

Student Welfare Committee Members

***Maureen Armstrong, Chair, Dean of Students Office**

*Gerry Berkowitz, CAHNR

*Alexis Boylan, Fine Arts

*Angela Rola, Asian American Cultural Center

Cinnamon Adams, The Graduate School

Rebecca Bacher, CLAS Academic Services

Kelly Bartlett, Waterbury Campus

Arthur Galinat, International Student and Scholar Services

Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)

Renee Gilberti, ISS Academic Programs Center

Peter Gogarten, CLAS

Kay Gruder, Center for Career Development

Donna Korbelt, Center for Students with Disabilities

Sheila Lafferty, University Libraries

Katherine McCarthy, Admissions

Tina McCarthy, Student Health Services

Jennifer Morenus, PRLACC

Jennifer Gattilia Tibbetts, Registrar's Office

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

University Budget Committee Members:

***Carol Polifroni, Chair, School of Nursing**

*Rajeev Bansal, Engineering

*Jeffrey McCutcheon, Engineering

*Lisa Park Boush, CLAS

*Michael White, Dining Services

Robert Bird, Business

Lloyd Blanchard, AVP for Budget and Planning (Ex-Officio Member)

Angela Brightly, Waterbury Campus

Jeffrey Crouse, Neag

Philip Mannheim, CLAS

Michael Morrell, CLAS

Lauren Slingluff, University Libraries

Paulo Verardi, CAHNR

Two Undergraduate Students – to be named in fall 2020

One Graduate Student – to be named in fall 2020

General Education Oversight Committee

Manuela Wagner, Chair (Fall 2019 – Spring 2022)

Eric Schultz, Senate Curricula & Courses (Ex-Officio)

Kelly Dennis, CA1 – Arts & Humanities

Jen Terni, CA1 – Literatures Cultures, and Language

Robert Day, CA2 – Social Sciences

Olivier Morand, CA2 – Social Sciences

George Gibson, CA3 – Science & Technology

Ali Gokirmak, CA3 – Science & Technology

Morty Ortega, CA4 – Diversity and Multiculturalism

Oksan Bayulgen, CA4 – Diversity and Multiculturalism

Kathleen Tonry, Environmental Literacy

Jason Vokoun, Environmental Literacy

Fabrice Baudoin, Quantitative Competency

Suman Majumdar, Quantitative Competency

Lisa Blansett, Writing Competency

Beth Ginsberg, Writing Competency

Tom Scheinfeldt, Information Literacy Competency

Brenda Brueggemann, Information Literacy Competency

Eduardo Urios-Aparisi, Second Language Competency

Michele Back, Second Language Competency

University Senate Executive Committee
May 4, 2020

Background:

The effects of the COVID-19 pandemic and the switch to online teaching are felt inequitably across the student body, depending on students' ability to access resources for on-line learning, and disruptions have occurred to student life. In response to this distortion in the assessment process, the Senate has recently voted, in two separate electronic ballots to modify University Senate by-law II.E.3.b, Scholastic Standing, Grades, Pass-Fail Option, that substantially relax rules on students for the number of courses that can be taken by undergraduates with Pass-Fail grading and the deadline for making such an election. These changes are explicitly applicable as temporary measures for this semester only. The same rationale can apply to Scholastic Honors. In particular, one condition is that an undergraduate must be registered in a semester for 12 credits that are calculable for grade points to earn the Dean's List designation, or must be registered over a year for 12 calculable credits to earn the Dean's List (Part-time) designation. Undergraduates whose disabilities warrant the adjustment of carrying less than a full-time course load per semester can be eligible for Dean's List. In this spirit, this motion relaxes the calculable credits rule qualification for Dean's List for undergraduates for the Spring 2020 semester only.

II.F.1 Dean's List

Current Rule:

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".]

Proposed Modification to the Rule:

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college. Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".] For Spring semester 2020 only, the calculable credits required to qualify for Dean's List are reduced to six and for Dean's List (Part-time) are reduced to nine.

Clean Copy:

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college. Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below 'C' nor received a 'U' in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".] For Spring semester 2020 only, the calculable credits required to qualify for Dean's List are reduced to six and for Dean's List (Part-time) are reduced to nine.



2019-2020 Annual Report on Retention and Financial Aid University Senate

May 4, 2020

**Nathan Fuerst, Vice President
Division of Enrollment Planning & Management**

UConn

Retention & Graduation Highlights

- UConn ranks among best publics for **Storrs First Year** rates (*Fall 2019 Statistics*)

| | UConn | Rank |
|------------------------|-----------|------|
| First Year Retention | 94% | 16 |
| Four Year Graduation | 73% | 6 |
| Six Year Graduation | 85% | 14 |
| Average Time to Degree | 4.2 years | 4 |

New Record! →

- Areas of **achievement gaps** include:
 - Underrepresented Minority students – Progress for half of key statistics
 - Out of State and International students – Progress across nearly all key statistics
 - First Generation students – No Change
 - Male students – Progress across half of the key statistics
- **Regional Campuses** six year graduation rates improved 10 points in 5 years
- **Transfer student** completion rates are high relative to national trends

Source: Office of Institutional Research & Effectiveness

R&G Taskforce Activity

- **Restructure of R&G Taskforce**
 - Executive Committee
 - Student Engagement Committee
 - Research Committee
 - Undergraduate Enrollment & Fiscal Services Committee
- **Joint Taskforce Summits**
- **Retention Leadership Dashboard**

2019 R&G Strategic Plan

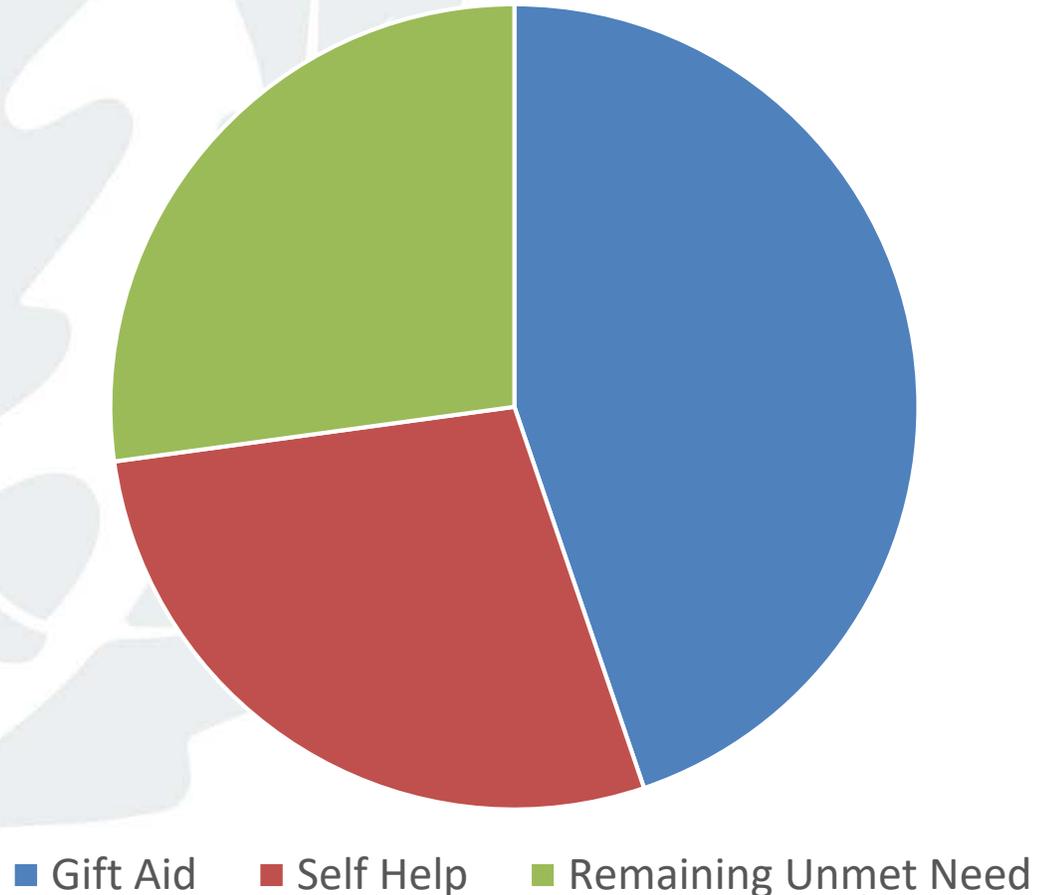
Summary of Strategies and Progress Update

- **Create Data Rich Environment**
 - 3 of 3 Actions Complete
- **Create and Scale Actionable Analyses**
 - 1 of 3 Actions Complete, Progress ongoing
- **Reinforce Enrollment Intervention Points**
 - 1 of 2 Actions Complete, Progress ongoing

Financial Aid

Covering Financial Need

All Undergraduates



- Undergraduate students present gross financial need of \$325M
- **45%** of gross financial need is met with **gift aid**
- Students cover an additional 28% with self help, including **loans** and a small amount of **work study**
- **Remaining unmet need** is 27%
Students make up through a variety of means:
 - College Savings Plans
 - Personal payments
 - Other outside assistance



QUESTIONS?

UConn