UNIVERSITY SENATE MEETING MINUTES
A regular meeting of the University Senate was held
Monday, April 26, 2021 at 4:00 p.m. via WebEx

1. ## Call to order and Approval of Minutes of the April 26, 2021 University Senate Meeting

    Moderator **Deans** called the University Senate to order at 4:01 p.m.

    With no objections or amendments, the minutes of the April 5, 2021 Senate meeting were accepted as distributed.

2. ## Report of the President – Presented by President Tom Katsouleas

    The **President** congratulated Del Siegle on his election to Chair of the Senate Executive Committee; he thanked Senator Carol Atkinson-Palombo for her service in this role.

    He then remarked that the residential part of the semester had ended, and we could declare victory for a successful semester and asked Senators to give themselves a round of applause for this success.

    On the pandemic front, he noted that the pandemic continued to trend in the right direction, a result of plans laid in the fall. The University was now offering vaccines to every UConn employee. 93% of courses were slated to be in person in fall '21. He mentioned an upcoming report on re-entry to be released May 24 on the former Covid-19 website, which would be repurposed as a site to guide the transition back to campus.

    He acknowledged the stress of returning in person and asked that we allow ourselves and each other a little extra time for the transition. He reminded the Senate the University had successfully faced the University's greatest challenge while maintaining research, healthcare, and we had accomplished the highest level of in person education without requiring a shutdown. He listed the notable accomplishments of the year: the heroic work of UConn Health staff, the record fundraising year, breaking our research record, teaching evaluations up from pre-Covid semesters, and our rise in U.S. News rankings – a result mostly of peer assessment. He also highlighted our significant increase in diversity leadership and faculty. He cited the innovations developed for the pandemic such as pop-up courses and UConnect that would become permanent programs, as they have made us a better institution. Other lessons from the pandemic would also serve to return us to an institution better than before, including the Future of Learning and Future of Work initiatives.

    He elaborated on several challenges that we now feel are less overwhelming and can be addressed, including the crises of mental health care, climate change, and anti-Black and other racism and bigotry. This is an opportunity for us and other institutions to ensure

this becomes an inflection point on racism and bigotry, which is not only a social crisis but also public health one. An initiative spearheaded by two students on climate change had provided us a roadmap. He acknowledged some obstacles ahead in this work but confirmed a report being written this summer would go to the Board of Trustees in the fall. Work to address isolation and other mental health issues during the pandemic and the Presidential working group on mental health made this challenge also feel less overwhelming to address.

Regarding the block grant and our ongoing challenge of unfunded legacy costs, he shared the good news that the legislature's Appropriations Committee has restored our block grant to its previous level, plus an added $5m. Additionally, the state was providing $7.5m toward relieving the burden of unfunded legacy costs. This is a positive step toward reducing fringe benefit costs to the level of our peers, something we've been funding temporarily ourselves. Additionally, they had approved our continuing capital projects that were already funded and would contribute $30m to deferred maintenance at UConn Health, something they have not supported in years. Finally, the Finance, Revenue, and Bonding Committee—against all odds, he noted—had granted UConn a bigger role in economic recovery and jobs creation, funding ten new innovation professors, which along with seed funding would start at $46mover five years. These recommendations now go to the General Assembly. If passed, it will be a huge step forward and may allow us to build on philanthropic contributions and perhaps brand an innovation academy at UConn.

He concluded by noting the great accomplishment of the day: we had gone from having one member three in the National Academic of Sciences to three members, with the appointment of two UConn School of Medicine faculty, Laurinda A. Jaffe and Cato T. Laurencin, to its membership.   He noted that Laurencin held the rare achievement of being the first surgeon in history elected a member of all three national academies (Sciences, Engineering, and Medicine).

Moderator **Deans** invited questions for the President.

Senator **Long**, referring to the strategic goal of doubling research in ten years, asked if the President could reiterate what he meant by "doubling research," specifically in terms of research that was not grant-based. President **Katsouleas** reemphasized that the goal was to double both research and scholarship and that there was no single metric for this, as it varied by discipline. External awards, for example, were meaningful in the arts, as was publication in top-rated journals in business fields. In lab-based sciences, it was difficult to make significant contributions without resources from funding, so funding acted as a surrogate for research activity. If we double on all fronts we care about and judge faculty on, we will be a better university and reach our goal.

Senator **Majumdar** asked about the status of discussions in the legislature's Higher Education and Employment Advancement Committee regarding unfunded legacy costs. The **President** answered that nothing passed out of that committee. We had asked for help with unfunded legacy costs, which was trending at about $30m at Storrs plus Regional Campuses and 50 up to 60 at UConn Health. We did not get the full relief we needed, but we did get the $7.5m from the Appropriations Committee.

Senator **Bedore** wondered, given news of other public universities requiring students to be vaccinated for the fall, what the status of that conversation was at UConn. President **Katsouleas** answered that it was a topic of much discussion in leadership and was an evolving conversation. We have been guided by our principles in our policy, focusing on doing everything necessary to ensure the safety and health of our University community and the public. Although vaccinating all students was one approach, there were other possible approaches (strong voluntary compliance combined with weekly testing for the unvaccinated) that might prove as safe, although not necessarily a better solution than vaccination. Requiring vaccination is not possible, according to the state Commissioner of Health, so long as the vaccines have only provision approval. Once approval changes, we might be able to require Covid vaccination in the way we do for MMR (measles, mumps, and rubella) and others. Stay tuned, this is evolving. We will do whatever is required to protect faculty, staff, and students.

Senator **Lillo-Martin** asked what options there would be for faculty who found in-person classes unfeasible. President **Katsouleas** answered that there would remain accommodations and exceptions for health reasons. We don't yet know what all the options will be – this is a topic of discussion in the Future of Work committee. There are already processes in place to support accommodations for medical circumstances. This and other decisions will appear on the revamped Covid, now Re-Entry, when it goes live May 24. **Lillo-Martin** asked about situations when remote teaching might be a preference, not a medical requirement, for students or faculty. The **President** answered that we were as of now 93% scheduled in person for the fall. To the extent that there were online course offerings, students would be able to do remote classes, but the majority of students would not be able to complete degree work online (outside of specific online-only degrees such as the MS in Accounting).

Senator **Vokoun** asked about the end of telecommuting and the return to campus, specifically would it be a phased return. The **President** responded that the dates were fewer dictates than tools for individual planning. Somewhere around August 15, many staff and faculty will return. More details will appear on the new (repurposed) Re-Entry website. Some jobs and roles will need to return earlier in order to prepare for the semester. Decisions will be area by area and people should stay in touch with their supervisors regarding details.

3.   Report of the Senate Executive Committee – Presented by SEC Chair Carol Atkinson-Palombo

See attached report from the Senate Executive Committee

Senator **Atkinson-Palombo** took time to thank those who support the function of the Senate and its meetings, including Moderator Deans, Parliamentarian Siegle, Secretary Cowan, and with special appreciation, Senate Administrator Cheryl Galli.

Moderator **Deans** invited questions for Senator Atkinson-Palombo.

Senator **Douglas** asked why students were excluded from voting for the Senate Executive Committee and committees. Senator **Atkinson-Palombo**, with the Senate's permission, called on Senate Administrator Cheryl Galli to respond. **Galli** explained that this resulted from the fact that faculty and staff Senators were elected, whereas undergraduate and graduate students were appointed by their own governance bodies. The University (not Senate) By-laws state that the SEC members are voted in by elected members. Regarding the slate from the Nominating Committee, it is a timing issue. Elections for the committee include everyone who will be voting in the next year's Senate. Student members start July 1, so not in time for this election. This issue may need to be addressed. Senator **Douglas** clarified that he was asking whether exclusion from the SEC election was intentional and would SEC be willing to look into it? **Galli** answered it was not an intentional exclusion but resulted from the language of the University By-laws. We could ask the Board to change this language.

Senator **M. Wagner** was recognized and read a statement expressing deep gratitude for the work of Senator Atkinson-Palombo as Chair of the Senate Executive Committee.

4.   Consent Agenda Items

See attached Senate Standing Committee and Subcommittee Reports:

- Annual Report of the Curricula and Courses Committee
- Annual Report of the Justice, Equity, Diversity, & Inclusion Committee
- Annual Report of the Enrollment Committee
- Annual Report of the Faculty Standards Committee
- Annual Report of the General Education Oversight Committee
- Annual Report of the Growth & Development Committee
- Annual Report of the Scholastic Standards Committee
- Annual Report of the Student Welfare Committee
- Annual Report of the University Budget Committee

Moderator **Deans** asked if anyone wished to speak to the accuracy of any of the presented reports.

Senator **Douglas** asked to confirm that the rosters had been corrected to indicate where undergraduate and graduate students were Senate members. Senate Administrator **Galli** confirmed the corrections had been made.

In response to a point of information from Senator **Majumdar**, Moderator **Deans** reiterated that the Senate would first vote to approve submitted committee reports; questions for committee chairs would follow the vote.

Moderator **Deans** initiated the vote on the slate of committee reports.

> **The slate of committee reports passed: 59 Yes; 0 No; 2 Abstentions.**

5.   Q&A on Annual Reports

Moderator **Deans** opened the floor for questions on the committee reports, stating that procedurally, the Senate would automatically defer to committee chairs for response.

Senator **Majumdar** asked to put on record a response to a section in the Enrollment Committee report. He stated his concern about the paragraph in the report that discussed how newly developed online infrastructure could be used to boost enrollment, and that traditional enrollment constraints such as classroom sizes could be outdated due to dual modalities of remote and in-person instruction. He asserted that this created the false assumption that online courses meant classes could be scaled to any size, whereas course size was a result of pedagogical considerations. Modes should be leveraged to increase access and number of sections, but class size should not vary with mode or it will result in diminished learning, a fact unchanged by the pandemic.

Senator **Majumdar** required no response, but the committee's chair, Senator **McCutcheon**, acknowledged it was a good comment and had not been directly considered by the committee. They had written that section thinking about Covid restrictions and opportunities to maintain enrollment. They had also discussed certificate programs and online modalities as offering different options for student learning, especially in the face of declining numbers of high school graduates. Opening up dual modalities was meant to bolster enrollment, but it had not been meant to open the floodgates of class size. He was happy to work with the committee to revise the wording.

Senator **Schultz** asked Senator Anwar, chair of the Growth and Development Committee, about the report's description of research-oriented administrators speaking to how they supported grants. Would these "consultations" continue and would the committee prepare a report based on these suggestions for how to increase success in obtaining large grants. Senator **Anwar** responded that they did plan to continue these

discussions, and that they were working on a separate document that details strategies for ways to increase grant capabilities, which should come in the next academic year. He hoped they could expand these discussions to other committees and viewpoints.

6.   Report from the Senate Nominating Committee – Presented by Senator Ortega

VOTE on the 2021/2022 Senate Committee Rosters.

Moderator **Deans** noted that some changes had been made to the committee rosters since the list was distributed with the agenda on April 21.

With no discussion, he moved the Nominating Committee's report (committee rosters) to a vote.

The report of the Nominating Committee passed: 59 Yes; 0 No; 2 Abstentions.

7.   Report from the Senate Scholastic Standards Committee – Presented by Senator Bedore

VOTE on a motion to amend the By-Laws, Rules and Regulations of the University Senate, II.H University Calendar

Moderator **Deans** invited comments and questions for Senator Bedore.

Senator **Schultz** made two wording observations: "in each" is confusing in the existing By-law language and the repetition of "required" in the proposed language is redundant. Senator **Bedore** said, to the second point, that the correction had already been made to that sentence, and that, to the first point, that language (not being within the consideration of this motion) hadn't been considered. Moderator **Deans** confirmed that this minor correction could be made without a vote and that the slide would not be updated with that "old language" change before the vote. He confirmed the vote would be on the motion as visible on the slide, except for the small correction outside the motion, which would be made later.

Senator **Majumdar** referred to earlier discussions in the Senate about whether Saturdays and Sundays counted as reading days and recounted that student Senators had been vocal in expressing that they should not count as such. The proposed change here was unambiguous in that, referring to calendar days, meaning that instruction ending on a Friday would result in weekend reading days. Senator **Bedore** answered that they had been asked only to consider what comprised appropriate activity for a reading day, not their placement. When Senator **Majumdar** asked for a clear declaration of whether what he described was so, Senator **Bedore** responded that it was not pertinent to this motion and she was not therefore prepared to respond.

Senator **Douglas** also asked about the placement of reading days and wondered why it was not relevant to this discussion. He asked for confirmation that this motion would allow weekend reading days. Senator **Bedore** answered that the committee had not investigated this question and that she couldn't speak for the committee in this matter.

Senator **Morrell** asked for clarification about the changes made to the motion. The original had specified no class activity, but this version named only assessments and submission of work. Why did it not read "any course-related activity"? Senator **Bedore** clarified that, if a paper (for example) were due on a Monday, an instructor might add the option of the paper being turned in on a reading day. The emphasis was on restricting required activity. The committee had not wished to micromanage classes. Senator **Morrell** asked, then, why it couldn't say "not require any course-related activity"? Senator **Bedore** replied that the committee had not wanted to go beyond the remit of the charge.

Senator **Neville** commented on the recurring problem students described of professors not respecting limits on reading days. Senator **Bedore** answered that this was precisely the purpose of this motion, which, if approved, will clearly state what activities are not allowed on a reading day.

Senator **Morrell** offered an example of his concern: a professor holding a meeting on a reading day and saying they would give points for participation. This wouldn't be an assessment or an assignment, but to get the points, students would be required to attend the class meeting. Senator **Bedore** responded that anything graded counts as an assessment; reading days were to be used for optional, not graded, activities. Senator **Morrell** countered that it didn't specify "no instructional activity." Senator **Bedore** answered that the committee hadn't wanted to prevent optional office hours or review sessions, that they hadn't wanted to prevent productive activities that supported students. Senator **Bedore** and **Morrell** each noted the force of the word "required."

Senator **Long** called the question, but Senator **Douglas** called a point of order, noting that his hand was up to comment on the motion. Parliamentarian **Siegle** confirmed that Senator Douglas should be called on to speak before any motion was made.

Senator **Douglas** proposed an amendment to the motion, suggesting the removal of the language about assessments and assignments due and substitute the phrase "shall not require any course-related activities." Senator **Majumdar** seconded the motion to amend. Moderator Deans opened discussion on the proposed amendment.

Senator **McCoach** commented that the word "assessment" was still needed, as some instructors might not interpret "activities" as including assessment.

Senator **Ceglio** suggested keeping the original language and adding "any course-related activity."

Moderator **Deans** asked if this was a proposed amendment to the amendment?

Senator **Ceglio** said she was arguing for the addition of words instead of removing any. She confirmed that she was proposing an amendment to the amendment, that the motion should read "any course related activity, assessments, or submission of work." Senator **McCoach** seconded the amended amendment.

Moderator **Deans** invited discussion of this amendment to the amendment.

Senator **Anwar** commented that this would prohibit a study period and that it made better sense before. This would curtail the ability to assist students in related activity.

Senator **Douglas** expressed support for the amended amendment. This eliminated confusion.

Moderator **Deans** opened the vote on the amendment to the amendment (to include "any course related activity" to the existing language).

> **The amendment to amendment passed: 24 Yes; 11 No; 5 Abstain.**

Moderator **Deans** opened the vote on the amendment to the motion, as successfully amended by the previous vote.

> **The amended motion (incorporating second amendment) passed: 37 Yes; 3 No; 0 Abstentions.**

Moderator **Deans** returned discussion to the motion, as amended.

Senator **Morrell** noted that "course-related" should be hyphenated. Moderator Deans allowed that as a minor, non-substantive change (the change was made).

Moderator **Deans** opened the vote on the motion, as amended.

> **The amended motion passed: 46 Yes; 4 No; 3 Abstentions.**

VOTE on the motion to amend the By-Laws, Rules and Regulations of the University Senate, II.A.4, High School Students and Credit Bearing Courses

Moderator **Deans** opened the floor for any discussion prior to the vote on this second motion from the committee.

With no discussion, Moderator **Deans** moved to the vote on the motion.

> **The motion passed: 48 Yes; 1 No; 2 Abstentions.**

Moderator **Deans** asked if there was any new business and announced that there was already one new item from the Scholastic Standards Committee. There was no additional new business.

8.   Annual Report on Retention and Graduation – Presented by Nathan Fuerst, Vice President for Enrollment Planning and Management

   See attached report provided by the VP for Enrollment Planning and Management

Moderator **Deans** invited questions for Vice President Fuerst.

Senator **Long** asked about transfer completion rates what types of institutions students transferred from. VP **Fuerst** answered that the data about transfer completion may not represent a softening, as it may simply reflect something that has been happening for some time. Depending on when students transfer, there were complex calculations used to determine their time to degree. Having said that, we do not see completion in four years for transfer students. About a third of transfer students come from community colleges. Another third comes from other state institutions such as the CSUs. The last third comes from everywhere else. He noted that as a result of the community college system's merger, we would have to completely redo our credit acceptance course conversions, which was both an opportunity and a challenge. He would be sharing more on that.

Senator **Schultz** asked about regional campus students. He said he understood we weren't interested in benchmarking with Storrs, but regardless, retention was lower at those campuses. He asked if they had done more granular analysis comparing students who stay longer at regional campuses to students who transfer to the main campus: does retention fall off if they transfer? This would be useful for student interventions. VP **Fuerst** answered that it had been studied in the past, and they could do so again. Five or six years ago they had surveyed students about their intended target for their degree. They had found that regional campus students were much more likely to have no intention of completing their degree at UConn. We do pretty well with students starting elsewhere and converting to UConn; we benchmark that against the CSUs. Comparing regional campus students to Storrs students is not straightforward; the intentions of students are very different. This could be studied further.

Senator **Rubega** asked about the financial aid data slide. Do we analyze unmet financial needs? Who occupies that slice on the pie chart? Does it encompass underrepresented minorities? VP **Fuerst** said they had looked but they had not done a deep dive into the data. He said they could share that the average gift day award amounts are higher for under-represented groups, but he acknowledged that didn't explain the "unmet" part of the pie chart. Senator **Rubega** supported the idea of further analysis of self-help and unmet need could be important, given that a larger gift does not necessarily mean it is proportionally large enough. VP **Fuerst** agreed it was a good suggestion.

Senator **Lillo-Martin** asked about corresponding figures for disabled students, as it would be helpful to see breakdowns of the data including that population and their

progress in order to identify if further supports were needed. VP **Fuerst** answered that he would want to collaborate with the Center for Students with Disabilities on that work, given the sensitivity of the data.

9.   New Business

Moderator **Deans** invited Senator Bedore to present a motion from the Senate Scholastic Standards Committee.

Senator **Bedore** presented a motion on an extension of the increased credit limit for non-degree students. This motion would extend the higher 12-credit limit (up from 8) through the 2021-22 academic year.

Moderator **Deans** invited comment.

Senator **Douglas** voiced support for the amendment and asked why the limit had ever existed. Senator **Bedore** said it existed for several reasons, one of which was to protect dismissed students, as it would intentionally slow them down in acquiring credits toward readmission, increasing the likelihood that they would succeed. There were also financial benefits, as it was less costly to take non-degree credits because other fees were greatly reduced. However, there was no financial aid available for non-degree students, so there were pros and cons to this aspect.

Moderator **Deans** opened the vote on the proposed motion to extend this temporary By-laws change through the next academic year. Because it was a proposed By-laws change introduced in the same meeting as the vote, it would need a 2/3 vote to pass.

The motion from Scholastic Standards passed: 49 Yes; 2 No; 0 Abstentions.

Moderator Deans invited a motion to adjourn the final Senate meeting of the year. Senator Long made the motion, which was seconded by Senator Morrell.

The meeting adjourned by general and boisterous assent at 5:52 p.m.

SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair

Pam Bramble	Gary English
Nafis Fuad	Michael Hernandez
Andrea Hubbard	Deb Kendall
Gustavo Nanclares	Angela Rola
Eric Schultz	Manuela Wagner

These minutes respectfully submitted by Susanna Cowan, Senate Secretary.

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting including private meetings with Provost Lejuez and President Katsouleas as well as meetings with chairs of Senate committees and senior administrators.

The agenda packet for this meeting includes the annual reports from the Senate standing committees. Representatives from each committee are available 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. We wish to recognize our exiting chairs Maureen Armstrong and Eric Schultz who have each served two terms in their leadership roles.

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 Nafis Fuad, Michael Hernandez, Andrea Hubbard, Deb Kendall, and Eric Schultz. Each of them brought to our meetings a unique perspective and made thoughtful contributions to our dialogs and debates.

The results of the recent Senate elections for the Senate Executive Committee are complete. Pam Bedore, Maria Chrysochoou, and Del Siegle are joining the SEC for three-year terms. Maria-Luz Fernandez will serve as an alternate for the upcoming year.

It is my special pleasure to recognize those at Mission Control during our Senate meetings. Tom Deans stepped into the role of Senate Moderator this year and has guided the Senate through our meetings with skill and calmness. We wish him well next year as he travels to Uganda as a Fulbright Scholar. Susanna Cowan has provided the Senate with a permanent history of our meetings for the past two years through the minutes she has so expertly crafted as Secretary of the Senate. Her job is likely one of the least heralded but most valuable in our organization. Thank you, Susanna. And to Del Siegle, we extend our thanks for keeping us in line as our Parliamentarian.

As this is the last Senate meeting of the year, I wish to thank all of our elected membership for serving this past year. The voice of the Senate shapes policy, provides input into procedures and processes, and governs the undergraduate general education requirements. Your participation is critical to this mission. I am honored to have served as the Chair of the Senate Executive Committee.

Thank you,

Respectfully Submitted,
Carol Atkinson-Palombo, Chair
Senate Executive Committee

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

April 26, 2021

During the meeting period of April 29, 2020 through April 26, 2021, the Curricula and Courses Committee met 12 times and brought to the Senate the following actions:

I.   1000-level course actions:

New courses added:

ARIS 1170	Women's Writings in the Contemporary Arab World (11/2/2020)
DRAM 1207	Design Fundamentals (11/2/2020)
GERM 1920	Cyborgs, Robots, and Androids in the German Imaginary (12/7/2020)
PHIL 1108E	Environmental Philosophy (12/7/2020)
PHIL 1109	Global Existentialism (4/5/2021)

Courses revised:

ARE 1150	Principles of Agricultural and Resource Economics (11/2/2020)
ARE 3215	Business Management (4/5/2021)
ARIS/WGSS 1170W	Women's Contemporary Writing in the Arab World (4/5/2021)
ENGL 1701	Creative Writing I (12/7/2020)
MAST 1300E	People and Society in the Maritime Environment (11/2/2020)

II.   2000-level course actions:

New courses added:

AFRA/SOCI 2250	Racial Disparities in Health (11/2/2020)
AMST 2993	International Study (10/5/2020)
DMD 2470	User Interface Design (2/1/2021)
ECON 2451/W	Economic Behavior and Health Policy (12/7/2020)
GSCI 2050W	Communicating Earth and Environmental Science (11/2/2020)
HIST/AASI 2101	The Pacific in World History (9/14/2020)
HRTS 2200	Introduction to Genocide Studies (11/2/2020)

| STAT 2255 | Statistical Programming (12/7/2020) |

Courses revised:

ARE 2260	Food Policy (4/5/2021)
ARE 2464	Measuring Impact of Programs that Raise Human Well-being (4/5/2021)
ASLN 2500	Introduction to Professional Interpreting (2/1/2021)
ASLN 2600	Process of Interpreting: American Sign Language and English (2/1/2021)
ASLN 2700	Interpreting in Educational and Other Settings (2/1/2021)
ASLN 2800	Consecutive Interpreting (2/1/2021)
COMM 2310/W	Media Literacy and Criticism (9/14/2020)
CSE 2301	Principles and Practice of Digital Logic Design (2/1/2021)
CSE 2304	Computer Architecture (11/2/2020)
CSE 2500	Introduction to Discrete Systems (2/1/2021)
DMD 1060	Fundamentals of Programming for Game and Web (2/1/2021)
DMD 1070	Web Design I (2/1/2021)
DMD 2200	Motion Graphics I (3/1/2021)
DMD 2210	Moving Image and Sequence (2/1/2021)
DMD 2300	3D Animation I (3/1/2021)
DMD 2310	3D Modeling I (2/1/2021)
DMD 2500	Introduction to Digital Game Design (3/1/2021)
DMD 2710	Social Media Business Applications (2/1/2021)
DRAM 1701	Acting I (3/1/2021)
DRAM 1801	Stage Movement I (3/1/2021)
DRAM 1901	Voice and Speech I (3/1/2021)
ENGL 2640/W	Studies in Film (11/2/2020)
GEOG 1093	Foreign Study (2/1/2021)
GSCI/GEOG 2310	National Parks Unearthed: Geology and Landscapes Through Time (11/2/2020)

HIST/CAMS 2020	Pyramids, Pirates, and the Polis: The Ancient Mediterranean (9/14/2020)
SOCI 2101	Sports and Society (3/1/2021)
SOCI 2411	Work and Occupations (3/1/2021)
WGSS 2124	Gender and Globalization (4/5/2021)
WGSS 2250	Critical Approaches to Women's, Gender, and Sexuality Studies (12/7/2020)
WGSS 2253	Introduction to Queer Studies (12/7/2020)
WGSS/HRTS 2263	Women, Gender, and Violence (2/1/2021)

Courses deleted:

MARN 2060	Introduction to Coastal Meteorology (11/2/2020)

III.   S/U grading actions:

New courses added:

UNIV 4820	SYE Seminars (9/14/2020)

Revised courses:

GEOG 4090	Internship in Geography: Field Study (12/7/2020)
UNIV 4800	Senior Year Experience (9/14/2020)

IV.   Additions Recommended by the General Education Oversight Committee:

Newly included in Content Area 1 Arts and Humanities:

AAAS/DRAM 2316/W	Asian Theater and Performance (3/1/2021)
ARE 3575	Human Rights and Visual Culture (9/14/2020)
ARIS/WGSS 1170W	Women's Contemporary Writing in the Arab World (4/5/2021)
ARTH/HIST/ARIS 3710/W	Islamic Art (2/1/2021)
GERM 1920	Cyborgs, Robots, and Androids in the German Imaginary (12/7/2020)
HEJS/HIST 3419	Jewish Response to the Holocaust (9/14/2020)
HIST 3205/W	Personality and Power in History (12/7/2020)
HIST/AASI 2101	The Pacific in World History (9/14/2020)

HIST/CAMS 2020	Pyramids, Pirates, and the Polis: The Ancient Mediterranean (9/14/2020)
PHIL 1108E	Environmental Philosophy (12/7/2020)

Newly included in Content Area 2 Social Sciences:

AFRA/SOCI 2250	Racial Disparities in Health (11/2/2020)
AFRA/SOCI 2461	Race, Gender and US Healthcare (2/1/2021)
ANTH/HRTS 3320/W	Propaganda, Disinformation, and Hate Speech (12/7/2020)
HRTS 2100/W	Human Rights and Social Change (2/1/2021)
HRTS 2200	Introduction to Genocide Studies (11/2/2020)

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

AFRA/SOCI 2461	Race, Gender and US Healthcare (2/1/2021)

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

AAAS/DRAM 2316/W	Asian Theater and Performance (3/1/2021)
ARIS/WGSS 1170W	Women's Contemporary Writing in the Arab World (4/5/2021)
ARTH/HIST/ARIS 3710/W	Islamic Art (2/1/2021)
CHIN 3280	Networking in China (3/1/2021)
GERM 1920	Cyborgs, Robots, and Androids in the German Imaginary (12/7/2020)
HEJS/HIST 3419	Jewish Response to the Holocaust (9/14/2020)
HIST/AASI 2101	The Pacific in World History (9/14/2020)
HIST/CAMS 2020	Pyramids, Pirates, and the Polis: The Ancient Mediterranean (9/14/2020)
HRTS 2100/W	Human Rights and Social Change (2/1/2021)
HRTS 2200	Introduction to Genocide Studies (11/2/2020)
PHIL 1109	Global Existentialism (4/5/2021)

Newly included in the Writing (W) Competency:

AAAS/DRAM 2316/W	Asian Theater and Performance (3/1/2021)
ANTH/HRTS 3320/W	Propaganda, Disinformation, and Hate Speech (12/7/2020)
ANTH 4097W	Honors Thesis (3/1/2021)

ARIS/WGSS 1170W	Women's Contemporary Writing in the Arab World (4/5/2021)
ARTH/HIST/ARIS 3710/W	Islamic Art (2/1/2021)
CHIN 3230W	Language and Identity in Greater China (10/5/2020)
COMM 2310/W	Media Literacy and Criticism (9/14/2020)
COMM 3430/W	Science Communication (11/2/2020)
COMM 3600/W	New Communication Technologies (9/14/2020)
COMM 4220/W	Small Group Communication (9/14/2020)
COMM 4230/W	Organizational Communication (9/14/2020)
COMM 4330/W	Children and Mass Media (9/14/2020)
COMM 4410/W	Government Communication (12/7/2020)
COMM 4460/W	Cross-Cultural Communication (10/5/2020)
COMM 4700/W	Health Communication (11/2/2020)
ECON 2327	Information Technology for Economics (12/7/2020)
ECON 2451/W	Economic Behavior and Health Policy (12/7/2020)
EEB 3200W	Writing in Evolutionary Biology (9/14/2020)
FREN 3211	Contemporary France (10/5/2020)
GEOG/URBN 3200/W	Urban Geography (11/2/2020)
GSCI 2050W	Communicating Earth and Environmental Science (11/2/2020)
HIST 3205/W	Personality and Power in History (12/7/2020)
HRTS 2100/W	Human Rights and Social Change (2/1/2021)
KINS 3545W	Resistance Training for Health and Performance (10/5/2020)
SLHS 1150/W	Introduction to Communication Disorders (10/5/2020)

Newly included in Environmental Literacy:

ENVE/ENVS/ EVST 3110	Brownfield Redevelopment (3/1/2021)
GEOG 2300	Introduction to Physical Geography (2/1/2021)
GERM 2400	The Environment in German Culture (11/2/2020)
GSCI/GEOG 2310	National Parks Unearthed: Geology and Landscapes Through Time (11/2/2020)

MAST 1300E	People and Society in the Maritime Environment (11/2/2020)
PHIL 1108E	Environmental Philosophy (12/7/2020)
NRE 3245	Environmental Law (2/1/2021)
SOCI 2701	Sustainable Societies (11/2/2020)
SOCI 2705	Sociology of Food (11/2/2020)
SOCI 2709W	Society and Climate Change (11/2/2020)

V.   Revisions Recommended by the General Education Oversight Committee:

Revised Content Area 1 Arts and Humanities courses:

AAAS/HIST/AMST 3531	Japanese Americans and World War II (2/1/2021)
ARTH/AMST/DMD 3570	History and Theory of Digital Art (2/1/2021)
ENGL 2640/W	Studies in Film (11/2/2020)
HIST 1600/W/LLAS 1990/W	Introduction to Latin America and the Caribbean (2/1/2021)
NURS 2175	Global Politics of Childbearing & Reproduction (3/1/2021)

Revised Content Area 2 Social Sciences courses:

ARE 1150	Principles of Agricultural and Resource Economics (11/2/2020)
MAST 1300E	People and Society in the Maritime Environment (11/2/2020)

Revised Content Area 3 Science and Technology, non-Lab courses:

GEOG 2300	Introduction to Physical Geography (2/1/2021)

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

AAAS/HIST/AMST 3531	Japanese Americans and World War II (2/1/2021)
MAST 1300E	People and Society in the Maritime Environment (11/2/2020)
ARTH/AMST/DMD 3570	History and Theory of Digital Art (2/1/2021)

Revised Content Area 4 Diversity and Multiculturalism, International courses:

HIST 1600/W/LLAS 1990/W	Introduction to Latin America and the Caribbean (2/1/2021)
NURS 2175	Global Politics of Childbearing & Reproduction (3/1/2021)

Revised Quantitative (Q) Competency courses:

COMM 3000Q	Research Methods in Communication (10/5/2020)

MATH 1070Q	Mathematics for Business and Economics (3/1/2021)
MATH 1071Q	Calculus for Business and Economics (3/1/2021)

Revised Writing (W) Competency courses:

COMM 4200/W	Advanced Interpersonal Communication (9/14/2020)
COMM 4222/W	People of Color and Interpersonal Communication (12/7/2020)
COMM 4300/W	Advanced Media Effects (10/5/2020)
COMM 4640/W	Social Media: Research and Practice (11/2/2020)
COMM 4660/W	Computer-Mediated Communication (11/2/2020)
COMM 4930W	Public Relations Writing (12/7/2020)
DGS 4234W	Diagnostic Molecular Technologies (3/1/2021)
EEB 3244W	Writing in Ecology (9/14/2020)
ENGL 2640/W	Studies in Film (11/2/2020)
ENGL 3003W	Advanced Expository Writing (3/1/2021)
HIST 1600/W/LLAS 1990/W	Introduction to Latin America and the Caribbean (2/1/2021)
KINS 4510/W	Exercise Physiology II (11/2/2020)
MATH 2710/W	Transition to Advanced Mathematics (2/1/2021)
MEM 4971W	Senior Design Project I (11/2/2020)
NURS 3715W	Nursing Leadership (11/2/2020)
PHAR 3087W	Honors Thesis in Pharmacy (12/7/2020)
SOCI 3311/W	Deviant Behavior (2/1/2021)
URBN/HIST 3541/W	The History of Urban America (11/2/2020)
WGSS 3265W	Research Methodology (12/7/2020)
WGSS 3257/W	Feminist Disability Studies (3/1/2021)
WGSS 3270/W	Masculinities (3/1/2021)
WGSS 4994W	Senior Seminar (3/1/2021)

Revised Environmental Literacy courses:

AH 3175E	Environmental Health (3/1/2021)
ENGL 3715E	Nature Writing Workshop (11/2/2020)

ENVE/ENVS/EVST 3110   Brownfield Redevelopment (3/1/2021)

GEOG 2300   Introduction to Physical Geography (2/1/2021)

NRE 3245   Environmental Law (2/1/2021)

NURS 4250E   Public Health Nursing (4/5/2021)

Gen Ed courses deleted:

HDFS 3311W   Parenthood and Parenting (2/1/2021)

HDFS 3540W   Child Welfare, Law and Social Policy (2/1/2021)

VI.   General Education Courses Recommended for Intensive Session

ANTH 1010E   Global Climate Change and Human Societies (4/5/2021)

ART 3375   Indian Art and Popular Culture (12/7/2020)

ARTH/AMST/DMD 3570   History and Theory of Digital Art (2/1/2021)

EPSY 2450   Whole Child, School, and Community: Linking Health and Education

                        (12/7/2021)

EVST 1000E   Introduction to Environmental Studies (4/5/2021)

HIST 1200   World History, 1200-1800 (4/5/2021)

HIST 2210E   History of the Ocean (11/2/2020)

HIST 3554   Immigrants and the Shaping of U.S. History

NRE 2215E   Introduction to Water Resources (12/7/2021)

PSYC 2101   Introduction to Multicultural Psychology (4/5/2021)

POLS 3240E   Environmental and Climate Justice (12/7/2020)

SOCI 1251   Social Problems (4/5/2021)

URBN 1300   Exploring Your Community (11/2/2020)

VII.   Special Topics Proposals:

GERM 1295   Special Topics (11/2/2020)

HDFS 1095	Special Topics Lecture – The Science of Wellbeing (3/1/2021)
MCB 1895	Special Topics – Pandemics: History and Perspectives (11/2/2020)
UNIV 3985	Climate Crisis: Take Action (3/1/2021)

VIII.   Other Actions Approved:

General Education Annual Alignment Report

Procedure for De-Designating General Education Courses

Proposal to Add a Non-Voting Member Representing the Social Justice Institutes to GEOC

Respectfully Submitted by the 2020-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Benjamin Keilty (student rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (student rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

Program Assistant: Karen C. P. McDermott

University Senate Justice, Equity, Diversity and Inclusion
(Formerly Diversity) Committee

Annual Report April 2021

Committee Charge (as amended at March 1, 2021 Senate meeting): This committee shall review University policies, practices, and conditions relevant to supporting and promoting justice, equity, diversity, and inclusion among students, faculty, and staff.

Diversity Committee members 2020-2021: Margaret Rubega (chair), *Clarissa Ceglio, *Maria-Luz Fernandez, *Diane Lillo-Martin, *Micki McElya (on sabbatical in Spring 2021), *Likhita Athina, (Undergraduate Student Government Representative), Edith Barrett, Tom Bontly, Clewiston Challenger, *Damani Douglas (USG Representative), Julie Guild, Christina (Rivera) Irizarry, Maryann Markowski, Kim McKeown, George McManus, Willena Price, Stephany Santos, Aida Silva, Frank Tuitt (Vice President for Diversity and Inclusion & Chief Diversity Officer, ex officio member), Anastasios Tzingounis, Nissi Varghese.

***Senate member (2020-2021).**

Dates of JEDI Committee Meetings during the 2020-2021 academic year:
September 14, October 5, November 9, December 14, 2020; January 28, February 25, March 25, April 22, 2021.

It is safe to say that the 2020-21 academic year for this committee was most characterized by CHANGE. A new chair (Rubega) took over; fully half of the committee membership turned over, with departures including some long-standing committee members. Since last year's report, the University has acquired a new President and Provost and hired a new Vice President and Chief Diversity Officer. Moreover, events inside and outside the university created intense, long-overdue, society-wide reexamination and reflection on the role of racism in our institutions, including the academy. These changes are reflected in the committee's work for the year.

Main topics for the academic year:

1. Name, scope, and mission of the committee.
        Given our evolving understanding of what diversity and inclusion mean, the committee gave deep thought to the questions: what is the appropriate scope of the charge of the committee? Given the ongoing, and newly awakened, attention on diversity and inclusions issues across campus, and every Senate Committee, what does the committee, uniquely, exist to do? Committee members felt strongly that "Diversity" did not address complex issues of intersectionality, and the need to comprehensively consider justice, equity, and inclusion in the way that the University functions. We

proposed revisions of both our committee name and charge to the Senate Bylaws; those changes were approved at the March 1 2021 Senate meeting.

We also see a role for the committee in working with other senate committees to provide perspective and to ensure DEI initiatives are accounted for; committee members contributed time and feedback this year to the Provost's Work-Life Balance Task Force, the University Strategic Planning Process, Delta 2 General Education Task Force, the Faculty Standards Committee review of BOT Distinguished Professor process and the Office of Diversity and Inclusion University Climate Assessment Working Group. Several members also participated in the search process for the new UConn Police Chief, though none were members of the search committee.

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

Dr. Tuitt is an ex officio member of the committee, and we have restructured meetings so that going forward, every JEDI committee meeting begins with a review of recent events, actions, and initiatives in ODI. Committee Chair Rubega is also co-chairing an ODI Task Force to review the state of Climate Assessment, university-wide, and generate best-practices recommendations. Seasoned DEI committee members have expressed fatigue in the past with repeated discussion of the same issues, and a desire to catalyze action on the many reports and recommendations that have been generated before; closer ties and more frequent and comprehensive communication with ODI hold promise for alleviating that issue.

3. Structural racism at UConn.

Given the events of the last year, and the spotlight shone on the role of racism in inequality, injustice, and violence in the United States, reflection on the ways in which racism is embedded in the history and practices of UConn was an urgent imperative for the committee this year. The committee met at its first meeting with Shardé Davis, David Embrick, and Milagros Castillo-Montoya for a discussion on their report to the university administration about structural racism at UConn. Support for their call for the university to move past addressing issues of prejudice and bigotry on the individual level to institutionalizing structural changes was this year and will continue to be, a high priority issue for the committee. The committee will follow up in the 2021-2022 academic year on whether the 11 action points recommended to the President and Provost in the report are being acted on.

The Committee met with the chairs of Delta 2GE Taskforce to discuss how diversity/inclusion/racism will be addressed in the proposed revision of the general education program at UConn. The taskforce is working to incorporate diversity and social justice into multiple topics of inquiry in the proposed framework, and the committee and the JEDI committee supports that focus strongly. Concerns remain with the ways in which the restrictive nature of some major requirements may thwart efforts to make multidisciplinary choices available to all students, and may make it possible to avoid ever having a course that addresses racism as a historical and structural issue. The committee supports and will continue to work towards institutionalizing the 1 credit

course on anti-black racism offered in Fall 2020– we support a move to require the course as an entry requirement for all freshmen.

In response to the observation that the University Senate has never, in its history, made a statement actively opposing racism, the committee submitted a Senate Resolution on Anti-Racism to the Senate. Drafted by long-standing committee member Maria-Luz Fernandez and developed by the committee in consultation with the Senate Executive Committee, it was approved by the Senate at the April 5, 2021 meeting. We also submitted a proposal for a Senate Endorsement of the Anti-Asian Violence Statement developed by the Asian American Faculty Association in response to the sharp rise in violence in the U.S. against Asians and Asian Americans. Both of these additions to the record call on all members of the University community to take responsibility for actively opposing racism and exclusion in all forms; working to transform the culture to this end will continue to be on the committee's list of priorities into the future.

4. Representation of students and staff on the University Senate.

The perception that the University Senate acts as a faculty senate, rather than incorporating authentic power-sharing with staff and students was an issue of interest to the committee this year. The committee had an extensive discussion with Cheryl Galli on the bylaws that form and limit who is represented in the Senate; we learned that the rules have not changed since 1973, despite enormous changes in the numbers of both staff and students making up the university community. An ad hoc committee of the professional staff of the senate is engaged in examining the issue; committee members volunteered to work with that ad hoc effort. The question of how to include students, in particular, in a way that allows them to contribute meaningfully to decision-making in the Senate will carry over to next year.

Additional Topics for the next academic year will include a return to previous efforts to support gender diversity on campus, and a greater focus on disability and neurodiversity as axes of equity and inclusion.

Enrollment Committee Annual Report

For the Senate Meeting on April 26, 2021

The University of Connecticut Senate Enrollment Committee met several times during the 2020/2021 Academic year. A focus of the discussions was on determining the impact of COVID-19 on undergraduate enrollment. We were excited to learn that the pandemic did not have a negative impact on undergraduate enrollment. In fact, enrollment for the fall 2020 class was the largest class in UConn history. Projected enrollment for fall 2021 is higher than normal as well, with a record number of applications received (over 36,000) and more offers being made than in previous years.

Higher enrollment was attributed to students wanting to stay close to home while also taking advantage of the affordable tuition UConn offers compared to the regional private schools. UConn also noted a significant uptick in enrollment from underrepresented minorities, which offset lower enrollment from international students due to visa delays and travel restrictions.

The committee also discuss whether the newly developed online infrastructure for remote learning could be used to further boost enrollment, particularly with online courses. Traditional enrollment constraints (classroom sizes, for instance) could be outdated as we are able to teach asynchronous or synchronous dual modality (both remote and in-person). It was noted that certificate programs are increasingly popular at UConn, though these programs typically fall under the purview of the Graduate Faculty Council and not the Senate.

The committee did express concerns about how reduced high school graduation rates might negatively affect the enrollment outlook. It was believed that our competitive tuition in combination with highly ranked program (especially regionally) would continue to support strong enrollment moving forward. Given the uncharacteristically strong enrollment in 2020, a slight reduction may also be called for (UConn targeted 400 fewer enrolled students in the 2021 incoming class). There were questions regarding whether the bump in enrollment was a trend or whether students were simply seeing UConn as a stopover point until after the pandemic waned.

The enrollment committee did note that new tools are becoming available to enrollment administrators to find which institutions we are losing students to. Initial data suggests that our biggest public competitors are UMass, URI, and Penn State while our biggest private competitor is Northeastern. It is noted that this competitor analysis is general and higher fidelity data is available by program. This tool was just recently made available to UConn and will continue to be a tool to help refine recruitment efforts.

The major topic of discussion for 2021/2022 Enrollment Committee will be looking at the "Test Optional" policy that is currently being piloted. While it is difficult to tease out the impacts of not requiring standardized testing (e.g., SATs, ACTs) on enrollment during a pandemic, the Enrollment Committee will be discussing the possibility of the policy becoming permanent.

Membership:

*Jeffrey McCutcheon, Chair, Engineering
*Terrence Abney, Residential Life
*Tom Deans, Chair, English
*Masha Gordina, CLAS

*Kristen Govoni, Animal Science
*Preston Green, Educational Leadership
*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
Benjamin Keilty, USG Representative
Katharine Morris, Graduate Student, Public Policy
Mansour Ndiaye, CLAS Academic Services
Syam Nukavarapu, Engineering
Damon Reynolds, USG Representative
Brian Rockwood, Registrar's Office

*Senate Member 2020/2021

Annual Report

Faculty Standards Committee (FSC) of the University Senate

April 2021

The FSC membership for academic year 2020-2021 included:

*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
Preston Britner, Human Development & Family Sciences
Sam Dorman, USG Representative
Lewis Gordon, Philosophy
Kathleen Holgerson, Women's Center
Girish Punj, Marketing
Martina Rosenberg, CETL
Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member
Spencer Sonnenburg, Graduate Student

*Senate Member 2020/2021

Committee charge:

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

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

Major Items of Discussion

Research Grant Deadlines proposed enforcement policy

In the Fall 2020, SPS proposed enforcement of an existing policy on research proposal deadline indicating all proposals must be submitted to SPS 5 business days before the deadline day. Proposals that were not received five business days prior to the deadline day, or which were not

complete, would not be reviewed or submitted, with each investigator allowed one "exception" to these deadlines during the first transition year.

FSC discussed many aspects of this topic (over several meetings including meetings with OVPR administrators) including: reasons for bottlenecking of proposals, stress and pressure put on SPS staff, significant delays in review for those investigators submitting in advance of the deadlines, the potential for a reduction in quality of rushed reviews, concerns about imposing this deadline in the midst of the COVID-19 pandemic and how this might impact faculty who are not only adapting their teaching and research programs may be doing so in a less than ideal environment because of family situations also dealing with pandemic and might pre-tenured faculty and other underrepresented groups; and need for all stakeholders to be engaged in reviewing the proposal for enforcement of the internal deadline for grant proposals before enforced. A motion was approved and submitted to the University Senate for endorsement.

Motion:
The Faculty Standards Committee moves that the University Senate endorse the following recommendation.
The Faculty Standards Committee (FSC) recommends the formation of a faculty-staff-OVPR working group, formed and charged by the President, to identify impediments to the expeditious review of proposals in advance of deadlines and propose solutions, to be presented to the University Senate and the OVPR, that enable all parties to work together effectively to support the University's pre-award operations. A report including the proposed solution will be presented to the University Senate at the March 2021 meeting. The FSC requests no changes in enforcement of the policy until the working group recommendations have been received and evaluated.

This motion was endorsed by the University Senate at the December 2020 meeting and the President formed the Presidential Task Force on Sponsored Projects, which created a final report identifying challenges and recommended actions presented their report to the Senate at the March 2021 meeting (and posted on the Senate website):

https://senate.uconn.edu/wp-content/uploads/sites/1323/2021/03/Final-Report-Presidential-Task-Force-on-Sponsored-Projects.pdf.

OVPR reported during town hall meetings on March and April 2021 how they are working to address some of these challenges and recommendations and will begin the enforcement policy on May 5, 2021.

Emeritus By-Law Revision

Senate Executive Committee asked FSC to revisit a University by-law amendment proposal that allowed automatic professor emeritus status if retiring at rank of professor with 5 years of service. This proposed by-law amendment had endorsed by Senate in 2017 but not moved forward by the Administration at that time.

FSC discussed many aspects of this (over several meetings) including: process for such a by-law amendment recommendation; current Administration's interest in this proposed change; peer and aspirant university related policies; whether this should apply to all tenured faculty, CIRE faculty of equivalent rank, administrative and staff positions; minimum service requirement;

process for removing "emeritus status" for any reason; pros/cons to presumptive/automatic status vs committee review/recommendation; current process for those who don't qualify for automatic status; frequency of staff/administrators who obtain emeritus status through non-automatic status; legalities of potential process for removing status if deemed appropriate for misconduct etc (obtained advice from General Counsel)

A motion was approved and submitted to the University Senate for endorsement :

Motion:
The Faculty Standards Committee moves that the University Senate endorse the following recommendation.
(Deleted items in ~~strikethrough~~; new language underlined)

Article XIV.K.2
a. The faculty member holds the rank of Associate Professor or ~~full~~ Professor (or equivalent title, such as ~~e.g.~~ Clinical, In-Residence and Extension Faculty [CIRE]) ~~Senior Extension Educator, Cooperative Extension Educator, Associate Cooperative Extension Educator, Extension Professor, and Associate Extension Professor)~~ at the University of Connecticut.
b. The faculty member has served at the University of Connecticut for at least five years ~~at this rank~~.

Article XIV.K 4. Emeritus status is a privilege, not a right, and can be revoked at any time at the request of the President and/or Retirement Committee with approval of the Board of Trustees

This motion passed at the University Senate February 2021 meeting and was forwarded to the Provost's office to bring to the Board of Trustees meeting in Spring 2021.

Distinguished Professor Titles

Both committee members and the Provost's office independently asked the committee to have discussions on exploring possibilities of new "distinguished professor" type designations as well as evaluating our current Board of Trustees Distinguished Professor process, with consideration of the value of these types of titles for recruiting, retention, and supporting current and/or future initiatives that are value/mission-based.

FSC discussions (over several meetings) included: usefulness of another title; title designation by administration or faculty peer-review; overlap with current BOT nomination/selection process; concern of lack of diversity among current BOT nominations and distinguished professor; endowed chair professorship and overlap; Provost's goal for these types of designations; focus of awards: eligibility (full vs full/associate; tenure/CIRE); and sustainability.

Action items: formation of 3 working groups to:

1) review current BOT distinguished professor process (members from FSC and JEDI committees) and consider 1) increasing diversity of candidate pool and hopefully BOT awareness and 2) increasing diversity, including more broad representation of disciplines, on the selection committee.

   Workgroup identified 4 initial areas to focus recommended improvements: 1) diversify selection committee in regards to demographics but also disciplines/all schools, colleges,

centers etc, more than prior winners including staff, community members; 2) providing guidance to nominators, such as a template; 3) providing individualized, developmental and supportive feedback to those finalists who are not selected; 4) recommend record keeping of process for transparency/future improvement. Working group is developing more specific guidance by end of spring semester to share with committee and Provost's office.

2) develop a proposal for a Dean's Level "distinguished professor" type designation to be used for recruitment and retention

   Guidance from Provost's office obtained about a possible process for developing/designating these titles. FSC discussion included: faculty involvement in designation of awardees; establishment of a maximum proportion of school/college of # of full-time faculty that could have these titles; financial reward accompanying title for limited time but title in perpetuity; consideration of time-sensitive, nimbleness of retention offers and how to incorporate this; concern for potential rewarding of faculty who may be rewarded by other means; current administrative policy vs long-term policy across administrations; and whether input needed from Senate or unions? Plan to continue discussions with proposal by end of Spring semester.

3) develop a proposal for a Provost's level "distinguished professor" type designation to be used for and recognize current UConn faculty who have completed work in inclusion/inclusivity or life transformative education

   Working group met with Provost to clarify intentions of such titles. Work group is drafting a proposal to present to FSC for consideration

SET+

A working group was formed of FSC and other university members to discuss challenges with SET, SET+ and possible solutions. The working group has met a couple of times and have identified 5 problems areas: 1) equity; 2) marketing/leadership signaling; 3) validation; 4) impact for professional development; 5) administrative utility and recommended some short-term improvements to consider 1) incentivized/mandated holistic approach to teaching evaluations and 2) improve SET response rates and emphasize means as metric or rely on other student feedback and long-term (a thorough revision of institutional evaluation philosophy and practices).

FSC discussions included: SET response rates, differences in department practices for SET+; engaging other university workgroups/comments also working on this topic; SET measuring student satisfaction vs teaching effectiveness; emphasis on SET as primary evaluative tool; does contract negotiation need to be considered if changes to teaching evaluation made

Workgroup requested some further clarification from Provost's office regarded charges and received feedback that caused a pause/redirection of work. Work is ongoing to provide guidance.

<u>Bi-Annual PTR Forum</u>

- Held Tenure-Track Promotion, Tenure & Reappointment on Friday, March 19, 2021, from 3:00pm-5:00pm via WebEx. Invited AAUP leadership to provide introduction and recommendations. Administration provided guidance during first hour and break-out sessions for specific Schools/Colleges was held during 2nd hour
- Determined a 2nd PTR forum specific to CIRE and research only faculty was needed based on high RSVP rate. To be held on May 21st 1-3 pm. Request questions from faculty interested in attending to guide discussion.
- High attendance rate of 1st PTR forum; perhaps due to virtual meeting, which may allow more faculty from regional campuses to attend. Plan to hold yearly and with virtual option in future.

<u>Policy Statement Reviews</u>

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

- Optional SETs for Fall 2020 - committee agreed to proposed recommendation to Senate to continue SET administration during Fall 2020 and Spring 2021 but to encourage Administration to consider the SETs during this time in light of the pandemic impact on teaching and instruction
- Tenure clock extension - the Provost's office is planning to recommend to the BOT to amend the University By-Laws to allow faculty, including new faculty starting in Fall 2020, to take up to 3 total tenure clock extensions for FMLA (if eligible) or COVID-19 reasons. Committee was in favor of the Administration's plan to recommend the amendment for tenure clock extensions as listed above as well as exploring other long-term solutions that address COVID-19 impact on faculty.
- Potential Spring SET 2021 change for online/distance learning class – Provost Lejeuz requested input from FSC on whether questions should be added to Spring SET 2021 that would better represent online/distance learning classes. FSC committee discussed several concerns and shared these with the Provost as well as these recommendations for Spring 2021 SETs
  - Do not include new/revised questions as part of evaluative part of SETs; the calculation of the median scores and should not be included in PTR packets
  - Could include new/revised questions for formative purposes only that faculty could OPT IN to include as part of optional SET questions (rather than added across the board) or as another survey that faculty could offer during the course
- Retirement Committee – Provost Lejeuz asked for input on whether the Retirement Committee was still needed if the Emeritus By-Law amendment passed. FSC recommended that committee continue but could be ad hoc

FSC members participated in several SEC/Administration workgroups affecting faculty

- Work life balance workgroup
- Post-Covid Teaching workgroup
- Civility workgroup

- Pay Equity workgroups – retention
- COACHE survey workgroup
- Presidential Task Force on Sponsored Projects
- Future of Learning Committee

General Education Oversight Committee (GEOC)

Status and Actions AY 2020-2021

Contents

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 127 course proposals, funded 6 proposals for innovation in the curriculum, and considered whether 24 courses from 15 departments were aligned with the criteria for their component of the curriculum. Three GEOC representatives attended the virtual Association of American College & Universities (AAC&U) conference on General Education and Assessment in February.

GEOC continues to monitor the number of seats offered for Environmental Literacy to better understand the possible need for new EL courses or additional seats. Chair Wagner continues to coordinate conversations about possible synergies between work on the Delta 2 GE and LTE task forces and GEOC. Despite Covid-19, the committee conducted business as normal.

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 four competencies (Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy) and Environmental Literacy). Environmental Literacy, added February 2018 and implemented Fall 2019, is the newest addition to the General Education Curriculum. The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) proposing to the Senate goals and objectives of the Content Areas and Competencies; 2) proposing policy regarding the University-wide General Education program; 3) reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum; 4) reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed; 5) monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and, 6) reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

GEOC is a faculty committee. Voting members are typically assigned to be chairs or co-chairs of one of the nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member. 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 2020-2021 only the Writing Center was represented in meetings.

Chair Wagner and the Director of the Q Center, Amit Savkar, met on an ad hoc basis. Representation from the First Year Writing (FYW) Program was added two years ago, and was formalized in the Rules and Regulations under the previous chair. A representative from FYW was present at GEOC meetings.

In April 2021, the University Senate also voted to approve the addition of one ex-officio member that would collectively represent the five Social Justice, Diversity, and Intersectionality Institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. This member will soon be selected.

A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. During the AY 20/21 Chair Wagner attended Senate C&C meetings as ex officio member.

Actions 2020-2021

Routine actions continued as in prior years. From April 28, 2020 to April 26, 2021, the committee acted on 127 course proposals (9 fewer than last year), funded six proposals for innovation in the curriculum, and considered whether 24 courses from 15 departments were aligned with the criteria for their component of the general education curriculum.

In 2018-2019, under the leadership of Eric Schultz, then GEOC chair, an assessment of the Quantitative Literacy Competency was conducted by Eric Loken, Neag School of Education. In 2019-2020, the committee received and discussed the assessment report based on structured interviews of instructors and teaching assistants of selected courses, focusing on introductory courses that are important for students in non-quantitative majors. This year, the Q subcommittee determined that a working group should be formed to revise the Q criteria. Due to the pandemic, the Q working group was only constituted at the end of the AY 20/21. More details are provided below.

GEOC has now had an Environmental Literacy subcommittee for three years. This committee has approved 72 EL courses, including 10 EL courses during the AY 20/21 to help students fulfill the EL General Education component. Three courses were also declined for the EL designation because GEOC did not believe they met the Senate-approved criteria.

In light of the First Year Writing (FYW) Program's transition to a new course, ENGL 1007, in 2019/20, 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. Additionally, a working group is being formed with the following charge: "The FYW working group will review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program." This work was started in the AY 2020/21 and will continue into AY 2021/22.

In 2019/20 in agreement with the SEC, GEOC convened a working group - led by Tom Scheinfeldt and Brenda Brueggemann - to review the state of the Information Literacy Competency at UCONN and provide recommendations for further steps. In its last meeting in AY 2019/20, on April 27, 2020, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: "GEOC moves that we

make IDML a competency on a par with Q, W, and (upcoming) E courses ; to wit, introduce a new designation (say, 'L') for IDML. We recommend allowing for the possibility of courses to carry other designations." (Note that IDML stands for Information, Digital , and Media Literacy). The SEC charged Delta 2GE with the task to recommend how IDML can be integrated in the new General Education Proposal. Further information will be provided below.

As a curriculum review committee, GEOC also periodically considers issues and policies related to both the General Education curriculum and course policy more broadly. While some topics are still under consideration, GEOC has discussed the following this year.

- Adding a non-voting member from the Social Justice, Diversity, and Intersectionality Institutes (Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program)
- Number of EL seats
- Procedures for de-designating General Education courses
- General Education in times of Covid-19, especially with regard to Diversity, Equity, and Inclusion
- Creating awareness around the EL requirement (Meeting with University C&C Chairs)
- Promoting a better understanding of the role of General Education among students
- Providing more information on General Education Criteria for faculty and staff on the GEOC website
- Revising procedures of reviewing courses for alignment
- Revising procedures of Provost General Education Course Enhancement competition
- General Education and Career Development; Guest: Nancy Bilmes, Director of the Center for Career Development
- Stream-lining of the course submission process and proposing changes to the CAR systems
- Meeting W requirements in 1-credit W courses
- Discussion of Intensive Session courses
- Staffing of GEOC courses
- Environmental Literacy advising, waivers, and enrollment concerns
- Requirement/recommendation to include Gen Ed goals and criteria in syllabi
- Potential issues with intensive session courses

Finally, GEOC remained closely engaged with the Delta2 GE Task Force's work toward revising the structure and content of General Education at the University.

General Education Course Portfolio

Status

As of April 2021, the General Education curriculum now contains courses bearing 868 content area designations and 646 writing, quantitative, and second language competency designations (Table 1). Additionally, 10 Environmental Literacy designations were added to the curriculum for a total of 72.

Table 1. Distribution of General Education courses as of the April 2020 University Senate meeting.

Content Area/Competency	1000-level courses 2020-21	2000-level courses 2020-21	Total # of courses 2020-21	Percentage at 1000-level	Percentage at 2000-level
CA1 Arts & Humanities	118	95	328	36%	29%
CA2 Social Sciences	53	27	115	46%	23%
CA3 Science & Technology	31	12	45	68%	27%
CA3 Science & Technology – Lab	33	2	35	94%	6%
CA4 Diversity & Multiculturalism	34	44	177	19%	25%
CA4 Diversity & Multiculturalism – Int'l	58	35	168	35%	21%
Total content area courses	**327**	**215**	**868**	**38%**	**25%**
Q Quantitative Competency	42	25	85	49%	29%
Second Language	35	0	35	100%	0%
W Writing Competency	27	91	526	5%	17%
Total competency courses	**104**	**116**	**646**	**16%**	**18%**
E Environmental Literacy	15	29	72	21%	40%

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. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations or cross-listings.

Please also note that past reports have simply taken the numbers from the previous reporting year and then adjusted them based on additions and deletions from the current year. Given that this has been the practice for at least a decade, however, it was assumed that calculation errors may have compounded by now. This year the numbers were calculated from scratch based on a comprehensive list of Gen Ed courses that can be found on GEOC's website. As predicted, the numbers were off, sometimes significantly. This is likely due to changes from year to year about whether cross-listed courses were counted as one course or multiple courses. For the sake of simplicity, the numbers have been updated accordingly to include cross-listings as multiple courses. Table 2 tallies the course actions from this year.

Actions 2020-2021

As of mid-April in AY 2020-2021, GEOC received 127 course proposals (9 fewer than last year). These proposals have thus far resulted in the addition of 69 new courses or new Gen Ed designations to the curriculum, the revision of 36 existing courses, four course deletions, and eight courses approved for intensive session offering (Table 2). Sixteen course proposals are still in the GEOC review process, meaning that they are in one or more of the GEOC subcommittees. Three of these courses were just added to the docket. Many of the other courses will either be acted on during the last GEOC meeting unless open questions cannot be resolved between the subcommittees and the proposers. (*Note that some proposals may serve multiple functions, so the totals do not add to 127. Some courses are usually also rolled over from the previous year due to the timing of receiving the requests).*

The W subcommittee continues to experience a high volume of Course Action Requests (CARs) to both add and revise W courses. The subcommittee added several members this year to help handle the workload, including some members from regional campuses.

Departments also continue to add Environmental Literacy (EL) courses, and there are currently 72 courses approved for EL in all (see 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. (Although a course for CA3-Lab is currently being reviewed by GEOC.)

Table 2. General Education course additions, revisions and deletions approved by the Senate in AY 2020-2021*. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations.

Content Area/Competency	Additions	Revisions	Deletions	Intensive	TOTAL
CA1 Arts & Humanities	14	5	2	4	25
CA2 Social Sciences	11	1	2	4	18
CA3 Science & Technology	0	1	0	0	1
CA3 Science & Technology – Lab	0	1	0	0	1
CA4 Diversity & Multiculturalism	3	1	0	3	7
CA4 Diversity & Multiculturalism – Int'l	11	3	0	1	15
Q Quantitative Competency	0	4	0	0	4
W Writing Competency	23	24	6	0	53
Second Language*	0	0	0	0	0
E Environmental Literacy	10	2	0	4	16
TOTAL:	72	42	10	16	140

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

*NOTE: The totals also include courses approved at the final University Senate meeting of Spring 2020 (5/4/20) that were not captured in the 2019-20 GEOC Annual Report.

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.

Table 3 provides an overview of the Spring 2021 enrollment capacity for EL Courses. For example, Avery Point had 196 seats available, 130 were taken, and 66 seats - or 33% - were left open. In short, Avery Point appears to be in good shape with regard to capacity. Enrollment at the other campuses was much tighter. Storrs had only 105 (4%) of seats remaining, Waterbury had 4 seats (3%), Hartford had 2 seats (.1%), and Stamford was over-enrolled by 2.

Table 4 shows the current enrollment of students for Fall 2021 prior to Orientation when incoming First Year students will register for their classes. It should be noted that only two cohorts of students are currently required to take an EL course. Most campuses appear to have at least 30% capacity still left, except for Stamford, which only has 15%. Given that Stamford had to over-enroll in Spring 2021, the trend appears to be that Stamford needs more capacity. (Fall 2020 data show that Stamford had one seat left unfilled.)

Regarding capacity, Mansour Ndiaye, Assistant Dean and Executive Director, CLAS Academic Services Center has noted:

"Although all incoming students must meet the EL requirement, they do not need to all do so in their

first semester or year. The expectation is that they fulfill the requirement any time prior to graduation unless they are in degree programs where certain key EL courses are pre-requisites to higher level courses in the major.

Based on the total number, and increasing level of seats offered each semester, we have capacity to ensure that students will be able to meet this new requirement without any impact regarding time-to-degree.

There are however more pressing concerns at some of our regional campuses (e.g., Stamford)."

The last column of Table 4 shows enrollment numbers for Summer 2021 EL courses. There are plenty of seats left open in the summer still, but students often cannot use financial aid to take these classes, so UCONN needs to ensure adequate capacity in the Fall and Spring semesters for EL courses so that students are not forced to spend extra money to meet this Gen Ed requirement.

Table 6 provides an additional detailed breakdown of enrollment in currently approved EL courses across campuses for the 2020-2021 AY. A total of 5717 seats were filled across the university, 4617 at Storrs in the Fall and Spring, and 970 at the regional campuses together. This is a 32% increase at Storrs since 2019-20, and a 69% increase at the regional campuses. The projected need had been about 4000 seats a year.

Table 3. Enrollment in EL Courses, Spring 2021

	Sp21 Caps	Sp21 Enrolled	Sp21 Remaining
Avery Point	196	130	66 (33%)
Hartford	212	210	2 (.1%)
Stamford	186	188	-2 (0%)
Storrs	2739	2634	105 (4%)
Waterbury	136	132	4 (3%)

Table 4. Current Enrollment in EL Courses for Summer & Fall 2021, Prior to First Year Enrollment

	F21 Caps	F21 Enrolled	F21 Remaining	Sum21 Seats Remaining
Avery Point	135	91	44 (33%)	No classes
Hartford	194	134	60 (30%)	35 (97%)
Stamford	200	196	31 (15%)	18 (72%)
Storrs	2588	1636	952 (37%)	572 (60%)
Waterbury	125	48	77 (61%)	No classes

Additionally, one EL-approved course is already offered for ECE credit: NRE 1000E. According to ECE, the course is offered in at least 70 high schools, and 96 instructors have been certified to teach the course. In AY 2020-2021, 195 students transferred this class for credit.

GEOC continues to monitor the situation closely. Chair Wagner engaged in regular meetings with Mansour Ndiaye, CLAS Assistant Dean for Advising and Enrollment Oversight, and communicated with colleagues at the regional campuses.

Table 5. 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 6. 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 2020 and Spring 2021 semesters. Regional campus data is compiled into one column each for the 2020-2021 academic year.

Subj	Numb	Title (Additional Content Areas & Competencies, if applicable)	Storrs Fall 2020	Storrs Winter 2021	Storrs Spring 2021	AP 20-21	Hart 20-21	Stam 20-21	Wtby 20-21
AH	3175E	Environmental Health	68						
AMST	3542E	New England Environmental History				7			
ANTH	1010E	Global Climate Change and Human Societies (CA2, CA4-INT)	120		125				
ANTH	3340E	Culture and Conservation (CA2, CA4-INT)			19				
ARE	1110E	Population, Food and the Environment (CA2)	79		79				
ARE	3434E	Environmental and Resource Policy			51				
ARE	3437E	Marine Fisheries Economics and Policy							
ARE	4438E	Valuing the Environment	15						
ARE	4462E	Environmental and Resource Economics			24				

ECON	1107E	Honors Core: Economics, Nature, and the Environment							
ECON	2467E	Economics of the Oceans				2			
ECON	3466E	Environmental Economics	26	19	35				
EEB	2100E	Global Change Ecology (CA3)	121			22	50	30	
EEB	2208E	Introduction to Conservation Biology (CA3)			144				
EEB	2222E	Plants in a Changing World			146				
EEB	2244E	General Ecology	98		58	16	22		9
EEB	2244 WE	General Ecology	68		34				
EEB	3205E	Current Issues in Environmental Science (CA3)							
ENGL	2635E	Literature and the Environment (CA1)	36						
ENGL	3240E	American Nature Writing	30		30				
ENGL	3715E	Nature Writing Workshop	15		15				
ENVE	1000E	Environmental Sustainability (CA2)			91				
ENVE	2310E	Environmental Engineering Fundamentals	73		90				
ENVE	3110E	Brownfield Redevelopment							
ENVS	3110E	Brownfield Redevelopment							
EVST	1000E	Introduction to Environmental Studies (CA2)	240		41		74	30	

EVST	3110E	Brownfield Redevelopment							
EVST	3340E	Culture and Conservation (CA2, CA4-INT)							
GEOG	1300E	Weather, Climate and Environment (CA3)			125				
GEOG	2300E	Introduction to Physical Geography	63		126				
GEOG	2310E	National Parks Unearthed: Geology and Landscapes through Time			19				
GEOG	2320E	Climate Change: Current Geographic Issues (CA2)	139		156				
GEOG	2400E	Introduction to Sustainable Cities (CA2, CA4-INT)	39	59		23	30		
GEOG	3410E	Human Modifications of Natural Environments			60				
GERM	2400E	The Environment in German Culture							
GSCI	1000E	The Human Epoch: Living in the Anthropocene (CA3)	182	11	219	26	23	27	25
GSCI	2310E	National Parks Unearthed: Geology and Landscapes through Time			61				
HDFS	2142E	Exploring Conservation and Sustainability with Preschoolers							
HIST	2210E	History of the Ocean (CA1)		41	19				
HIST	2222E	Global Environmental History (CA1, CA4-INT)	225						

HIST	3540E	Environmental History of the Americas (CA1, CA4)			30				
HIST	3540 WE	Environmental History of the Americas (CA1, CA4, W)							
HIST	3542E	New England Environmental History			35	10			
JOUR	3046E	Environmental Journalism	13						
LAND	2210E	Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (CA1)	42				31		
LAND	3230 WE	Sustainable Environmental Planning and Landscape Design			19				
MARN	1001E	The Sea Around Us (CA3)			61				
MARN	2801 WE	Marine Sciences and Society (W)			2	15			
MARN	3000E	The Oceans and Global Climate (CA3)			16	6			
MAST	1001E	The Sea Around Us (CA3)							
MAST	1300E	People and Society in the Maritime Environment				35			
MAST	2210E	History of the Ocean (CA1)				12			
MAST	2300E	Marine Environmental Policy				10			
MAST	2467E	Economics of the Oceans							
NRE	1000E	Environmental Science (CA3)	199		200		50	144	141
NRE	1235E	Environmental Conservation (CA1)			80				

Subject	Number	Title							
NRE	2215E	Introduction to Water Resources			55				
NRE	2600E	Global Sustainable Natural Resources (CA4-INT)			79				
NRE	3245E	Environmental Law							
NURS	4250E	Public Health Nursing							
PHAR	1001E	Toxic Chemicals and Health (CA3)			197				
PHIL	1108E	Environmental Philosophy							
PHIL	3216E	Environmental Ethics							
PHIL	3216 WE	Environmental Ethics (W)							
PHYS	1040Q E	Cosmic Origins of Life (CA3, Q)						100	
POLS	3240E	Environmental and Climate Justice (CA2)							
PSYC	3104E	Environmental Psychology							
SOCI	2701E	Sustainable Societies			44				
SOCI	2705E	Sociology of Food			24				
SOCI	2709 WE	Society and Climate Change	16						
SPSS	2100E	Environmental Sustainability of Food Production in Developed Countries	76						
SPSS	2500E	Principles and Concepts of Agroecology			34				
TOTAL			**1983**	**130**	**2634**	**184**	**280**	**331**	**175**

Intensive Session Offerings

Status

GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course

format. In the past, GEOC used to collect faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to "fully approved." Over the past several years, GEOC had been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that were in question might simply be declined or sent back for revision.

Recently, however, GEOC members have expressed some concerns about the intensive session format in general and appear to be leaning back toward provisional approvals. In some cases, GEOC has been reluctant to approve proposals at all.

Since 2005, GEOC has approved 98 intensive session proposals. Three courses remain on the provisional approval list.

Actions 2020-2021

GEOC approved the following courses for intensive session offering:

- ANTH 1010E Global Climate Change and Human Societies
- ART 3375 Indian Art and Popular Culture
- ARTH/AMST/DMD 3570 History and Theory of Digital Art
- EPSY 2450 Whole Child, School, and Community: Linking Health and Education
- EVST 1000E Introduction to Environmental Studies
- HIST 1200 World History, 1200-1800
- HIST 2210E History of the Ocean
- HIST 3554 Immigrants and the Shaping of U.S. History
- NRE 2215E Introduction to Water Resources
- POLS 3240E Environmental and Climate Justice
- PSYC 2101 Introduction to Multicultural Psychology
- SOCI 1251 Social Problems
- URBN 1300 Exploring Your Community

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 2020-2021

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

1) Courses that focus on the critical exploration of racism and colonialism; that promote antiracist and decolonial pedagogies; and that encourage students to take active roles in initiatives related to equity and social justice

2) Courses that integrate lessons learned from the switch to online learning due to the pandemic (including best practices in online education, flipped classrooms, etc.)

3) Environmental Literacy (EL) courses

4) Courses that emphasize Life-Transformative Education practices (https://lte.UCONN.edu/about/), integrative learning or incorporate high-impact practices

5) Courses that critically examine the role of governments, scientists, research, pharma corporations, and/or the roles and responsibilities of citizens in protecting the public health

Nine proposals were submitted (six fewer than last year), of which six were awarded funding (Table 7). Proposals came from eleven different departments across the College of Liberal Arts and Sciences, the College of Agriculture, Health, and Natural Resources, and the School of Fine Arts.

Table 7. Recipients of 2020-2021 General Education Course Enhancement Grant Competition funds

Proposer(s)	Course #	Course Title	General Education	New or Revised Course	New funds or renewal
Dwight Codr, Jean Marsden & Clare Costley King'oo	ENGL 2XXX	The British Empire and its Critics	CA1	New	New
Tom Deans, Scott Campbell & Kyle Barron	ENGL 2XXXWE	Writing, Rhetoric, and the Environment	W, E	New	New
Anna Mae Duane	AMST/ENGL 3XXX	Race, Science, Fiction	CA1, CA4, W	New	New
Sherry Zane & Anne Gebelein	AASI/AFRA/ AMST/LLAS /WGSS 1XXX	Exploring American Identities: From Theory to Practice	CA4	New	New
Kathryn Moore	ARTH 2XXX/W	Global Jerusalem	CA1, CA4, W	New	New
Gary Robbins	NRE 2215E	Development of Video Simulators to Enhance Water Resources Education	EL	Revised	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 2020-2021

In 2017-2018, GEOC initiated assessment of the Q competency. GEOC is particularly interested in the Q competency courses that enroll a high number of students outside of STEM fields. For such students, these courses provide unique opportunities for quantitative reasoning. A Q Competency Assessment group identified a list of six key courses to evaluate in the initial phase of assessment: CHEM 1127Q, COMM 3000Q, LING 2010Q, MATH 1070Q, PHYS 1010Q, and STAT 1000Q. The expertise of Eric Loken (EPSY) was secured, and he conducted interviews with instructors and teaching assistants of these courses, at Storrs and regional campuses, asking how instructors of Q courses understood the goals of the Q component and how it related to their course design, assignments and interactions with students. Loken submitted a report of his work to Chair Wagner in November 2019. The report was then reviewed by the Q subcommittee which in turn submitted a report to GEOC. Below is an excerpt of the report summarizing the Q subcommittee's recommendations, submitted at the end of AY 2019/20.

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

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

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

(4) Suggest the instructor to add optional questions regarding whether the course achieves the Q learning objectives in the Student Teaching Evaluation Form. This aims to collect student

feedback, which is important but completely lacking in the current assessment report. We ask GEOC to consider how to best implement this and how to collect and utilize the information. This may apply to other designations. Alternatively, GEOC can periodically carry out a survey of such courses with the help of CETL and UITS to gather the information.

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

Due to the regular workload of the subcommittee during a pandemic, the subcommittee continued its deliberation concerning their final recommendations with regard to Q criteria later in AY 2020/21. It became clear that it would be beneficial to engage in a bigger conversation and to also include colleagues from social sciences. Therefore, a working group is being formed to come up with recommendations concerning Q criteria.

The Information Literacy (IL) Competency is perhaps the one most in need of revision. Therefore, last year, Tom Scheinfeldt, current and outgoing co-chair of the IL subcommittee, was asked to convene and co-chair a working group with the 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 in the AY 2019/21, 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). In April 2020, the SEC charged Delta 2GE to come up with a recommendation of how to integrate IDML in the new General Education Curriculum. Tom Scheinfeldt was nominated to the Delta 2GE Taskforce and has led this initiative during this AY. Deliberations are ongoing but should be finalized soon.

General Education Course Alignment

Status

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

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

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

Actions 2020-2021

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

Table 8. Courses reviewed for alignment.

Subject Area(s)[1]	Course Number	Course Title	Content Area and/or Compet.	Aligns?
ANTH	3401	World Religions	CA1, CA4-INT	Y, Y
ANTH	1006	Introduction to Anthropology	CA2, CA4-INT	Y, Y
ANTH	3028W	Indigenous Rights and Aboriginal Australia	CA4-INT, W	Y, N

BIOL	1108	Principles of Biology II	CA3	Y*
CHEG	4143W	Chemical Engineering Capstone Design II	W	Y
DGS	4234W	Diagnostic Molecular Technologies	W	Y
DIET	3231W	Writing for Community Nutrition Research	W	Y
DRAM	1110	Introduction to Film	CA1	Y*
DRAM	3133	Latina/o Theatre	CA4	Y
DRAM	4711W	The Director in the Theatre	W	Y
EDCI	2100	Power, Privilege & Public Education	CA2, CA4	Y, Y
EDCI	3100W	Multicultural Education, Equity and Social Justice	W	Y
EEB	2202	Evolution & Human Diversity	CA3, CA4-INT	Y, Y
EEB	2245W	Evolutionary Biology	W	N
GSCI	4050W	Geoscience and Society	W	N
HEJS	2104	Modern Jewish Thought	CA1, CA4	Y*, Y
MCB	1405	Honors Core: The Genetics Revolution in Contemporary Culture	CA3	Y
MCB	4997W	Honors Research Thesis in Molecular and Cell Biology	W	N
PHIL	1106	Philosophy and Gender	CA1, CA4	Y, Y
PHIL	2211Q	Symbolic Logic I	Q	Y
PHIL	3225W	Analysis and Ordinary Language	W	Y
PHRX	4001W	Current Topics in Pharmacy	W	N
PNB	4297W	Senior Research Thesis in Physiology and Neurobiology	W	N
SLHS	4254W	Intro Lang Disorder Children	W	N

Key: Y = Yes, N = No, Y* = Aligned but may need slight revision or there was recommended feedback

[1] NOTE: Several subject areas were due for alignment but submitted no courses because there were no eligible courses to review (ASLN, CE, EGEN, MKTG, MLSC, & URBN). GSCI and PHAR were aligned this year after having deferred alignment last year.

De-Designation

GEOC and the Senate Curricula and Courses Committee recently approved a procedure for de-designating unaligned courses. If a course is unable to meet alignment standards after extensive

communication and consultation with the department, GEOC will initiate the de-designation procedure. There are separate procedures for when a decision about course alignment is contested by the department versus when it is uncontested.

For example, MUSI 3371Q was deemed to be unaligned with Q criteria last year. After discussion with the department, GEOC and the MUSI department mutually agreed that the course should be de-designated as Q. GEOC will thus begin the uncontested de-designation process this Spring after the final April Senate meeting.

General Education Course Substitutions, Transfers, and Adjustments

Status

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

The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to complete graduation expectations. Chair Wagner is ex officio member of the Academic Adjustments Committee and attended all meetings this AY. In 2006 the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when 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 2020-2021

After peaking at 230 course substitutions in 2016-2017, only 149 substitutions were granted by schools and colleges in 2017-2018, and these continued to decline again with a total of 107 substitutions in 2018-19 and 106 in 2019-20. The addition of the EL requirement, however, caused substitutions to jump back up to 211 this year (Table 9). The addition of EL would have increased the number of substitutions regardless, but the number of EL substitutions is particularly high, more than double the next largest in Second Language. The bulk of the substitutions, however, are from Neag, the School of Nursing, and Continuing Education/CETL. In Neag for instance, students are not admitted until their Junior year, so students who were admitted recently now found themselves under the requirements of a new catalog year with only two more years to finish their requirements. The school likely substituted more courses to

ease the burden on newly admitted students, so GEOC expects the EL substitutions to go down in the future as all students become subject to the EL requirement.

Table 9. Category Substitutions by School or College 2019-20.

Sch/Col	CA1	CA2	CA3	CA3-L	CA4	CA4-Int'l	Q	W	Env Lit	2nd Lang	Total
ACES					1						1
AGHNR	8				3	2	1	3	3	7	27
BUSN					4				1	6	11
CLAS			1	2	1		9		2	19	34
CTED	1		2	1	1		4	1	26	3	39
EDUC	1		1	1					39	1	43
EGBU					2				1		3
ENGR	1	2			2	9		3	5		22
FNAR				1			1			4	6
NURS		1			1	1			19		22
PHAR					1	1		1			3
Total	**11**	**3**	**4**	**5**	**16**	**13**	**15**	**8**	**96**	**40**	**211**

Nineteen substitutions were also granted by the Academic Adjustments Committee (Table 10).

Table 10. Academic Adjustments.

Competency	Sought 2017-18	Denied 2017-18	Sought 2018-19	Denied 2018-19	Sought 2019-20	Denied 2019-20	Sought* 2020-21	Denied 2020-21
Quantitative	4	1	5	2	4	1	6	1
Second Language	19	0	19	2	16	2	16	2

*Note: This report was submitted before the final Round II Spring 2021 requests could be considered. Requests from Round II will be reported in the 2021-2022 GEOC report.

Students matriculating at UCONN in 2020-2021 used 4,752 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 11). These numbers have steadily increased from previous years, as there were 4,559 such substitutions for the Fall 2019 and 3,732 for the Fall 2018 matriculating classes.

Director of Early College Experience (ECE), Brian Boecherer, explains this year's data as follows:

"You will see that there has been a slight increase in all areas. One note that may be interesting to you, last spring when the University granted students the opportunity to convert their courses to Pass/Fail, we did not allow that ability to our students. They are non-degree students and felt strongly that it would damage their ability to transfer their credits. Early indicators suggest we were justified in thinking so. Thus, all the data, like in the past, are based off of students bringing in credit with a grade of C or higher. Lower grades are not calculated because it would not be recommended to bring in lower grades to your degree transcript."

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CA1	253	200	205	147	227	202	194	736	942	994
CA2	106	147	128	62	118	182	167	303	409	477
CA3	64	87	89	39	63	96	104	152	190	205
CA3-LAB	476	458	594	369	495	591	565	982	1,291	1,303
CA4	14	8	4	7	10	6	21	89	86	99
CA4-INTL	8	15	8	6	19	13	24	82	122	132
ENVIRO								140	172	195
Content Area Total	921	915	1,028	630	932	1,090	1,075	2,484	3,212	3,405
Q	589	810	760	476	561	798	698	1,248	1,347	1,402
W	43	26	0	0	0	0	0	0	0	0
Competency Total	632	836	760	476	561	798	698	1,248	1,347	1,347
Grand Total	1,553	1,751	1,788	1,106	1,493	1,888	1,773	3,732	4,559	4,752

* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UCONN ECE students and compares it to the incoming class. Previously the request was last year's students.

Communication about the value of the General Education Curriculum and plans to change its structure and goals

Status

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

From 2017-2019, the Delta2 GE Task Force, empaneled by the Senate, considered the General Education curriculum and how its purpose is being communicated. In April 2019, the Delta2 GE Task Force presented a report to the Senate. On April 29, 2019 the Senate accepted "the Delta GE Task Force report and its vision for a new curriculum. The Senate C&C further recommends that the SEC empanel a Delta2 GE Force in 2019/20 to refine components of the proposed curriculum and to prepare an implementation plan"(Senate Minutes 4-29-19). The Delta2 GE Task Force is co-chaired by a continuing member of the Delta Gen Ed Task Force, Tom Long, and GEOC Chair Wagner. At the same time, through the presidential initiative on Life-Transformative Education (LTE), led by Vice Provost

for Academic Affairs, John Volin, the LTE Task Force was formed. The task force includes "a team of visionary leaders from all levels of the university with the ultimate goal to make life-transformative education the foundation of UCONN's educational philosophy by creating grassroots, bottom-up change with institutional support" (Life-transformative Education, UCONN, n.d.). Chair Wagner is a member of the LTE Task Force.

Over the past two years, the Delta2 GE Task Force continued to refine the proposed framework for General Education at UCONN entitled Core Curriculum for Leadership and Global Citizenship. Details can be found at https://delta.senate.UCONN.edu/. The Delta2 GE Task Force is engaged in communications with the university community to seek feedback to further refine the proposal. The current plan is to hold a special Senate meeting dedicated to introducing and discussing the Delta2 GE Task Force's proposal and to vote on the proposal during the October 2021 Senate meeting.

Actions 2020-2021

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

WE continue to consider the Provost's General Education Course Enhancement Grant Competition to be 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. Below, we provide suggestions for how to further improve aspects of the Provost's General Education Course Enhancement Grant Competition.

Chair Wagner met with the various subcommittee co-chairs to determine and address the varied needs of the subcommittees. As a result and as discussed above, the W subcommittee continues to consider the creation of recommendations concerning the training of graduate students who teach W courses. Based on the Senate charge from the prior AY, GEOC charged an FYW working group with the review of GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program. This work was started in the AY 2020/21 and will continue into AY 2021/22. A Q working group 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. Changes were made to the CAR form based on resulting recommendations.

As last year, Chair Wagner presented on the value of general education to the Orientation Leaders-in-Training in March. 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 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.

Actions 2020-2021 that continue into AY 2021-20222

This AY, Chair Wagner met with colleagues from the university community who commented on aspects that can be improved in the Provost's General Education Course Enhancement Grant Competition. For example, there were suggestions to increase outreach to faculty with expertise in the priority areas, change the composition of the review committee, and address lack of coordination concerning course approval at the departmental level.

The above-mentioned working groups deliberating on FYW, Q, and W will continue their work next AY.

Additionally, GEOC plans to make adjustments to the course review process and the course alignment process. For example, one suggestion is to provide ample opportunity for proposers whose courses might be declined to engage with GEOC before the final vote occurs. In the alignment process, proposed changes concerning material requested from departments will be discussed.

GEOC plans to engage in outreach to the university community to discuss the importance of General Education and to facilitate the process of proposing new General Education courses. For example, one plan is to offer workshops for colleagues who are interested in submitting proposals to the Provost's General Education Course Enhancement Grant Competition. Another idea is to create ad hoc workshops for new colleagues to advise them concerning the course proposal process in general and about specific criteria of content areas and competencies.

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. Despite challenges due to the pandemic, GEOC fulfilled its regular duties while also remaining interested and engaged in providing feedback on the new curriculum and the high number of new general course proposals.

At the end of AY 19/20, at the beginning of the pandemic, GEOC acknowledged that while the current crisis related to Covid-19 posed challenges for the entire university special attention would have to be paid to how general education courses could be continued to be delivered effectively. GEOC monitored the situation throughout the AY 2020/21 and will continue to participate in conversations to address challenges 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 Fabrice Baudoin, George Gibson, Beth Ginsberg, Suman Majumdar, Tom Scheinfeldt, Kathleen Tonry, and Jason Vokoun, 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, 4/19/2021
Manuela Wagner

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GEOC Committee Membership, 2020-2021 Academic Year

Name	Position
Manuela Wagner	GEOC Chair
Michele Back	SL Competency Co-Chair
Fabrice Baudoin	Q Competency Co-Chair
Oksan Bayulgen	CA4 Co-Chair
Lisa Blansett	First Year Writing Chair (Ex-Officio)
Brenda Brueggemann	Information Literacy Chair
Kun Chen	Q Competency Co-Chair
Robert Day	CA2 Chair
Kelly Dennis	CA1 Co-Chair
Alex Gatten	First Year Writing - Alt (Ex-Officio)
George Gibson	CA3 Co-Chair
Beth Ginsberg	W Competency Co-Chair
Ali Gokirmak	CA3 Co-Chair
Lori Gresham	W Competency Co-Chair
Suman Majumdar	Q Competency Co-Chair
Morty Ortega	CA4 Co-Chair
Tom Scheinfeldt	Information Literacy Co-Chair
Eric Schultz	Senate Curricula & Courses (Ex-Officio)
Jennifer Terni	CA1 Co-Chair
Kathleen Tonry	E Literacy Co-Chair
Eduardo Urios-Aparisi	SL Competency Co-Chair
Jason Vokoun	E Literacy Co-Chair
Karen C. P. McDermott	Admin: Program Assistant

GEOC Subcommittee Membership, 2020-2021 Academic Year

CA1 Arts & Humanities Kelly Dennis (ART & ARTH), Co-Chair Jennifer Terni (LCL), Co-Chair Dwight Codr (ENGL) Anna Lindeman (DMD) Polya Tocheva (Law Library)	**Writing** Beth Ginsberg (POLS), Co-Chair Lori Gresham (PSYC), Co-Chair Alex Gatten (FYW) Renee Gilberti (ISS/McNair) Oliver Hiob (ENGL) Challa Kumar (CHEM) Kevin McEvoy (MKTG) Jesus Ramos-Kittrell (MUSI) Luciana Santoferrara (EEB) Carol-Ann Wetmore (NURS)
CA2 Social Sciences Robert Day (BUSN), Co-Chair Co-Chair TBD David Atkin (COMM) Kenneth Lachlan (COMM)	**Quantitative** Kun Chen (STAT), Co-Chair – Sabbatical Fall 2020 Fabrice Baudoin (MATH), Co-Chair Suman Majumdar (STAT), Co-Chair Jennifer Tufts (SLHS)
CA3 Science & Technology George Gibson (PHYS), Co-Chair Ali Gokirmak (ECE), Co-Chair Richard Mancini (ANSC) David Perry (PHYS) Peter Schweitzer (PHYS)	**Information Literacy** Tom Scheinfeldt (DMD), Co-Chair Brenda Brueggemann (ENGL), Co-Chair Lisa Blansett (ENGL) Jonathan Moore (BUSN) Marcus Rossberg (PHIL) Anke Finger (LCL)
CA4 Diversity & Multiculturalism Oksan Bayulgen (POLS), Co-Chair Morty Ortega (NRE), Co-Chair Anne Borsai Basaran (COMM) Trudi Bird (ENGL) Alana Adams (Business Advising)	**Second Language** Eduardo Urios-Aparisi (LCL), Co-Chair Michele Back (EDCI), Co-Chair Anne Gebelein (El Instituto)
Environmental Literacy (NEW) Kathleen Tonry (ENGL), Co-Chair Jason Vokoun (NRE), Co-Chair Annelie Skoog (MARN) Marina Astitha (CE) Christopher Elphick (EEB) Syma Ebbin (ARE) Janet Pritchard (ART & ARTH) Robert Thorson (GSCI)	**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) Marcus Rossberg (PHIL)

	Marie Shananhan (JOUR) Stephen Slota (EPSY) Stephen Stifano (COMM) Matt Worwood (DMD)

Provost's Competition Selection Committee

Pam Bedore, ENGL
Alaina Brenick, HDFS
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Laura Burton, EDLR
James Chrobak, PSYC
Annamaria Csizmadia, HDFS
Lindsay Cummings, DRAM
Syma Ebbin, Sea Grant, Avery Point
Mitchell Green, PHIL
Barbara Gurr, WGSS
Kyle Hadden, PHAR
Challa Kumar, CHEM
George Michna, ED
John Redden, PNB
Lauren Schlesselman, CETL
Eric Schultz, EEB (Ad hoc reviewer)
Lisa Werkmeister Rozas, SSW

Appendix A: Course Selection for Alignment

1. Using the Six-Year Alignment Schedule, the departments that are up for alignment in the current year are determined.
2. Using enrollment data from the previous academic year, the number of sections and enrollment for every Gen Ed course for each eligible department up for alignment is recorded.
3. It is noted whether courses are offered at any of the Regional campuses.
4. When all courses for each department have been logged, the largest course will be pre-selected and will automatically be aligned for whatever content area(s) or competency/ies it carries.
5. After that, an online random number generator is used to choose two of the courses for each content area and/or competency. If there is only one eligible course in an area, that course is automatically selected for alignment. If there are multiple courses available for CA3, one selected should be Lab and one should be non-Lab if possible. If there are multiple courses available for CA4, one should be International and one should be non-International if possible.
6. In alternate cycles, the GEOC Chair may approve the selection of the second-largest course so that the same large course is not always being aligned every cycle.
7. Once courses are selected, all possible record sites are checked to verify that the course has not been added, revised, or reviewed in the past five years.
8. If a course is found to be ineligible for alignment, the random number generator is again used to select another course.

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

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

Procedure for De-designating General Education Courses

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

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

Recommended De-designation Procedure:

1. GEOC completes its Alignment review of Gen Ed courses by late March.
2. Once GEOC's Alignment report is approved by the Senate C&C, the GEOC Chair immediately provides heads of any department whose courses did not align all evidence that supported the finding of non-alignment.
3. Response of the department head to the notification determines whether de-designation is Uncontested or Contested.
   a. **Uncontested** – The Department Head agrees that the course does not align and no longer wishes to offer the course as Gen Ed.
   b. **Contested** - The Department Head disagrees that the course does not align and refuses to make GEOC-required changes.
4. In the case of *uncontested* de-designation, GEOC notifies the Department Head in writing by email of GEOC's intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. This notification becomes part of the official record and is attached to the Course Action Request (CAR) implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the committee agrees with de-designation. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall

be either an email response from the department head or delivery of a "read receipt" notice from the department head.

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

6. On rare occasions, a department may be nonresponsive to GEOC's communications regarding an unaligned course. In these cases, the GEOC Chair will make up to three good-faith efforts to contact the department head using various means, including email, phone calls, and/or in-person visits if possible. If after three attempts the department has not responded, the GEOC Chair will reach out to the Senior Vice Provost for Academic Affairs for guidance on how to proceed.

7. After four weeks, GEOC completes a CAR for de-designation. Most courses are de-designated via course revision, but a course deletion will be necessary to remove the W version of a course that has W and non-W versions. The CAR is reviewed and voted upon by the Senate Curricula and Courses Committee, for review and approval. GEOC notifies the Chair of the school or college Curricula and Courses Committee of this action.

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

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

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

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

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

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

Annual Report of the Senate Growth and Development Committee
April 19, 2021

The Senate G&D Committee continued on the theme of "University in Transition," and focused mainly on the state of affairs related to R&D at different units and their plans to address the President's challenge to double research and scholarship at UConn. Senate G&D Committee members felt a great need to create an environment that promotes intercollegiate and interdisciplinary research and education. UConn has to take a "whole-of-UConn" approach that allows multi-disciplinary teams to coherently integrate their efforts to prepare multi-PI large or center grants targeting research and development in areas of national needs and Industries-of-the-Future (IotF). Schools/departments and OVPR need to play complementary roles to make R&D initiatives, at all scales, successful.

Success in landing large/center grants require, (a) innovative ideas, (b) presence of recognized world class researchers, (c) partnerships, (d) adequate research infrastructure, and (e) political acumen. This will require completing a Technology Need Assessment (TNA) and developing a R&D blueprint along with a reasonable timeline, based upon (a) evaluation of our existing research expertise and infrastructure, (b) identification of target R&D and educational priorities, and (c) assessment of research and development gaps. A greater and successful involvement with industry and community partners is imperative. It is felt that such an approach could start with an assessment of technology gaps facing target industries as related to national needs and UConn's current capabilities and expected R&D priorities. As an institution, we have to be proactive, invest in targeted R&D, and create our own opportunities led by faculty, enhanced by Schools, managed by OVPR, assisted by the UConn Development Office, and facilitated by the lobbying agency in Washington DC.

Limited and rather eclectic initiatives to attract large multi-PI, multi-year center funding is a common practice. Steps to attract large grants are not uncommon, as evident from the Neag School of Education engaging a cluster of faculty to go after large external grants in the areas of Educational Psychology, math education, and other related areas, and the School of Engineering engaging in a $10 million multi-university proposal. However, for UConn to be competitive and recognized for excellence in R&D will require multifold increase in such and scaled up initiatives.

To understand the scale of the challenge it is instructive to look into the R&D expenditure timeline (2008-2017). The two other universities, Iowa State University and Carnegie Mellon University, are selected as they both ranked lower than UConn based upon Research Expenditure in 2008. In 2008, UConn was ranked 80 while Iowa State and Carnegie Mellon ranked 82 and 87, respectively. Since 2008 both Iowa State and Carnegie Mellon have improved their R&D expenditure, and their rankings improved to 73 and 71, respectively, with UConn ranked 86 [Fig. 1A]. A comparison of the Research Expenditure slopes of the trendlines [Fig. 1B] clearly shows that Iowa State's research expenditure is growing at a faster pace than that at UConn. If we plan to catch up with Iowa State by 2028, then starting in 2023, our R&D expenditure has to increase at the rate of $34 million per year. Note this is a 10-fold increase in rate of annual increase of R&D dollars that at present stands at $3.9 million/year – it will be a daunting task and requires the following R&D expenditures [see Table 1].
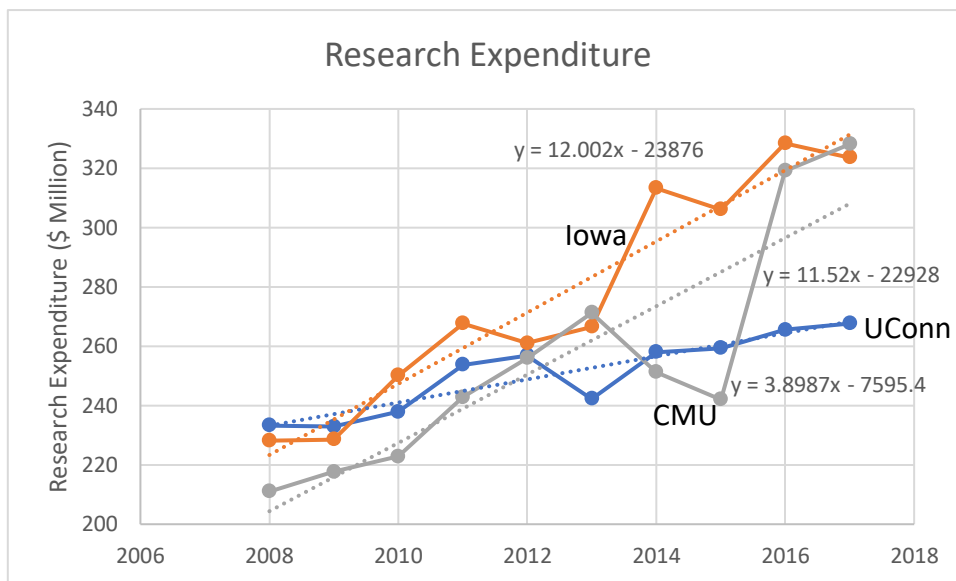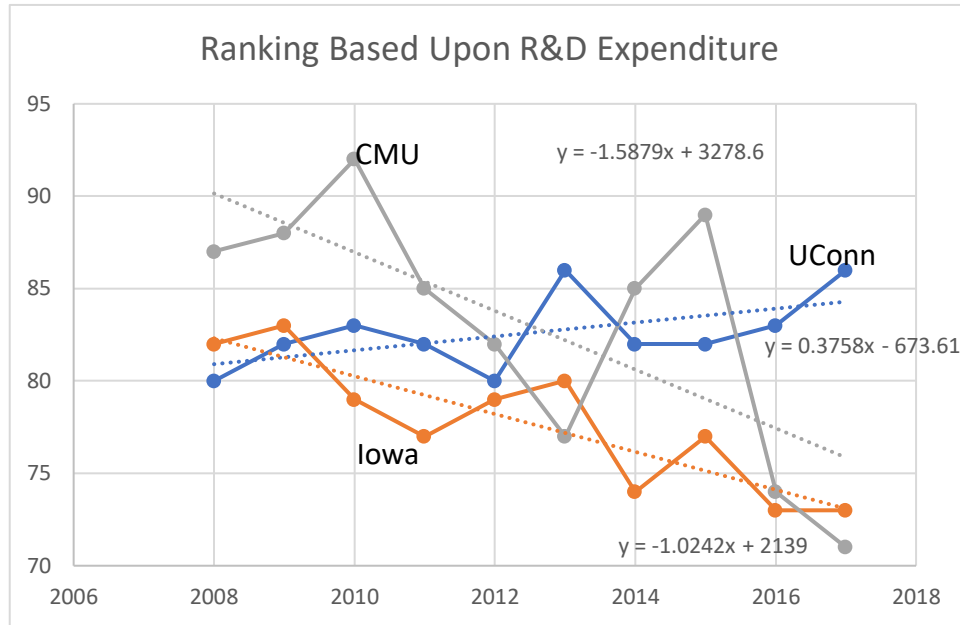
Fig.1 (A) Ranking based upon R&D expenditure, (B) R&D Expenditure. [Source: NSF HERD. https://www.nsf.gov/statistics/srvyherd/]

Table 1: Estimated annual increase in R&D

Year	R&D Expenditure ($ Million)	% Increase
2024	$326.15	11.5 (from $291.67 Million)
2025	360.63	10.57
2026	395.1	9.56
2027	429.58	8.72
2028	464.06	8.03

The processing of large multi-PI or center grants along with the regular grants, that for some schools could be about 4 proposal/faculty/year, stresses OSP's pre-award wing. The anticipated multifold increase in pre-award processing to address our R&D expenditure gap will require re--staffing and re-aligning OVPR. Moreover, the realignment of the federal research environment that recommends "*reducing administrative burdens on federally-funded research …*" will tax post-award as well. The university needs to establish a process that will allow faculty members to devote their time in preparing competitive proposals while the other necessary steps and processes are taken care of in a timely fashion by OVPR or partly by the trained personnel at the school/center or department levels. Schools/departments and OVPR need to play complementary roles to make initiatives, at all scales, successful. The Deans and Department Heads might judiciously use their 10% return on generated F&A to hire personnel (e.g. editors/illustrator) and provide additional assistance to faculty at the pre-award phase. It is also likely that OVPR and the Office of the Provost might be approached for additional support in special cases. We recommend that schools, in collaboration with OVPR, share successful approaches university-wide to develop R&D policies, all the while ensuring each school operate in a fashion that best supports their faculty. To realize the President's goal to double our research and development will only be successful if all efforts are made to smoothen the process of timely proposal submission by providing assistance at all levels to the faculty members.

The Committee also realized a lack of recognition for the time invested to prepare for and submit unsuccessful large multi-PI grant proposals as a reason for faculty members not to pursue such opportunities. There should be a mechanism during PT&R and/or merit evaluations where such efforts could be duly recognized. Moreover, though institutional support is forthcoming for funded grants, such a support structure to identify funding, proposal preparation, and other assistance is yet to be standardized.

Participation of regional campuses in evolving R&D strategy was stressed along with minimizing the impact of the distance divide that has the potential to suppress partnerships among the regional and main campuses and the health center. The presence of high-quality faculty at the regional campuses and their willingness to either carry out independent research or to be part of a research team remains underutilized.

Resource allocation for the library to function especially during COVID pandemic when access to library resources is dominantly online, was pointed out. The formation of the university-wide Library Task Force was mentioned, and Michael Rodriguez agreed to provide readouts of the task force meetings to this committee.

The Committee continued with its ongoing mode of information gathering and invited the following guests to address the committee:
- Dr. Abhijit Banerjee, Associate Vice President, Innovation and Entrepreneurship, Office of the Vice President for Research
- Dr. Kazem Kazerounian, Dean School of Engineering
- Dr. Anthony Vella, Senior Associate Dean of Research Planning and Coordination, UConn School of Medicine.
- Dr. Mustafa Analoui, Executive Director, Technology Commercialization Services, OVPR, UConn

The guests were requested to address a set of questions prepared by the committee and tailored to specific guests [Appendix A]. Some of the meeting highlights are as follows.

1. Dr. Abhijit Banerjee, Associate Vice President, Innovation and Entrepreneurship, Office of the Vice President for Research. Dr. Banerjee emphasized the engagement of faculty to develop the required R&D Strategic Planning document and in the process engage UConn. As per Dr. Banerjee, to successfully implement any strategic plan with the challenging goal of enhancing R&D will require that we address the following
    a. Strategic Investment
    b. Collaboration among schools and colleges
    c. Organizational preparedness.

   Moreover, excelling in R&D and being globally recognized will require our addressing the following:
    a. Alignment of institutional research.
    b. Means to achieve and implement strategic goals
    c. Process to differentiate UConn from other institutions – work on our uniqueness
    d. Establish relationships – it matters

   Dr. Banerjee mentioned his ongoing work with School of Nursing and some of their successes. The presentation was followed by a Q&A session covering topics from involvement of CT Insurance Company and Data Sciences to participation of undergraduates in research and innovation efforts.

2. Dr. Kazem Kazerounian, Dean of School of Engineering, UConn. Dr. Kazem Kazerounian, pointed out considerable increase in R&D expenditure in School of Engineering (SoE) in recent years, and attributed the success to the following: Some of the highlights of his presentation is as follows:
    a. SoE is providing the support for faculty to be productive by:
        i. Assisting with budget preparation;
        ii. Assisting in editorial support to prepare proposals; and
        iii. Assisting young faculty with the process to land external funding.
    b. Targeting two non-traditional funding sources, such as industry and Department of Defense (DoD). This required demonstration of research flexibility, while, for DoD, required advocacy and working with Government Relations. This approach has already resulted in multi-year, multi-million-dollar funding from the U.S. Navy and Air Force.
    c. Additional assistance to faculty unable to bring in external funding. SoE extends their helping hand to faculty who are engaged in writing proposals but with a hit rate of "0".
    d. Career Award Workshops for young faculty. It is observed that the success rate is around 50%-60% for faculty attending workshops and 0% for young faculty who did not.

   The Dean identified having limited physical space as a major challenge and suggested that space allocation/creation should be looked into by the Office of the Provost and the University Planning Committee. The Dean clearly articulated support for R&D in the social sciences and similar programs – but also pointed out that the university should not be considered as a funding agency.

The Dean argued for the concept of a Center-centric modality that will assist faculty with preparation of budget and editorial help. It is expected that technical writers will be supported by equal contributions from the Office of the Dean, departments, and faculty.

3. Dr. Anthony Vella, Senior Associate Dean of Research Planning and Coordination, UConn School of Medicine. Dr. Vella's intimate familiarity with the R&D issues in the School of Medicine (SoM) specially during the past 5 years allowed him to highlight the important roles of the following in boosting research:
   a. Faculty and student morale; and
   b. Accountability.

   SoM has adopted the following process to boost not only the R&D productivity but the research stature of the School, something very well appreciated by SoM faculty.
   - SoM retreats to discuss items of interest (due to pandemic, it is going virtual). Department Heads are requested to introduce topics of interest (something that has potential research success).
   - Mock study sessions support discussions of proposals in response to RFPs. All discussed proposals are developed as if the funding agency is NIH. Two people facilitate the process.
   - Recruited Editor and Illustrator assist in the preparation of grants (editing, reviewing, preparation illustrations, etc.), which eventually resulted in an improved and well-illustrated grant proposal. As an added benefit, this Editor/Illustrator team also assist faculty in preparing high-quality manuscripts.

   Dean Vella stressed the role of Department and Centers in assuring success.
   c. SoM organizes monthly Faculty Talks, with 1 or 2 faculty members presenting.
   d. Cross department/campus collaboration to develop/define programs/projects/initiatives. This requires commitment. One success story is the 2-year partnership between SoM Cardio and Nutritional Science, meeting once or twice per month (on Fridays). This has resulted in NIH funding and journal papers.
   Dean Vella suggested the adoption of showcasing our personnel and facilities for recruitment. Dean Vella also suggested starting "Overview Seminars" to showcase expertise residing at Regional Campuses with the intent to establish stronger research partnerships among the Storrs, UCHC, and Regional campuses. Finally, UConn advertising its own research was mentioned. Such stories will cover not only big successes but ongoing research as well.
4. Dr. Mostafa Analoui, Executive Director, Technology Commercialization Services, OVPR, UConn. Dr. Analoui expressed his excitement with the ongoing development with establishing startups. But it seems that limited resources are capping the number of start-ups. At present, UConn averages 3.5 to 4 start-ups per year with Yale university being a feeder to our TIP program. He also pointed out that the mindset in terms of start-ups is changing. Student initiated startups are supported at no cost.

2020-2021 Senate G&D Committee Meetings (Zoom online meeting)
1. September 11, 2020
2. October 10, 2020
3. November 13, 2020
4. December 11, 2020
5. February 12, 2021
6. March 12, 2021
7. April 9, 2021

Committee Members:
*Mehdi A Anwar, Chair, Engineering
*Michael Accorsi, Engineering
*Ming-Hui Chen, Statistics

*Ethan Werstler, USG Representative
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, Senior Vice Provost, Ex-Officio member
Deepa Shukla, Graduate Student
*Senate Member 2020/2021

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.*

Appendix -A

SUGGESTED LIST OF QUESTIONS FROM UNIVERSITY SENATE GROWTH &
DEVELOPMENT COMMITTEE

Guest
Date/Time/Modality

As one of its priorities, the Growth and Development Committee is focusing on issues of how different units at the University of Connecticut can contribute to the President's strategic goal of doubling research and scholarship. We will greatly appreciate to hear your thoughts on possible strategies that other universities have successfully employed to address such a challenge and your vision/approach to see it happen at UConn.

Some of the suggested question by the committee members are as follows:
1. What challenges or barriers (internal or external) are you most focused on tackling in your efforts to facilitate/support faculty and student research efforts and initiatives? What do you consider your office's greatest growth opportunities in this regard and what are the challenges?
2. What specific strategies has the School of Engineering implemented to increase research?
3. How does your office plan to leverage the strengths of the regional campuses and UConn Health in your strategic plans?
4. Are there ways that your office can move UConn in the direction of a cooperative research-oriented interdisciplinary culture?
5. How collaborative research with other schools and colleges, e.g., CLAS, School of Business, can help engineers and scientists grow professionally?
6. What can we do to grow the research effort internally?
7. Are there any policies/directions that you would recommend that UConn should implement/follow at the university level to increase research?
8. Which research priorities UConn faculty may incorporate in their planning to capture competitive grants?
9. Have there been any initiatives to review and create efficiencies in existing non-research-based processes and policies in order to free up more time for faculty and staff to devote to research activities?
10. In addition to supporting faculty in attaining funds from grants, what other endeavors do you encourage to raise funds and in what ways do you support faculty in attaining them?
11. A lack of recognition for the time invested to prepare for and submit unsuccessful large grant proposals might lead faculty members not to pursue such opportunities. Should be a mechanism during PT&R and/or merit evaluations where such efforts could be recognized?
12. Development of any R&D strategy is based upon (a) assessing existing resources (infrastructure and expertise), (b) identifying future local/global technological/educational challenges and (c) figuring out technology gaps [in terms of infrastructure and expertise]. Identification of suitable R&D challenges with a goal to accelerate and leapfrog deployment within a given timeframe should be the strategy. This is usually complemented by an implementation "blueprint" documenting the necessary steps for implementing such a strategy [also helps to identify the discipline of the top caliber scientists to be hired]. Note, hiring of world class scientists will start first with the identification of what UConn would like to be and not to be dictated by the world class scientist we have hired. Importantly, the

strategy has to ensure a sustained annual R&D expenditure instead of a one-shot demonstration.

    a. What do you believe is the status of development of a R&D strategy suitable for UConn? Think 2050.

    b. What does he consider to be UConn's areas of strength in innovation? How can this group or others at the University help support the growth of these areas?

    c. What process would you recommend to develop such a strategy? [Note: Cross-school faculty workshops followed by a high-level workshop (with representations from NSF, NIH, DARPA, DoE, DOD and a few NAE/NAS members) could result in a working document. The high-level meeting could be in DC for visibility].

    d. Do we have in place data to identify existing research thrust areas? How does it map with global R&D challenges?

    e. Do we have industry (CT based) R&D need assessment? How does it map with existing faculty expertise?

    f. As compared with other institutions (Stanford, U of Michigan), does the existing TRB process at UConn promote/hinder innovation and spin-offs?

    g. How can UConn improve our tech transfer/startup/sponsored research performance generally?

    h. Which steps can help commercialize scientific and engineering advancements?

    i. What do you think of the culture to put a team together upon the announcement of large multi-PI grants - only to be disbanded once the effort proves to be unsuccessful? [Note: In order to be successful such multi-PI teams must promote R&D in line with our strategy and fine tune the proposal upon any rejection – the team effort must continue.]

    j. Quite often multi-PI large grants are submitted and eventually rejected. People involved dedicate time and effort, but upon being unsuccessful the team is dispersed, and the topic is forgotten. Some of the proposals (dealing with sustainable development, energy, water, …) could be of interest to different foundations. A School/College, OSP, Foundation partnership to identify such opportunities could bring in the millions. What would be a good strategy to pursue such foundation funding?

Webex Info:

Annual Report to the University Senate of the Senate Scholastic Standards Committee
2020-2021

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

Summary: Scholastic Standards presented seven motions to amend the By-Laws, Rules and Regulations of the University Senate during AY 2020-21. An additional motion is ready to present to the Senate in Fall 2021. In addition, the SSC reviewed and updated the Transfer Admissions Policy, created guidelines for authentication plans for Distance Education courses (with CETL), and voted in favor of a temporary late withdrawal policy (administered by the Provost's Office). The committee also reviewed two proposals for temporary measures during COVID (relaxation of P/F grading rules and relaxation of temporary grade rules) and opted not to pursue these options. Seven matters are pending for Fall 2021.

Approved Motions to Amend the By-Laws:
- **University Calendar**, II.H. Moves spring break week from after the 7th week, March 14-20, 2021, to after the 12th week, April 11-27, 2021 and adds two additional reading days to the calendar (10.5.2020).
- **Pass-Fail Grading**, II.E.3.b. Extends the deadline to place a course on a P/F grading basis to Nov 20, 2020 for the Fall semester and to April 9, 2021 for the Spring semester. Removes the restriction for students with fewer than 26 credits and those on academic probation (10.5.2020).
- **Pass-Fail Grading**, II.E.3.b. (joint motion with the Undergraduate Student Government). Extends the deadline to place a course on a P/F grading basis to Dec 28, 2020 for the Fall semester and to May 14, 2021 for the Spring semester (12.7.2020).
- **Adding or Dropping Courses**, II.B.10. Adds "No Record COVID" (NRC) grade that students may opt to use on the transcript instead of a W (3.1.2021).
- **Syllabi**, II.1.5. Adds a requirement for syllabi to include due dates and, for distance education courses, an authentication plan (3.1.2021).
- **High School Students and Credit Bearing Courses**, II.A.4. Updates bylaw to current practice in compliance with NACEP accreditation guidelines (pending 4.26.2021).
- **University Calendar**. II.H.1. Provides a definition of reading days (pending 4.26.2021).

Additional Actions:
- **Authentication Plans**. The SSC worked with CETL to prepare guidelines for authentication plans for all Distance Education courses (with no in-person component).
- **Temporary Late Withdrawal Policy**. Working with the USG and the Provost's Office, the SSC voted in favor of extending the late withdrawal date for Fall 2020 and Spring 2021.
- **Relaxation of P/F Rules**. The SSC reviewed a proposal to relax P/F rules entirely for AY 2020-21 (as was done for Spring 2020), but instead opted for a modified deadline and relaxed restrictions (as in approved motions above).
- **Relaxation of Temporary Grades**. The SSC reviewed a proposal to relax temporary grades for AY 2020-21, but opted not to pursue this option.

- **Update to Transfer Credit Guidelines**. The SSC reviewed and updated the transfer credit guidelines.

Items Pending for 2021/2022:
- Admissions Minimum Requirement Exception – ready for presentation to Senate in Fall 2021
- Fresh Start
- "No Attendance" Status for Financial Aid
- Sick Notes
- Stranded credits
- Timing of Midterm Warnings
- Transfer Credit for Military Service

Respectfully Submitted,
Pamela Bedore, Chair

Committee Members:
***Pamela Bedore, Chair**, English, Avery Point Campus
*Maureen Armstrong, Dean of Students Office
*Karen Bresciano, Graduate School
*Robin Coulter, Marketing
*Joe Crivello, Physiology & Neurobiology
*Stephen Dyson, CLAS
*Holly Fitch, Psychology
*Thomas Long, Nursing Instruction and Research
*Leslie Shor, School of Engineering
Shoshana Armington, Advising, School of Engineering
Greg Bouquot, Registrar's Office
Stuart Brown, Waterbury Student Services
Erin Ciarimboli, Enrichment Programs and University Advising
Susanna Cowan, University Libraries
Sarah Croucher, Director of Academic Policy
Lindsay Cummings, School of Fine Arts
Maggie Khuu, Graduate Student
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
Erin Mason, Registrar's Office
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
Suzanne Wilson, Education

Student Welfare Committee
University Senate
2020-2021 Annual Report

MEMBERSHIP

Senate Members:
Maureen Armstrong, Chair, Dean of Students Office
Gerry Berkowitz, Plant and Landscape Architecture
Alexis Boylan, Art & Art History
Fabiana Cardetti, Mathematics

Josh Crow, Undergraduate Student Representative
Andrea Hubbard, Pharmacy
Angela Rola, Asian American Cultural Center

Additional Members:
Cinnamon Adams, Graduate School
Rebecca Bacher, CLAS Academic Services
Kelly Bartlett, Waterbury Campus
Michael Finiguerra, Avery Point Campus
Arthur Galinat, International Student and Scholar Services
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Renee Gilberti, ISS Academic Programs Center
Kay Gruder, Center for Career Development
Sara Harrington, University Libraries
Donna Korbel, Center for Students with Disabilities
Sheila Lafferty, University Libraries
Katherine McCarthy, Admissions
Tina McCarthy, Student Health and Wellness
Jennifer Morenus, PRLACC
Daniel Pfeiffer, Graduate Student
Jennifer Tibbets, Registrar's Office

Meetings
September 3, 2020
October 1, 2020
November 6, 2020
December 4, 2020
January 21, 2021
February 5, 2021
March 5, 2021 (Cancelled)
April 1, 2021
May 7, 2021

TOPICS CONSIDERED/ADDRESSED

Pass/Fail options, spring 2021 calendar and NRC grading change

SWC reviewed the motions put before the senate to discuss benefits and challenges of each one as they relate dot student life. It was agreed that the potential benefits of the changes outweighed the challenges.

Quarantine Experience for students
Tina McCarthy, Director of Nursing from SHaW provided an overview of the quarantine and isolation experiences for students. Isolation separates sick people with a contagious disease from those who are not sick. The University is using pooled sampling and wastewater testing to monitor the potential spread of the virus. Students in isolation may be placed in a cohort based on dates of exposure. Quarantine, separates and restricts the movement of exposed people to minimize the potential spread of illness. The process of isolating or quarantining students is a result of the pandemic. Dining options are changed and these students are restricted to two dining halls during quarantine. Students in isolation have meals delivered to them three times a day. The quarantine and isolation periods are challenging the staff involved with this process looked for approaches to increase communication with student on a greater basis.

International First Year Students starting from abroad
SWC committee member Arthur Galinat gave a presentation on the International First Year students who began their UConn careers from abroad. He provided an overview of challenges facing these students that include but are not limited to time zone differences, connectivity issues, enrollment holds and students' knowledge of how to self-advocate. The immigration policy changes, especially around duration of status rules create challenges for our international students. ISSS collaborated with SHaW-MH to try to provide virtual support options to international students felling stressed about COVID-19 and the immigration policy changes through a weekly support group.

Conversation with Dr. Frank Tuitt
Dr Tuitt talked about his first six months and observations he has of the UConn community. Themes of the conversation are as follows. We have several stakeholders across the system who are engaged in helping students, he is looking to clarify how the stakeholders are connected, use of best practices, identifying potential future threats to student welfare/wellbeing and how can we be proactive rather than reactive. UConn has a long history of support for historically underrepresented communities and we are starting to get requests for new groups. Is it reasonable/sustainable to provide a cultural center for every group? Need to identify how to meet increasing demand without taking away from existing programs. Communication – how do we improve this area to make sure students are aware of what is happening and increase access to students?

Holistic Wellbeing
Karen McComb, Director of Health Promotion and Community Impact presented on the Elements of Wellness. She provided an overview of the work underway in the Health Promotion area and ways they are engaging with the campus community.

First Generation College Students
The SWC looked at First Generation College students at UConn, what obstacles might they face, what is UConn doing to support these students. A panel of first gen students shared their individual experiences, outlining challenges, successes and areas of support at UConn. Dave Ouimette and Leo Lachet provided an overview of their work to help identify and support first generation students at UConn, specifically:

- the creation of a First Gen advisory board made up of representatives from across campus who can help move this agenda forward
- UConn is recognized as a First Gen Forward institution that creates connection points to a workgroup on a nation level and New England level
- the Success 360 group – provides a wraparound look at 1st gen students who owe money trying to connect them to resources.

Many other offices worked to support first generation students and the student panelists indicated it would be helpful to have a coordinated network of offices identified as having a focus on supporting first gen students.

UConn Bookstore
A SWC committee member interviewed Len Oser, Bookstore manager below is a summary of the meeting.
Is the UConn Bookstore serving the needs of students?
Last year there had been a trial of hosting Urban Outfitters in the bookstore on the second floor, the textbooks were relocated to the first floor to accommodate this change. Due to low foot traffic, Urban Outfitters did not continue the trial after the 2019-2020 academic year. The bookstore is highly dependent on foot traffic generated by students on campus, parents and fans from sporting events. Due to the pandemic in person traffic is reduced.

How is the Bookstore in terms of transparency of textbook pricing prior to course registration?
- As a HEOA partner (Textbook Information Provision of the Higher Education Opportunity Act (HEOA) of 2008), the Bookstore shares textbook prices on its website before the start of classes.
- The Bookstore does not dictate what texts to adopt for classes; this decision lies with the faculty teaching the course.
- What impacts prices? 25 % markup- the general standard markup is contractual, the industry standard. i.e. $100 book is priced at $125.
- When available, the bookstore will obtain used books to sell and rent from its subsidiary, MBS (Missouri Book Services).

In the fall 2019, launch of Bookstore Account program.
- Fall 2019, a new program provided short-term loan of $500 for the purchase of books from the Bookstore.
- Students can have their textbooks for the first day of class while they wait for funds from financial aid or other sources.
- Billing is not sent from the bursar until November (fall semester).
- Program allows students to use student financial aid the purchase of their books with no loan application and no interest.

How has COVID affected the Bookstore?
- March 2020, the Bookstore shut down operations and enacted reductions in both staff numbers and salaries.
- On Memorial Day 2020, the Bookstore reopened to the public with reduced staff.
- In the store, the staff implemented traffic flow changes and shifted to online ordering, processing 25,000-30,000 orders from the main store in the back to school rush.
- The Avery Point and Waterbury stores remain closed.
- The Bookstore guarantees shipment of the correct textbook. Students also have 3 weeks to return them.
- Digital textbooks are now 30% of textbook sales. Pre COVID-19, it was around 10%.

UConn Bookstore Data

- 17.5% of bookstore income goes back to UConn for student services. The Bookstore lives off the remaining income-for staffing, student workers, shipping & handling, network to sell the books.
- BN Enlight system to see what texts are used at the other 800 BN college bookstores AND the costs. New system coming in fall 2021
- 20% of texts sold have interactive parts, which add to the costs.
- Pre COVID-19, 40% of textbook purchases were online; in the last couple of semesters, the figure is around 80%.
- Students place orders online and Bookstore staff process the orders for pick up at Storrs or shipment. Shipping is free for orders over $25.

Respectfully Submitted
Maureen Armstrong, Chair Student Welfare Committee
April 19, 2021

University Senate Budget Committee
Annual Report
Academic Year 20-21

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 (Fall only), *Robert Bird, Lloyd Blanchard (Ex-Officio Member), *Lisa Park Boush, Angela Brightly, Jeffrey Crouse, *Robert Daniels, Michael Jones, Philip Mannheim, *Jeffrey McCutcheon, *Michael Morrell, *Damon Reynolds, Lauren Slingluff, Daniel Stolzenberg, Paulo Verardi, *Michael White. *=Senate member

The chair and Robert Bird are the Senate representatives to the Board of Trustees Financial Affairs Committee.

Agenda:

We started the year with several priorities for Fall-- overall budget, athletics, salary equity, library, enrollment, residential experiences, the cost of the revised general education plan, and the fiscal impact of the pandemic. All have been addressed to varying degrees.

The COVID-19 pandemic

To date, UConn has lost more than $100,000,000 due to COVID-19. This includes rebates to students for closing UConn in Spring 2020 for residential life and dining, reduced housing and meal plans in Fall 2020 and Spring 2021, decreased in person class sizes, increased costs for cleaning and supplies, as well as decreased ticket revenue and event sales. To date, approximately $50 million has been received from the Federal and state governments. Some of these funds were directed specifically to student relief while other funds were used to offset expenses. As of this writing, budgets are planned for FY 22 using a 90% occupancy for Fall 2021. Therefore, the expenses of the pandemic will impact FY22 as well.

Salary equity:

This was not discussed in detail per se as the Task Force created by the Senate Executive Committee, AAUP and Administration has not yet provided a report. The committee members, led by Michael Bradford, are Senate representatives Carol Polifroni, Preston Green, Amy Howell, AAUP representatives Oskar Harmon, Mari Luz Fernandez, and Lyle Scruggs, and administration representatives Sarah Croucher and Lloyd Blanchard. The work is being done in

five subcommittees on data, spousal hires, retention, PTR and merit. The data gathering has been hindered by lack of race and ethnicity data in the CoreCT system. Additionally, exit interviews are not part of the process and HR data on personal decisions is non-existent. Requests were made to faculty to update their data and 200 of the 300 faculty with missing datapoints have recorded them. Data is being sought from Department Heads about specific individuals and their reasons for leaving. Preliminary data indicates a gender based inequity in the range of 1.5-1.7%; when merit and COLA are considered, this inequity is further compounded. A report is anticipated in Summer 2021. The Budget Committee will review the report when available.

Athletics:

The disproportionate university subsidy to Athletics remains a concern for the USBC. Pre-pandemic, the Division of Athletics was required to reduce their operating expenses by 5% over a period of three to five years. Seemingly, this did not reduce the university's planned subsidy. During the pandemic, no additional reductions were mandated which is inconsistent with the expected reductions in the academic and administrative offices. It was noted that the university's athletic subsidy is proportionally larger than any of its peers or aspirants and needs to be adjusted to more sustainable levels. The subsidy will continue to be a USBC agenda item.

Library:

Dean Anne Langley shared the planned pilot project to reduce subscriptions for journals as a planned strategy to reduce expenses through "on demand" services. The pilot project was endorsed by the Provost and the Future of Journals group. It will be implemented in Fall 2021. The journals of four publishers: Cambridge University Press, Chicago University Press, Springer/Nature and Royal Society Package are not being renewed. An on-demand journal access will be created. The library is committed to maintenance of accessibility. The program will be carefully monitored by the library staff and the Future of Journals group which includes researchers, graduate students and staff.

Enrollment Fall 2020:

    a. 3825 new students enrolled with a target of 3675.
    b. The class of 2024 represents 44% racial and ethnic diversity overall with 59% diversity at regional campuses.
    c. 1 of every 4 students is a first generation college student.
    d. 93% are in-state at regionals and 60% in Storrs.
    e. More in state students were offered admission due to the pandemic induced decrease of international students.
    f. Programs were created programs in China to capture some international enrollees.
    g. All regional campuses except Avery Point showed significant enrollment growth and exceeded their target enrollment.
    h. Further discussion and study needs to be made on differential tuition for popular majors.

Residential life:

- 6th largest public university housing program.
- Regularly studies student population and interests.
- Students interested in a sense of belonging, a learning environment, safety, a supportive environment and money spent on their well being
- 2019 focus was on
    i. Interpersonal relationship negotiations
    ii. Understanding and embracing differences
    iii. Intellectual environment
- 2020 housing plan
    iv. Indicates need ~4500 more beds
    v. Better amenities and more apartment style living
    vi. Need to either do major renovations or new builds
- Stamford campus
    vii. Increase number of beds
    viii. Currently in two buildings and may need more

General Education:

The USBC received the fiscal request report from the Delta General Education Task Force in early April 2021. It will be discussed at our May 3rd meeting. They are recommending no increase in the number of credits for general education. However, they are requesting resources for departments to teach general education courses. Since some departments need all faculty to teach major courses they will need to hire adjunct faculty and additional TAs to meet these needs. Additionally, they are requesting the creation of a new role: General Education Faculty Navigators; one navigator per school, except with two in Fine Arts, two in Engineering, and six for CLAS (16 navigators, 1 course release per semester). The General Education Faculty Navigators would be fully educated with respect to the goals of the new core curriculum and responsible for helping the development or reframing of new courses, navigating through the processes unique for the schools and colleges. They will be engaged in this role for 2-3 years. This latter request translates into 96 credits of workload release for each of the next three years.

SEBAC changes

35% of employees are eligible for retirement in June 2022. The usual retirement yield is 15. It is expected that staff support may be impacted more than faculty. USBC of AY21-22 will monitor this as the year unfolds.

Curricula & Courses

*Suzanne Wilson, Chair, Neag School of Education, Ed Curriculum and Instruction
*Mary Ann Amalaradjou, CAHNR, Animal Science
*Kate Fuller, UConn Libraries
*Eric Schultz, CLAS, Ecology and Evolutionary Biology
*Manuela Wagner, Chair of GEOC (Ex-Officio)
*Cindy Zhang, CLAS, Geography
Alana Adams, School of Business, Academic Advisory Center
Tom Bontly, CLAS, Philosophy
Mark Brand, CAHNR, Plant & Landscape Architecture
Marc Hatfield, Registrar's Office
Matt McKenzie, History, Avery Point Campus
George Michna, Neag, Director of Assessment, Accountability, and Accreditation
David Ouimette, Institute for Student Success
Sharyn Rusch, CLAS Academic Services
Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL(Ex-Officio)
Steve Stifano, CLAS, Communication
Julia Yakovich, CETL, Service Learning Initiatives
Terra Zuidema, Registrar's Office (alternate)
2 undergraduate students

Justice, Equity, Diversity & Inclusion (JEDI)

*Margaret Rubega Chair, CLAS, Ecology & Evolutionary Biology
*Elsaesser, Caitlin, School of Social Work
*Maria-Luz Fernandez, CAHNR, Nutritional Sciences
*Govoni, Kristen, CAHNR, Animal Science
*Diane Lillo-Martin, CLAS, Linguistics
*Elle Ouimet, CLAS, Anthropology
*Willen, Sarah, CLAS, Human Rights Institute
Cinnamon Adams, The Graduate School
Clarissa Ceglio, SFA, Digital Media and Design
Julie Guild, Human Resources
Christina (Rivera) Irizarry, Institute for Student Success
Christine Kirchhoff, Engineering, Civil & Environmental Engineering
Maryann Markowski, OVPR's Office
Kim McKeown, Center for Students with Disabilities
Alison Paul, SFA, Art and Art History
Claudia Pina, Student Health and Wellness, Waterbury Campus
Willena Price, African American Cultural Center
Michael Rodriguez, University Libraries
Stephany Santos, School of Engineering, Biomedical Engineering
Magdalena Silver, UConn Public Safety
Frank Tuitt, Vice President for Diversity and Inclusion & Chief Diversity Officer
Kathryn Weber-Hottleman, ITS (Accessibility Coordinator)
2 undergraduate students
1 graduate student

Enrollment Committee (EC)

*Jeffrey McCutcheon, Chair, Engineering
*Terrence Abney, Residential Life
*Susana Ulloa, ISS Academic Program Center
*Mark Zurolo, SFA, Art and Art History
Tracie Borden, Waterbury Campus
Miranda Davis, CLAS, Ecology and Evolutionary Biology
Tom Deans, CLAS, English
Michael Finiguerra, CLAS, Avery Point Campus
Nathan Fuerst, Vice President for Enrollment Planning & Management (Ex-Officio Member)
Eva Gorbants, School of Fine Arts Academic Advisory Center
Vern Granger, Office of Admissions
Preston Green, Education, Educational Leadership
Mansour Ndiaye, CLAS Academic Services
Brian Rockwood, Registrar's Office
2 undergraduate students
1 graduate student

Faculty Standards Committee (FSC)

*Lisa Holle, Chair, Pharmacy, Department of Pharmacy Practice
*Valarie Artigas, Nursing
*Bede Agocha, CLAS, Africana Studies Institute
*Dan Burkey, Engineering, Associate Dean
* ~~Maria Chrysochoou, Engineering, Civil & Environmental Engineering~~ (elected to SEC)
*Masha Gordina, CLAS, Mathematics
*Elizabeth Jockusch, CLAS, Ecology & Evolutionary Biology
*Vicki Magley, CLAS, Psychological Sciences
*Betsy McCoach, Neag, Educational Psychology
*George McManus, CLAS, Avery Point
Lloyd Blanchard, OIRE, Budget and Planning
Preston Britner, CLAS, Human Development & Family Sciences
Douglas Degges, SFA, Art & Art History
Kathleen Holgerson, Women's Center
Ruth Kustoff, CETL (Office of Continuing & Professional Education)
Linda Pescatello, CAHNR, Kinesiology
Martina Rosenberg, CETL, Faculty Development
Jeffrey Shoulson, Senior Vice Provost, Ex-Officio member
2 undergraduate students
1 graduate student

Growth & Development (G&D)

*Mehdi A Anwar, Chair, Engineering
*Joanne Conover, CLAS, Physiology and Neurobiology
*Eigsti, Inge-Marie, CLAS, Psychological Sciences
*Louis Hanzlik, SFA, Music
*Suman Majumdar, CLAS, Stamford Campus
*David Souder, Business, Management
Tracie Borden, Waterbury Campus
Tutita Casa, Education
Kathy Hendrickson, Business (Career Development Office)
Bethany Javidi, OVPR
Greg Kivenzor, Business, Marketing
Jessica McBride, CAHNR Communications
Carl Rivers, Office of the Registrar
Jeffrey Shoulson, Vice Provost for Interdisciplinary Initiatives (Ex-Officio Member)
Daniel Stolzenberg, Education
Audrey Silva, Communication Access/Interpreting Services
Rachel Tambling, CLAS, Human Development and Family Sciences
2 undergraduate students
1 graduate student

Scholastic Standards (SSC)

*Robin Coulter, Business, Marketing, Co-chair (fall 21),
*Holly Fitch, CLAS, Psychological Sciences, Co-chair (fall 21)
*Brian Aneskievich, Pharmacy, Department of Pharmaceutical Sciences
*Pam Bedore, CLAS, Avery Point Campus (sabbatical fall 21, chair spring 22)
*Maureen Armstrong, Dean of Students Office
*Karen Bresciano, The Graduate School
*Lee, Elaine, CAHNR, Kinesiology
*Catherine Little, Education, Educational Psychology
*Thomas Long, Nursing
*Leslie Shor, Engineering, Associate Dean
*Sherry Zane, CLAS, WGSS
Shoshana Armington, Advising, School of Engineering
Kelly Bartlett, Waterbury Campus
Greg Bouquot, Registrar's Office
Erin Ciarimboli, Enrichment Programs and University Advising
Susanna Cowan, University Libraries
Joe Crivello, CLAS, Physiology & Neurobiology
Sarah Croucher, Director of Academic Policy
Lindsay Cummings, School of Fine Arts, Dramatic Arts
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs (Ex-Officio Member)
~~Erin Mason, Registrar's Office~~ leaving UConn
Nate Rickles, Pharmacy, Department of Pharmacy Practice
Lauren Schlesselman, Director of Learning Initiatives and Educational Technologies, CETL (Ex-Officio)
Ellen Trip, Student-Athlete Success Program
Lawrence Walsh, Office of Admissions
Christine Wenzel, Center for Students with Disabilities
2 undergraduate students
1 graduate student

Student Welfare (SWC)

*Karen Bresciano, Chair, The Grad School
*Sheila Andrew, CAHNR, Animal Science
*Alexis Boylan, SFA, Art & Art History
*Fabiana Cardetti, CLAS, Mathematics
*Andrea Hubbard, Pharmacy, Department of Pharmaceutical Sciences
*Michael Morrell, CLAS, Political Science
*Del Siegle, Education, Educational Psychology
*Colleen Spurling, CLAS, Molecular & Cell Biology
Bryanna Anderson, Center for Students with Disabilities
Rebecca Bacher, CLAS Academic Services
Chelsea Cichocki, Center for Academic Programs
Kimberly Duby, Dean of Students Office
Arthur Galinat, International Student and Scholar Services
Michael Gilbert, Vice President of Student Affairs (Ex Officio Member)
Renee Gilberti, ISS Academic Programs Center
Kay Gruder, Center for Career Development
Laine Kingo, Business, Advising and Compliance Specialist
Sheila Lafferty, University Libraries
Lindsey Lemoine, Athletics
Katherine McCarthy, Admissions
Tina McCarthy, SHaW, Medical
Jennifer Morenus, PRLACC
Morty Ortega, CAHNR, Natural Resources and Environment
David Richards, CLAS, Political Science
Jennifer Gattilia Tibbetts, Registrar's Office
Peter Tribuzio, Student Services, Hartford Campus
Sandy Valentine, SHaW, Health Promotion Manager
2 undergraduate students
1 graduate student

University Budget Committee (UBC)

*Robert Bird, Business, Marketing, Co-Chair
*Carol Polifroni, School of Nursing, Co-Chair
*Stephen Dyson, CLAS, Political Science
*Elena Dormidontova, CLAS, Physics
*Erika Skoe, CLAS, Speech, Language and Hearing Sciences
*Jeffrey McCutcheon, Chemical and Biomolecular Engineering
*Lisa Park Boush, CLAS, Geosciences
*Paulo Verardi, CAHNR, Pathobiology
*Michael White, Dining Services
Lloyd Blanchard, AVP for Budget and Planning (Ex-Officio Member)
Jeffrey Crouse, School of Education
Michael Jones, CETL
Philip Mannheim, CLAS, Physics
Christine Scott-Dougan, Waterbury Campus Finance Director
Lauren Slingluff, University Libraries
Paula Wilmot, Dean of Students Office
2 undergraduate students
1 graduate student

Additional appointments will be made to the General Education Oversight Committee

Senate Scholastic Standards Committee

Report to the University Senate

Presentation: April 5, 2021

Vote: April 26, 2021

H. University Calendar

The Academic calendar will be determined according to the schedule given (and is on file in the University Senate Office and the Board of Trustees) and will adhere to the following principles:

> Proposal to Senate: Motion
> The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.H, University Calendar
> H. University Calendar
> The Academic calendar will be set by the University Registrar according to the following principles:

1. There will be two semesters each year with 14 weeks of classes plus six days of examination. Fall semester classes will begin on the Monday before Labor Day. Spring semester classes will begin on the Tuesday following Martin Luther King, Jr Day. There will be two calendar days between the last day of classes and the first day of final examinations which shall be known as Reading Days. Reading Days are protected time for students to prepare for the final exam and assessment period. Instructors shall not require any course-related activity, assessments, or submission of work on Reading Days. Instructors may use Reading Days for optional activities, such as office hours.

   Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

   Whenever appropriate, instructors with Monday classes are encouraged to arrange make up classes, make up assignments, or other accommodations for students having Monday class holidays so they will not be deprived of course content that would be available to students in Tuesday-Friday classes.

Approved by Senate: Motion
The University Senate approved a motion to amend the By-Laws, Rules and Regulation of the University Senate II.A.4, High School Students and Credit Bearing Courses

The issuance of UConn credit to high school students is overseen by the Office of Early College Programs (OECP). High school students may enroll in UConn courses either through UConn's concurrent enrollment program, UConn Early College Experience (ECE), or with permission, as independent non-degree students on a UConn campus (dual enrollment). Students enrolled in high school who want to take UConn courses as non-degree students should contact the OECP prior to registration.

Instructors must be certified by the University department to teach UConn courses through UConn ECE and must follow accreditation criteria established by OECP and NACEP, UConn Early College Experience's accrediting body.
University departments offering their courses through ECE are responsible for monitoring grading practices and ensuring that they are comparable to practices in the department.
Completed UConn courses offered through UConn ECE are recorded on the non-degree portion of a student's official UConn transcript with a final letter grade (A-F).
Upon matriculation, UConn ECE Students are provided the opportunity to move non-degree coursework to the undergraduate record (see 5. below).

Students may withdraw from a course or from the ECE program up to five weeks before final grades are required; also the University or the secondary school may require withdrawal from specific courses or from the entire ECE program, per policies designated in the UConn ECE Policies and Procedures Guide.

2020-2021 Annual Report on Retention and Graduation

University Senate

April 26, 2021

Nathan Fuerst, Vice President

**Division of Enrollment Planning & Management
Chair of Retention & Graduation Taskforce**

UCONN

Retention & Graduation Highlights

- UConn ranks among best publics for **Storrs First Year** rates (*Fall 2020 Statistics*)

Fall 2020 Stats	UConn	Rank
First Year Retention	93%	16
Four Year Graduation	73%	7
Six Year Graduation	85%	18
Average Time to Degree	4.2 years	6

  – Areas of **achievement gaps** include:
    - Underrepresented Minority students – gap is most prevalent at 4th year
    - Out of State and International students – gap is most prevalent after first year
    - Male students – gap is most prevalent at 4th year

- **Regional Campuses** overall completion rates steady with last year. Some slippage and growth in pockets.

- **Transfer student** completion rates are high relative to national trends. But evident that effective four-year completion is not a reality for transfer students.

Source: Office of Institutional Research & Effectiveness

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R&G Taskforce Activity & Recommendations

- **Executive Committee**

  Focused on identification/intervention of unregistered students amid the pandemic

- **Student Engagement Committee**

  Integration with LTE, as R&G Champions among the conversation.

- **Research Committee**

  Activity: Digesting 60-second survey results, improving leadership dashboard, identification of student success predictors

  Recommendation: Establish better, more disciplined, methodology to answering research questions

- **Undergraduate Enrollment & Fiscal Services Committee**

  Activity: Identify leavers and students with high credit count, and no degree, and intervention/communication methods

  Recommendation: Enhance staffing of retention efforts, appoint a cross divisional group to guide efforts of these staff

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R&G Taskforce Other Activity

- **Joint Taskforce Summits**
  Fall Meeting
  Spring Meeting

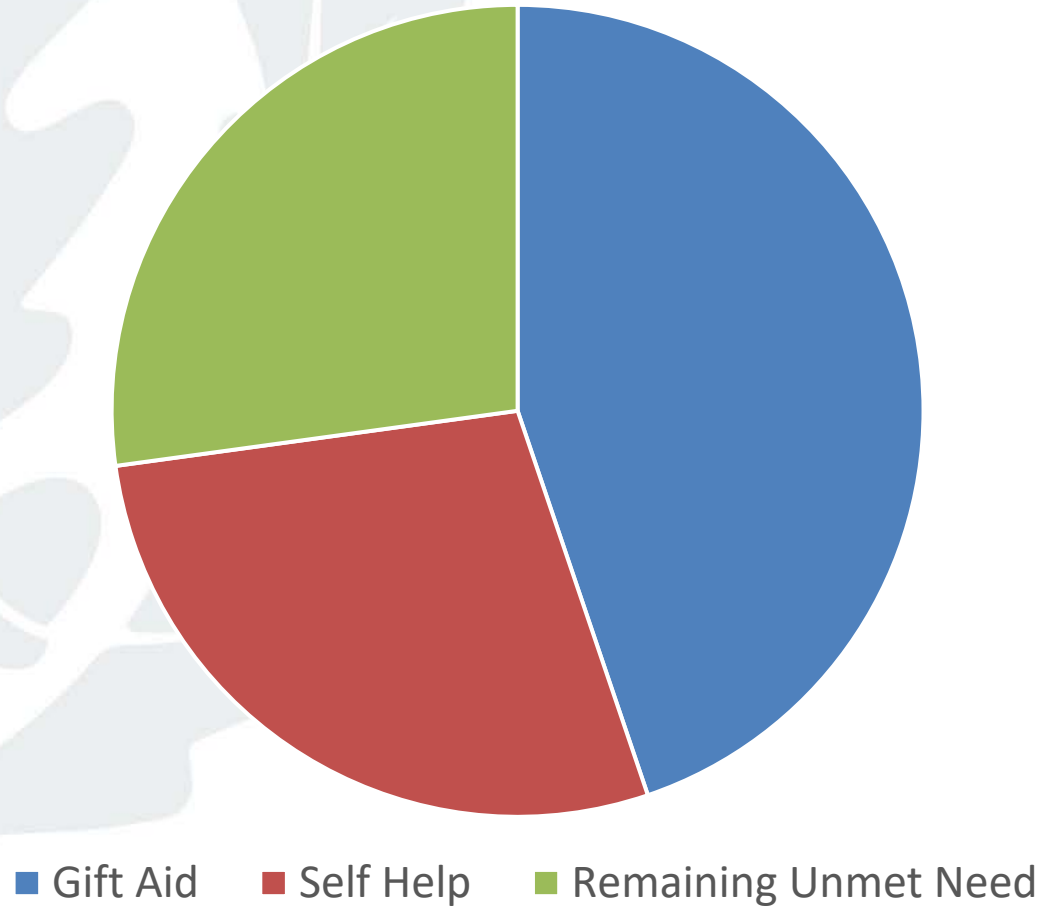- **APLU Powered by Publics Initiative**
  Focus on mentorship to address first generation and male achievement gaps

- **Retention Leadership Dashboard**

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Financial Aid
Covering Financial Need

All Undergraduates

- Gift Aid
- Self Help
- Remaining Unmet Need

- Undergraduate students present gross financial need of $341M

- **45%** of gross financial need is met with **gift aid**

- Students cover an additional 27% with self help, including **loans** and a small amount of **work study**

- **Remaining unmet need** is 28% Students make up through a variety of means:
  - College Savings Plans
  - Personal payments
  - Other outside assistance

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QUESTIONS?

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University Senate Scholastic Standards Committee
April 26, 2021
Temporary University Senate By-Law Change
MAXIMUM CREDITS FOR NON-DEGREE STUDENTS

Background:

Due to the Covid-19 crisis, admitted students may choose to take a gap year and yet earn credits. Similarly, there may be some increased demand for online courses by non-UConn students. Raising the limit on number of credits that non-degree students may take to 12 from 8 will provided greater educational opportunities during a time of uncertainty and may yield additional tuition revenue.

Proposed modification to II.A.5. *Non-Degree Students (added text is <u>underlined</u>)*

   a. Persons who wish to pursue college work without being formally admitted as candidates for an undergraduate degree at the University may register for courses as non-degree students.

   b. The Registrar shall set dates during which non-degree students may register for courses. Registration is on a space-available basis and limited to two courses totaling not more than eight (8) credits in a semester.Requests for exceptions to this policy may be made to the director or designee of non-degree programs. Students who have been dismissed from the University must seek permission to take coursework with non-degree status from the dean or designee of the school or college from which the student was dismissed. They are not eligible for exceptions to course and credit limits.
<u>For the academic years 2020-2021 and 2021-2022 only, non-degree students may enroll in up to 12 credits.</u>

   c. Continued enrollment of a non-degree student is dependent upon the student maintaining a minimum cumulative grade point average of 2.0 after having attempted 12 credits or having been enrolled for two semesters.

   d. A non-degree student who wishes to become a degree candidate at the University of Connecticut must apply for admission in the same way as any other prospective student.

   e. When a non-degree student matriculates, the student will, in conjunction with the dean or designee of his or her school or college, or the director or designee of his or her program, determine whether or not credits earned as a non-degree student will be applied to the degree. Students who have coursework on their non-degree record that has not been assessed may seek approval by their school or college's dean or designee to have that coursework evaluated and moved to the undergraduate record. Once courses have been moved to the undergraduate record they cannot be removed unless, under exceptional circumstances, permission is given by the Vice Provost for Academic Affairs.