

**University Senate Meeting
November 1, 2021
WebEx Virtual Meeting**

1. Call to Order

Moderator **Dineen** called the meeting to order at 4:00 p.m. and recognized Dean **Chaubey**.

2. Moment of Silence to Remember Emeritus Professor Dr. Michael Darre

Dean **Chaubey** shared a few words about Emeritus Professor Dr. Michael Darre. The Senate observed a moment of silence.

3. Approval of Minutes of October 4, 2021 University Senate meeting

The minutes were approved as distributed.

4. Report of the President

Presented by Interim President Andrew Agwunobi

President **Agwunobi**

- Shared his condolences on loss of Dr. Michael Darre
- Thanked all who were involved in President Biden's visit to the University
- The Connecticut NAACP recognized the '100 Most Influential Black Leaders in Connecticut' at an event on October 23rd. Among those recognized were Dr. Michael Bradford, Dr. Cato Laurencin, Dr. Eboni Nelson, Trustees Sandy Cloud and Charlene Russell Tucker, the Governor's representative to the Board and Chief of Staff, Paul Mounds, Jr., and numerous UConn alums.
- 95.6% of employees on Storrs and regional campuses are partially or fully vaccinated. 99% of students on the Storrs campus are fully or partially vaccinated and 91-98% at the regional campuses
- The Founders Day Event at the School of Law in Hartford celebrated the School's Centennial. Thank you to the Law School and those who support the Law School.
- Governor Lamont visited UConn Health to gain a better understanding of the research being done.
- Work on the Strategic Plan and financial planning for next year continues

- Acknowledgment of the need for action in the areas of sustainability and equity, diversity, and inclusion

5. Report of the Senate Executive Committee

Presented by SEC Chair Del Siegle

Attachment #1

6. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #2

Report of the Senate Nominating Committee

Attachment #3

The consent agenda passed with a vote of 57-yes, 0-no, 0-abstentions.

7. Resolution in Support of the Declaration of Racism as a Public Health Crisis

Presented by Senator Rubega

Attachment #4

The motion carried with 55-yes, 1-no, 2-abstentions.

8. Report from Senate Scholastic Standards

Attachment #5

(presented by Senator Fitch)

PRESENTATION of a motion to amend the By-Laws, Rules and Regulations of the University Senate II.A.1 Admissions, Minimum Requirements

Senator **Fitch** presented the amendment.

A vote will take place at the December Senate meeting.

9. Report on Global Experiential Learning

Attachment #6

(presented by Ngozi Taffe, Assistant Vice President for Global Affairs)

Assistant Vice President for Global Affairs, **Dr. Ngozi Taffe**, provided a presentation on Global Experiential Learning.

10. New Business

Senator **McCutcheon** made the following motion; "The University Senate requests that University of Connecticut Board of Trustees send a representative to the meeting of the Senate on December 6, 2021 to answer questions from Senators."

Senator **Majumdar** seconded the motion.

Discussion followed.

Senator **Dormidontova** made a motion to amend the motion and Senator **Fitch** seconded the motion. The amendment reads; "The University Senate invites the University of Connecticut Board of Trustees to send a representative to the meeting of the Senate on December 6, 2021 to discuss issues of mutual interest."

Provost **Lejuez** shared that he and President Agwunobi have discussed the desire to reinstate the Trustees, Administration, Faculty, Staff and Student (TAFSS) meetings which, according to the University By-Laws, are supposed to happen each year. He stated that he will bring this matter to his next meeting with the SEC.

Further discussion followed.

Moderator **Dineen** called for a vote to accept the amendments to the motion. The motion to amend carried with 32-yes, 24-no, 0-abstentions.

Moderator **Dineen** called for a vote on the amended motion. The motion failed with 40-no, 19-yes, 2-abstentions.

Senator **Long** made a motion to adjourn.

Senator **Morrell** seconded.

Motion passed unanimously.

The meeting was adjourned at 5:33 p.m.

Respectfully Submitted,
Christine S. North
Secretary of the University Senate, 2021-2022

SENATE EXECUTIVE COMMITTEE

Del Siegle, Chair
Robert Bird
Laura Burton
Gary English
Angela Rola
Manuela Wagner

Pam Bramble
Marisa Chrysochoou
Maria-Luz Fernandez
Irio Schiano
Ethan Werstler

Senate Executive Committee
Report the University Senate
November 1, 2021

- Since last Senate meeting, the SEC has met:
 - With chairs to set agenda
 - With senior leadership
 - Privately in separate meetings with Provost Lejuez and President Agwunobi
 - Privately with Board of Trustees Chair Dan Toscano and Vice-chair Andrea Dennis-Lavigne
- BoT meeting synopsis
- Senate meeting minutes
 - State requires who, where, when, and record of votes
 - Currently, detailed (perhaps overly detailed) minutes have created more of a transcript
 - Moving back to previous style of minutes
 - moving forward the minutes will reflect a record of actions and a short synopsis of each agenda item
 - This high-level overview will be concise and summarize the major points of what happened in the meeting (the outcome of the discussions)
- Upcoming considerations
 - Anti-Black Racism course as mandatory – exploratory committee (chairs of Scholastic Standards, Curricula & Courses, JEDI)
 - Transfer credits – task force being formed by Nathan Fuerst, SSC members to be included
- Follow up from October meeting
 - The BoT has received first notice of the recommendations to increase staff representation on the University Senate and SEC
 - Vote at December meeting
 - If approved, additional seats included in spring 2022 elections
- Next meeting December 6.

University Senate Curricula and Courses Committee
Report to the Senate
November 1, 2021

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

A. CLCS 2010 Media Literacy and Data Ethics (#6015)

Proposed Catalog Copy

CLCS 2010. Media Literacy and Data Ethics

3.00 credits

Prerequisites: None

Grading Basis: Graded

An introduction to information literacy on the basis of media studies, research methods in the humanities, and media and data ethics. The course will address three or more interconnected areas that are pivotal to gathering, analyzing, and disseminating information in today's research and data landscapes, including, but not exclusive to, the study of media as a cultural product, structures of data, and aspects of ethics. CA 4-INT.

B. SOCI 2315 Guns and Society (#8304)

Proposed Catalog Copy

SOCI 2315. Guns and Society

3.00 credits

Prerequisite: None

Grading Basis: Graded

The history, culture, and politics of guns in the U.S. and the social problem of gun violence through a sociological lens. Topics may include the symbolic meaning of guns, the Second Amendment, different types of gun violence, and approaches to reducing various forms of gun violence such as suicide, mass shootings, and everyday gun violence.

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

A. ANTH 2200 Race and Human Biological Diversity (#7157) [Adding CA3 & CA4]

Current Catalog Copy

ANTH 2200. Race and Human Biological Diversity

3.00 credits

Prerequisites: None.

Grading Basis: Graded.

An introduction to race and racism, concepts of racial difference, and the patterns of human biological variation. Special emphasis on understanding human biodiversity within historical, scientific, and social contexts.

Revised Catalog Copy

ANTH 2200. Race and Human Biological Diversity

3.00 credits

Prerequisites: None.

Grading Basis: Graded.

An introduction to race and racism, concepts of racial difference, and the patterns of human biological variation. Special emphasis on understanding human biodiversity within historical, scientific, and social contexts. CA 3. CA 4.

B. GEOG 2410 New Digital Worlds of Geographic Information Science (#6176) [Revise level & description]

Current Catalog Copy

GEOG 2410. New Digital Worlds of Geographic Information Science

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The role of geospatial technologies in science and society; how these technologies address environmental issues; how further development of these technologies may impact lives in the future. Provides a strong conceptual and scientific foundation for further coursework and includes discussion of career opportunities in GIScience. CA 3.

Revised Catalog Copy

GEOG 1010. New Digital Worlds of Geographic Information Science

3.00 credits

Prerequisites: None

Grading Basis: Graded

An overview of geospatial data and emerging technologies that are common in our everyday lives and how they are shaping society. Topics include the use of geospatial technologies like GPS, Google Earth, Satellite Imagery, and GIS, and how these technologies address environmental, societal, and political issues. Discussion of career opportunities in GIScience. CA 3.

C. HIST 1805 East Asian History Through Hanzi Characters (#6636) [Revise title]

Current Catalog Copy

HIST 1805. East Asian History Through Hanzi Characters

3.00 credits

Prerequisites: None.

Grading Basis: Graded

East Asian history taught through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. CA 1. CA 4-INT.

Revised Catalog Copy

HIST 1805. Key Words in East Asian History and Culture

3.00 credits

Prerequisites: None.

Grading Basis: Graded

East Asian history through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. CA 1. CA 4-INT.

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

- A. ENGL/AMST 3280W Race and the Scientific Imagination (#6377) [Add course]

Proposed Catalog Copy

AMST 3267W. Race and the Scientific Imagination

Also offered as ENGL 3280W

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

How racism has been both reproduced and contradicted in the scientific imagination. Scientific texts and imaginative literature that explore the reparation of past harms and imagine new futures.

ENGL 3267W. Race and the Scientific Imagination

Also offered as AMST 3280W

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

How racism has been both reproduced and contradicted in the scientific imagination. Scientific texts and imaginative literature that explore the reparation of past harms and imagine new futures.

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

- A. ARE 3440W Writing in Environmental and Resource Policy (#5836) [Revise level and description]

Current Catalog Copy

ARE 3440W. Writing in Environmental and Resource Policy

1.00 credit

Prerequisites: Must be taken with ARE 3434; ENGL 1007 or 1010 or 1011 or 2011; open to Resource Economics majors, others with instructor consent. Not open to students who have passed ARE 3434W. A writing intensive class integrated with course content in ARE 3434.

Revised Catalog Copy

ARE 2435W. Writing in Environmental and Resource Policy

1.00 credit

Prerequisites: ARE 2434E (may be taken concurrently); ENGL 1007 or 1010 or 1011 or 2011; open to Applied and Resource Economics majors, others with instructor consent. A writing intensive class integrated with course content in ARE 2434E, which should be taken concurrently. Formerly offered as ARE 3440W.

- B. ENGL/HEJS 3269 Introduction to Holocaust Literature (#6019) [Revise title and add cross-listing]

Current Catalog Copy

ENGL 3629. Introduction to Holocaust Literature

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 or 3800; open to sophomores or higher. Not open to students who have passed ENGL 3623 or 3619 taught as Holocaust literature.

Grading Basis: Graded

Introduction to literature of the Holocaust. CA 1. CA 4-INT.

Revised Catalog Copy

ENGL 3629. Holocaust Memoir

Also offered as: HEJS 3629

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.

Grading Basis: Graded

Literature of the Holocaust focusing on memoir in various genres and forms. CA 1. CA 4-INT.

HEJS 3629. Holocaust Memoir

Also offered as: ENGL 3629

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to sophomores or higher.

Grading Basis: Graded

Literature of the Holocaust focusing on memoir in various genres and forms. CA 1. CA 4-INT.

- C. ENGL/WGSS 3613 LGBTQ+ Literature (#6076) (Revise title and description, add FYW requirement]

Current Catalog Copy

ENGL 3613. Introduction to LGBT Literature

Also offered as: WGSS 3613

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

WGSS 3613. Introduction to LGBT Literature

Also offered as: ENGL 3613

3.00 credits

Prerequisites: None.

Grading Basis: Graded

An introduction to themes of sexual diversity in literature, related to lesbian, gay, bisexual, and transgender issues. CA 4.

Revised Catalog Copy

ENGL 3613. LGBTQ+ Literature

Also offered as: WGSS 3613

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Literature focusing on gender and sexual diversity across cultural contexts. Experiences of, for example, lesbian, gay, bisexual, transgender, intersex, queer, hijra, and two-spirit people. CA 4.

WGSS 3613. LGBTQ+ Literature

Also offered as: ENGL 3613

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011

Grading Basis: Graded

Literature focusing on gender and sexual diversity across cultural contexts. Experiences of, for example, lesbian, gay, bisexual, transgender, intersex, queer, hijra, and two-spirit people. CA 4.

D. MUSI 3421W Music in World Cultures (#6797) [Revise title, description, and prereqs]

Current Catalog Copy

MUSI 3421W. Music in World Cultures

3.00 credits

Prerequisites: MUSI 3403; ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; not open for credit to students who have passed MUSI 1004.

Grading Basis: Graded

Comparison of musical concepts, styles, and performance practice in the social context of various cultures. CA 4-INT.

Revised Catalog Copy

MUSI 3421W. Music, Culture, and Difference in Globalization

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher. Instructor consent required.

Grading basis: Graded

Music as a platform of cultural representation through which people challenge imbalances and asymmetries which inform notions of cultural difference in globalization. CA 4-INT.

E. SOCI 3459/W Aging and Society (#7601) [Revise prereqs]

Current Catalog Copy

Current Catalog Copy

SOCI 3459. Aging and Society

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

SOCI 3459W. Aging and Society

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

Revised Catalog Copy

SOCI 3459. Aging and Society

3.00 credits

Prerequisites: Open only to sophomores or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

SOCI 3459W. Aging and Society

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open only to sophomores or higher.

Grading Basis: Graded

Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. CA 2.

F. SOCI /AFRA/ HRTS 3505/W White Racism (#7622) [Revise number and prereqs]

Current Catalog Copy

SOCI 3505. White Racism

Also offered as: AFRA 3505, HRTS 3505

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.

AFRA 3505. White Racism

Also offered as: SOCI 3505, HRTS 3505

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.

HRTS 3505. White Racism

Also offered as: AFRA 3505, SOCI 3505

3.00 credits

Prerequisites: Open only to juniors or higher.

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. CA 4.

Revised Catalog Copy

SOCI 2520. White Racism

Also offered as: AFRA 2520, HRTS 2520

3.00 credits

Prerequisites: None

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as SOCI 3505. CA 4.

AFRA 2520. White Racism

Also offered as: SOCI 2520, HRTS 2520

3.00 credits

Prerequisites: None

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as AFRA 3505. CA 4.

HRTS 2520. White Racism

Also offered as: AFRA 2520, SOCI 2520

3.00 credits

Prerequisites: None

Grading Basis: Graded

The origin, nature, and consequences of white racism as a central and enduring social principle around which the United States and other modern societies are structured and evolve. Formerly offered as HRTS 3505. CA 4.

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

- A. HDFS 3240W Aging in American Society (#3481)

VI. The General Education Oversight Committee recommend the following course for offering in intensive session:

- A. AMST/URBN 2400 City and Community in Film [CA1] (N/A)

VII. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee recommend addition of the following course:

- A. UNIV 4840 SYE Seminar (#8504) [Add letter-graded version]

Proposed Catalog Copy

UNIV 4840. SYE Seminars

1.00 credits

Prerequisites: Open only to seniors; instructor consent required.

Grading Basis: Graded

An overview of the transition to life beyond the University with a focus on life skill awareness and development including financial literacy, career readiness, and reflection on the meaning and value of the undergraduate experience. Each section will be open to select populations based on major or other affiliation and will have unique elements within assignments or in-class activities that are related to the specific entity. Assignments will be graded with a rubric for a letter grade.

VIII. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee recommend revision of the following course:

A. INTD 3260 The Bible (#6938) [Revise title and description]

Current Catalog Copy

INTD 3260. The Bible

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The literary, historical, and philosophical content, circumstances and problems of the Old and New Testaments. May be counted toward the related field requirement in History, Philosophy, or English. CA 1.

Revised Catalog Copy

INTD 3260. The Bible, the Holy Land, and History

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The historical, literary, and archaeological investigation of the Old and New Testaments. CA 1.

Respectfully Submitted by the 21-22 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), Alana Adams, Mary Ann Amalaradjou, Tom Bontly, Mark Brand, Peter Diplock (ex-officio), Kate Fuller, Marc Hatfield, Dalton Hawie (Student Rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano, Manuela Wagner (Ex-Officio), Julia Yakovich, Cindy Zhang (Sabbatical Fall '21), Terra Zuidema (Registrar Alternate)

From the 10/12/21, 10/13/21, and 10/19/21 meetings.

UNIVERSITY SENATE JUSTICE, EQUITY, DIVERSITY, AND INCLUSION COMMITTEE
A RESOLUTION IN SUPPORT OF THE DECLARATION OF RACISM AS A
PUBLIC HEALTH CRISIS AND CALLING FOR ACTION
November 1, 2021

Background

Racism harms health at both the individual and population levels, as a vast and growing body of evidence in public health, medicine, and related fields has demonstrated. Racism can be structural, institutional, interpersonal, or intrapersonal/internalized (Yearby et al. 2021), and it harms health via a range of social, political, and pathophysiological mechanisms (e.g., Geronimus et al., 2006). The volume of evidence showing the damaging health impact of racism is overwhelming (e.g., Bailey et al., 2017; Phelan and Link, 2015; Williams et al., 2019). A growing list of states, municipalities, professional associations, and universities have declared racism a public health crisis demanding urgent attention and concrete response (see, e.g., APHA 2021). As a representative body, the University Senate has a vital role to play in naming racism as a public health crisis and outlining concrete action steps.

WHEREAS,

- The University Senate affirmed on April 5, 2021, that, “Racist attitudes, actions, policies, and practices are embedded in the history of the University of Connecticut; This historical legacy results in systemic discrimination, inequity, and injustice in the work and culture of the University that directly harms BIPOC members of our community, and harms our whole community by creating divisions”;
- On June 14, 2021, the state legislature passed, and the Governor signed, SB-1, declaring racism a public health crisis and creating a Commission on Racial Equity in Public Health to “document and make recommendations to decrease the effect of racism on public health” (Sec. 2);
- The Undergraduate Student Government declared racism a public health crisis at the University of Connecticut on October 6, 2021; and
- Interim President Andrew Agwunobi declared racism a public health crisis at the University of Connecticut on October 6, 2021;

THE UNIVERSITY SENATE RESOLVES:

- To acknowledge that racism is a serious threat to the health and lives of Black, Indigenous, Latinx, Asian, and other People of Color;
- To call on the University administration to work in collaboration with students, faculty, and staff to identify structures and forms of racism at UConn and to address them with solutions designed for both immediate and long-term measurable impacts;
- To call on the University administration to take definitive action informed by the five points outlined in the “Racism is a Public Health Crisis” report (Yearby et al. 2021), including:
 - Continuing to fund initiatives that support the success of communities of color (students, faculty, and staff), and connect students, staff, and faculty of color with these supports;
 - Developing or adopting racial equity tools and using them to review all policies, new initiatives, and data on educational outcomes;
 - Ensuring that any University-based collaborative research with marginalized communities draws on established best practices in community-based participatory research, community

- action research, and related fields that prioritize genuine partnership, collaborative agenda-setting, and power-sharing;
- Building opportunities for healing that include:
 - teaching about racism in all its forms and its impact on health in relevant UConn courses, including the addition of relevant units to existing courses wherever possible;
 - directing funds to develop new courses on this topic;
 - directing funds to support on-campus and publicly oriented lectures, workshops, and partnering initiatives that focus on the health impact of racism;
 - establishing a commission to develop a Truth and Reconciliation process to confront the trauma of experiencing racism for UConn community members and those in the wider University orbit.

Presented by:

JEDI Committee of the University Senate

Endorsed by:

Institute for Collaboration on Health, Intervention, and Policy (InCHIP)

Africana Studies Institute

Asian and Asian American Studies Institute

Institute for Judaic Studies

References and Resources

- American Public Health Association (APHA). 2021. “Racism is a Public Health Crisis.” Accessed 10/26/21 at <https://www.apha.org/topics-and-issues/health-equity/racism-and-health/racism-declarations>.
- Bailey, Z.D., Krieger, N., Agénor, M., Graves, J., Linos, N., Bassett, M.T., 2017. Structural racism and health inequities in the USA: evidence and interventions. *The Lancet* 389, 1453–1463. [https://doi.org/10.1016/S0140-6736\(17\)30569-X](https://doi.org/10.1016/S0140-6736(17)30569-X)
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- Government Alliance on Race and Equity. 2020. “Tools and Resources.” Accessed 10/26/21 at <http://www.racialequityalliance.org/tools-resources/>.
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- Yearby, Ruqaiyah, Crystal N. Lewis, Keon L. Gilbert, Kira Banks. 2020. “Racism is a Public Health Crisis. Here’s How to Respond.” *Institute for Healing Justice and Equity, St Louis University, The Justice Collaborative Institute*. Accessed 10/26/21 at <https://www.filesforprogress.org/memos/racism-is-a-public-health-crisis.pdf>.

Senate Scholastic Standards Committee
Report to the University Senate
November 1, 2021

Motion to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

A. Background:

In some exceptional cases (approximately 10 per year), students are unable to meet the minimum requirements for admission because, for example, they come from a country where records are difficult to obtain, they have an associate's degree, but not a high school diploma, or similar exceptional circumstances.

Currently, the Senate By-Law states that the Director of Admissions has *sole responsibility* for decisions related to these exceptions, as noted in Senate By-Law II.A.1, section d.

This issue of sole responsibility was brought to the attention of SSC by the the Director of Admissions. After review of the By-Law and further discussion with the Director of Admissions, SSC voted to revise Senate By-Law II.A.1 – with the changes noted below:

1. Inserted new language in section d, which states that the decision for exceptions lies with the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management.
2. Moved language from former section d to section e – remove references to who is responsible for the decision making.
3. Moved former section e to section f.

B. Current Relevant By-Laws

1. *Minimum Requirements*

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent)_in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)

- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.a. may be made by the Director of Admissions for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. The Director of Admissions may also waive test scores for students who demonstrate maturity and show promise of success.

e. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

C. Proposal to Senate: Motion

The Scholastic Standards Committee proposes to amend the By-Laws, Rules and Regulation of the University Senate II.A.1 Admissions, Minimum Requirements

1. Minimum Requirements

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

- a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend.

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.b. may be made by the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management for individuals who present as uniquely competitive applicants, and who could be successful at the University, without prior official documentation.

~~d.e.~~ Exceptions to the requirements of paragraph II.A.1.a. may be made ~~by the Director of Admissions~~ for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. ~~The Director of Admissions may also~~

~~waive~~ Test scores for students who demonstrate maturity and show promise of success ~~may be waived~~.

e. f. Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

Experiential Global Learning (EGL)

Experiential Global Learning

Framing “International” vs. “Global”

International: Problematic dualism of domestic and foreign (“Us” vs “Them”).

Global: More inclusive and connects local, regional and global scales (All in one).

Experiential Global Learning

Global experiential learning at the University of Connecticut offers educational programs—designed by faculty, practitioners, global partners and community leaders—which provide students with both field/practice-based and classroom learning opportunities that build intercultural competence and promote critical thinking. These programs foster collaboration and equip students with the means to understand and apply knowledge, skills, values, and attitudes in a global context. Whether domestic, international, virtual or via a hybrid modality, Experiential Global Learning is an integral component of life-transformative undergraduate and graduate curricula.

Experiential Global Learning

EXPERIENTIAL GLOBAL LEARNING PLANNING COMMITTEE

Hadi Bozorgmanesh, Ph.D.

Executive Director, Enterprise Solution Center
Professor of Practice, School of Engineering

Scott Brown, Ph.D.

Professor Emeritus, Educational Psychology

Kathryn Libal, Ph.D.

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Associate Vice President for Global Affairs
Member, Life-Transformative Education Taskforce
Associate Professor in Residence, Educational Leadership

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University Director for Service Learning Initiatives

Richard L. Schwab, Ph.D.

Dean Emeritus, Neag School of Education
Raymond Neag Endowed Professor of Educational
Leadership

Ngozi Taffe, Ph.D.

Assistant Vice President for Global Affairs

Manuela Wagner, Ph.D.

Chair, University Senate General Education Oversight
Committee
Member, Life-Transformative Education Taskforce
Professor, Literatures, Cultures, and Languages

Daniel Weiner, Ph.D. (Chair)

Vice President for Global Affairs
Professor of Geography

Experiential Global Learning

Students develop an awareness of their place in the world, build intercultural competence and global citizenship.

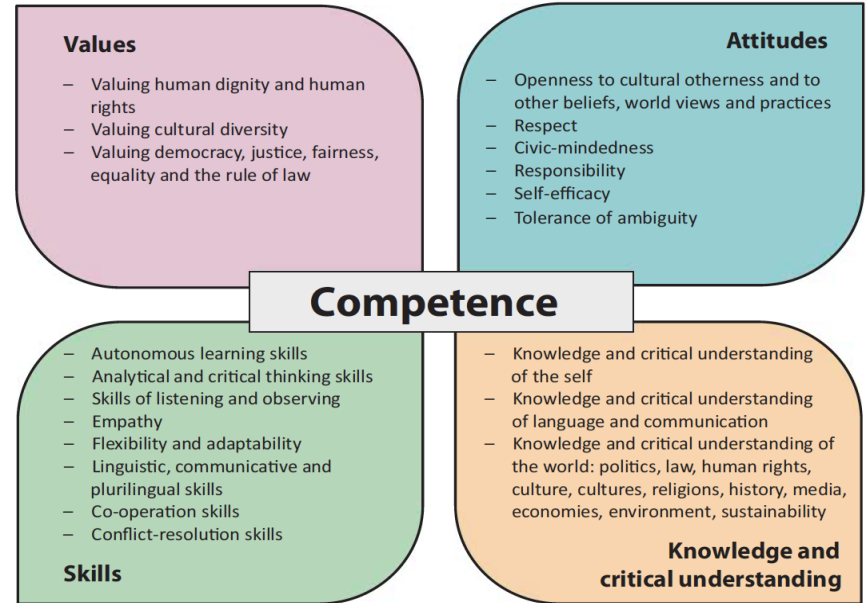


Figure 1: *Reference Framework of Competences for Democratic Culture* (Council of Europe, 2018)

Experiential Global Learning

Diversifying Scope and Reach

Scope

EGL programs can be in person, virtual or hybrid and include conventional classroom learning, internships and community based service learning.

Reach

Continued focus on broadening student engagement and on boosting student participation across all demographics including underrepresented students, first-generation, low income,.

Experiential Global Learning

Program Approval Process

The approval process for Education Abroad programs has been established by the University Senate Scholastic Standard Committee. The EAAC meets several times a semester to review new programs and make recommendations for program approval.

Experiential Global Learning

Current State of EGL Programs

We continue to serve our students with in person, virtual and hybrid programs which include conventional classroom learning, internships and community based service learning. Since the onset of the pandemic, 355 students have engaged in a series of programs including virtual programs, exchange programs and faculty led programs. We have also developed several international and domestic programs including the Multicultural Psychology program in Hawaii and the Borderlands program in Arizona and Mexico. We also developed short term programs for our 400+ students in China who were unable to travel to the United States due to travel restrictions.

Challenges with Covid-19 and restricted Travel

The ongoing pandemic continues to be challenge with in person programs. We continue to navigate this process which includes country specify entry restrictions – PCR tests, vaccination, quarantine.