

University Senate Meeting
March 7, 2022
WebEx Virtual Meeting

1. Call to Order

Moderator **Dineen** called the meeting to order at 4:00 p.m.

2. Approval of Minutes of February 7, 2022, University Senate meeting

The minutes were approved as distributed.

3. Report of the President

Attachment #1

Presented by Interim President Radenka Maric

President **Maric**

- Began by acknowledging that the Board of Trustees Chair, Dan Toscano, has accepted the invitation to present to the Senate and will be scheduled to attend in April or May.
- The request to have faculty and staff added as members of the Board of Trustees will be raised at the March 30th BOT meeting.
- Reviewed the items within her presentation.

Senator **McCutcheon** inquired about the current mask policy for classrooms in contrast to it not being required for athletic events, He asked for policy consistency across all areas. President **Maric** shared that the masking requirement in the classroom was based on requests from many faculty and students who are immunocompromised. Dean of Students Elly **Daugherty** was recognized by the Senate and clarified the masking policy decision. The mask mandate is for areas where students and faculty do not have an attendance option. However, anyone may choose to wear a mask in any setting. She confirmed that the current policy is in place until April 1st and will be reevaluated by that date.

Senator **Jockusch** asked about the University's response to the war in Ukraine. She asked about the content, timing, and distribution of the statement along with ways the Institution is using its resources to support academics in Ukraine. President **Maric** and Vice President for Global Affairs Dan **Weiner** shared updates on the University's response and planned support programs for students.

Senator **Werstler** asked President Maric to talk about her recent trip to Israel. President **Maric** shared the objectives of the visit and her experience. Senator **Weiner** followed with his thoughts on the journey. President **Maric** indicated her willingness to meet with the USG and share the reasons for and importance of the visit.

Senator **Long** asked about Palestine and asked how this trade mission also engaged the Palestinian people. President **Maric** and Senator **Weiner** provided a shared response.

4. Report of the Senate Executive Committee

Attachment #2

Presented by SEC Chair Del Siegle

5. Consent Agenda Items:

Report of the Senate Curricula and Courses Committee

Attachment #3

By voice vote, the consent agenda passed unanimously.

6. Report from Senate Scholastic Standards Committee

Attachment #4

Presented by Senator Bedore

VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate, 2.E.II, Responsibility for the Academic Assessment of Students.

Senator **Bedore** reviewed the motion.

There was no discussion.

Vote on the motion carried.

50-yes, 4-no, 3-abstentions.

PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Senator **Bedore** presented the motion. The vote will take place at the April Senate meeting.

7. Report from Faculty Standards Committee

Attachment #5

Presented by Senator Holle

Resolution in support of convening a university-wide task force to operationalize "evidence of teaching excellence beyond SET" (formerly known as SET+ or SET Plus)

Senator **Holle** presented the resolution and motioned to approve.
There was no discussion.

By voice vote, the motion to support the resolution passed unanimously

Moderator **Dineen** called for any new business.

Senator **Park Boush** announced a new business item from the Senate University Budget Committee.

8. Report from the Office of the Provost

Attachment #6

Update on Regional Campuses
Presented by Provost Lejuez

Update on Undergraduate Education and Instruction
Presented by Vice Provost Bradford

Senator **McCoach** asked for clarification on the reported 56% of the incoming Honors students being from minoritized populations. Associate Vice Provost Jennifer **Lease Butts** was recognized by the Senate and stated that the category is based on the application reporting and indicates students who identified as non-white. She provided a further detailed breakdown.

Senator **Schultz** asked if there has been a concerted effort to track students when they transition to the Storrs campus to complete their degree. Provost **Lejuez** and Vice Provost **Bradford** offered a shared response.

9. New Business

Senator **Park Boush** introduced a motion from the Senate Budget Committee.

Senate Committee Charge:

University Senate Budget Committee: "This committee shall review the planning, 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."

Motion:

According to our committee charge and within the context of a consistent and affirmed belief in shared governance, the USBC moves starting immediately that there be direct USBC participation in the establishment of fiscal priorities and direct participation in the budget development process across university programs and offices.

Senator **MacDougald** motioned to strike the first portion of the motion, ~~According to our committee charge and within the context of a consistent and affirmed believe in shared governance,~~

Senator **McCutcheon** seconded the motion.

The vote to approve the amendment carried.
38-yes, 14-no, 5-abstentions.

Amended Motion:

The USBC moves starting immediately that there be direct USBC participation in the establishment of fiscal priorities and direct participation in the budget development process across university programs and offices.

The vote to approve the amended motion carried.
54-yes, 1-no, 1-abstention.

Senator **Long** motioned to adjourn the meeting.
Senator **Park Boush** seconded.
Motion passed unanimously.

The meeting was adjourned at 5:35 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

UConn and UConn Health

2022 Legislative Priorities

BUDGET REQUESTS

Maintain Block Grant (no cuts)

And Increase Block Grant in FY22&FY23 for Collective Bargaining Increases - all Employees (Salary + Fringe)

Operating Funds:

Legacy Costs

27th Payroll (Salary + Fringe) - one time

Poison Control Support @ UConn Health

Capital Bond Funds:

Maintain UConn 2000/NextGenCT & Innovation Faculty Bond Funds

UConn 2000 Bond Funds Deferred Maintenance @ UConn Health

Fund Sweep Replenishment:

Malpractice Trust Fund Replenishment @ UConn Health

LEGISLATIVE LANGUAGE REQUESTS SUPPORT

SB 8 – Fund Legacy Costs for Higher Ed Institutions

SB 20 - Name Image Likeness (NIL)

The Governor's Mid-Term Budget Adjustments are Very Favorable

REMAINING BUDGET REQUESTS

UConn: \$58.5M in Operating Funds

- \$12.5M - remaining collective bargaining increases (\$8.6M salary & \$3.9M fringe)
- \$7.3M - fringe costs on the 27th payroll
- \$38.7M - legacy costs (retiree pension and healthcare liabilities)

UConn Health: \$29.7M in Operating Funds & \$55.1M in Bond Funds

- \$25.0M - remaining collective bargaining increases (\$17.1M salary & \$7.9M fringe)
- \$4.7 M - fringe costs on the 27th payroll
- \$55.1M - UConn 2000 Bond Funds for Deferred Maintenance

State Budget FY23 - UConn

We will continue to request funding for FY23 of \$58.5M for salary increases, fringe and legacy costs.

UConn - Storrs & Regionals				
	State Budget FY23	Request FY23	Governor's Budget FY23	Remaining Request
Operating Expenses	\$207,784,065	\$207,784,065	\$207,784,065	\$0
CBI non-block grant employees*		\$32,487,867	\$20,000,000	\$12,487,867
Institute of Municipal and Regional Policy	\$400,000	\$400,000	\$400,000	\$0
SUBTOTAL	\$208,184,065	\$240,671,932	\$228,184,065	\$12,487,867
Carryforward support (CIRCA/Vets program)	\$2,750,000	\$2,750,000	\$2,750,000	\$0
Carryforward - 27th payroll (one-time)**		\$15,344,054	\$7,991,695	\$7,352,359
Legacy fringe costs***	\$6,087,251	\$44,759,611	\$6,087,251	\$38,672,360
TOTAL STATE SUPPORT	\$217,021,316	\$303,525,597	\$245,013,011	\$58,512,586
Other items:				
ARPA	\$5,000,000	\$5,000,000	\$5,000,000	\$0

***Note about CBI funding proposal:**

FY22: Non-block grant - \$25.3M is being allocated one-time through a deficiency bill, fully covering non-block grant CBI's (salary & fringe).

Block grant - CBI's will be fully funded through the RSA allocation.

FY23: Non-block grant - Due to the one-time funding in FY22 not carrying forward, the non-block grant CBI funding of \$20M is short by \$12.5M (\$8.6M salary & \$3.9M fringe).

Block grant - CBI's will be fully funded through the RSA allocation in the Governor's budget.

**Governor's budget included the salary portion of the 27th payroll but the remaining request is for the equivalent fringe benefits.

***Total legacy costs of \$44.8M are made up of \$31.1M in unfunded pension and \$13.7M for retiree health.

University Senate Curricula and Courses Committee
Report to the Senate
March 7, 2022

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

A. DMD 2580 2D Game Art (#6376)

Proposed Catalog Copy

DMD 2580. 2D Game Art

3.00 credits.

Prerequisites: DMD 1002 and 1102; Open to Digital Media & Design majors only, others with instructor consent.

Grading Basis: Graded

Introduction to figure and perspective drawing, character and environmental concept art, pixel art, sprite animation, vector art, game UI design, texture painting, and 2D art for 3D games.

B. EDLR 1110 Introduction to Sport Management (#10147)

Proposed Catalog Copy

EDLR 1110. Introduction to Sport Management

3.00 credits

Prerequisites: none

Grading Basis: Graded

Introduction to the sport industry and the field of sport management.

C. EEB 2254W Current Topics in Ecology and Evolutionary Biology (#9384) [W]

Proposed Catalog Copy

EEB 2254W. Current Topics in Ecology and Evolutionary Biology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.

Grading Basis: Graded

Engagement with primary research literature in ecology and evolutionary biology, and development of written communication skills through writing, editing, revising, and peer feedback.

D. EEB 2256W Current Topics in Evolutionary Medicine and Disease Ecology (#9444) [W]

Proposed Catalog Copy

EEB 2256W. Current Topics in Evolutionary Medicine and Disease Ecology

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.

Grading Basis: Graded

Engagement with primary research literature in evolutionary medicine and disease ecology, and development of written communication skills through writing, editing, revising, and peer feedback.

- E. EEB 2258W Current Topics in Conservation and Climate Change Biology (#9445) [W]
Proposed Catalog Copy
EEB 2258W. Current Topics in Conservation and Climate Change Biology
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Three credits of coursework in BIOL, EEB, MCB, or PNB.
Grading Basis: Graded
Engagement with primary research literature in conservation and climate change biology, and development of written communication skills through writing, editing, revising, and peer feedback.
- F. ENGL 2055WE Writing, Rhetoric, and Environment (#8325) [W, EL]
Proposed Catalog Copy
ENGL 2055WE. Writing, Rhetoric, and Environment
3.00 Credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
Critical analysis of and community-based practice in writing for nonspecialist audiences about complex environmental phenomena and issues such as climate. Attention to questions of rhetoric, representation, and ethics.
- G. MEM 2213 Introduction to Manufacturing Systems Lab (#11583)
Proposed Catalog Copy
MEM 2213. Introduction to Manufacturing Systems Lab
3.00 credits
Prerequisites: None
Corequisites: MEM 2211
Grading Basis: Graded
Introduction to the steps required for manufacturing: preparation of a part sketch, an engineering drawing, and drawing using state-of-the-art CAD software; building prototype and improved final model of the parts. Hands-on experience with subtractive manufacturing and additive manufacturing, and product outcome analysis. Site visits to operational manufacturing facilities.
- H. PATH 1201 Exploring Careers in Pathobiology (#11645)
Proposed Catalog Copy
PATH 1201. Exploring Careers in Pathobiology
2.00 credits
Prerequisites: None.
Grading Basis: Graded.
Exposure to the Pathobiology major and careers in Pathobiology through interactions with professionals in relevant careers, training in basic laboratory safety and research compliance, and development of a personalized career journal.

I. PATH 1202 Fundamental Biomedical Laboratory Techniques (#11865)

Proposed Catalog Copy

PATH 1202. Fundamental Biomedical Laboratory Techniques

2.00 credits.

Prerequisites: None.

Grading Basis: Graded.

Hands-on, basic biomedical research laboratory techniques with an emphasis on chemical and biological safety, as well as laboratory proficiency.

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

A. CE 2251 Probability and Statistics in Civil and Environmental Engineering (#10986) [Revise prereqs]

Current Catalog Copy

CE 2251. Probability and Statistics in Civil and Environmental Engineering

3.00 credits

Prerequisites: None. Recommended preparation: MATH 1131 or 1151. May not be taken out of sequence after passing CE 2210, 3220, 4210, or ENVE 2330.

Grading Basis: Graded

Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

Revised Catalog Copy

CE 2251. Probability and Statistics in Civil and Environmental Engineering

3.00 credits

Prerequisites: None. Recommended preparation: MATH 1131 or 1151. May not be taken out of sequence after passing CE 3220 or 4210.

Grading Basis: Graded

Fundamentals of probability theory and statistics. Hypothesis testing, linear and multiple regression.

B. CSE 1010 Introduction to Computing for Engineers (#10909) [Revise prereqs]

Current Catalog Copy

CSE 1010. Introduction to Computing for Engineers

3.00 credits

Prerequisites: Not open for credit to students who have passed CSE 1100. May not be taken out of sequence after passing CSE 1729.

Grading Basis: Graded

Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

Revised Catalog Copy

CSE 1010. Introduction to Computing for Engineers

3.00 credits

Prerequisites: May not be taken out of sequence after passing CSE 1729 or 2050.

Grading Basis: Graded

Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

C. CSE 2050 Data Structures and Object-Oriented Design (#10926) [Revise prereqs]

Current Catalog Copy

CSE 2050. Data Structures and Object-Oriented Design

3.00 credits

Prerequisites: CSE 1729. Not open to students who have passed CSE 2100.

Grading Basis: Graded

Introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

Revised Catalog Copy

CSE 2050. Data Structures and Object-Oriented Design

3.00 credits

Prerequisites: CSE 1010 or 1729. Not open to students who have passed CSE 2100.

Grading Basis: Graded

Introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism.

D. CSE 2500 Introduction to Discrete Systems (#10910) [Revise prereqs]

Current Catalog Copy

CSE 2500. Introduction to Discrete Systems

3.00 credits

Prerequisites: CSE 1102 or 1729.

Grading Basis: Graded

Introduction to formal mathematical thinking including discrete systems and proofs. Discrete system topics include logic, set theory, basic number theory, basic combinatorics, functions, relations, sequences, sums, products, recurrence, and countability. Proof topics include direct proof, including proof by cases and induction, and indirect proof, including proof by contrapositive and contradiction.

Revised Catalog Copy

CSE 2500. Introduction to Discrete Systems

3.00 credits

Prerequisites: CSE 1010 or 1729.

Grading Basis: Graded

Introduction to formal mathematical thinking including discrete systems and proofs. Discrete system topics include logic, set theory, basic number theory, basic combinatorics, functions, relations, sequences, sums, products, recurrence, and countability. Proof topics include direct proof, including proof by cases and induction, and indirect proof, including proof by contrapositive and contradiction.

E. DMD 2700 Digital Media Strategies for Business I (#8464) [Revise title and prereqs]

Current Catalog Copy

DMD 2700. Digital Media Strategies for Business I.

3.00 credits.

Prerequisites: Open to Digital Media and Design majors and Digital Arts minors, others by instructor consent. Grading Basis: Graded.

Introduction to digital media concepts and platforms used in companies' marketing strategies and plans. This course does not fulfill requirements for any major in the School of Business.

Revised Catalog Copy

DMD 2700. Digital Media Strategies for Business.

3.00 credits.

Prerequisites: DMD 1002 and 1102; Open to Digital Media and Design majors only, others by instructor consent.

Grading Basis: Graded

Introduction to digital media concepts and platforms used in companies' marketing strategies and plans.

F. MSE 2053 Materials Characterization and Processing Laboratory (#11808) [Revise description and prereqs]

Current Catalog Copy

MSE 2053. Materials Characterization and Processing Laboratory

1.00 credits

Prerequisites: MSE 2002, which may be taken concurrently.

Grading Basis: Graded

Principles of materials properties, processing and microstructure will be illustrated by experiments with qualitative and quantitative microscopy, mechanical testing, thermal processing, plastic deformation, and corrosion. Materials design and selection criteria will be introduced by studying case histories from industry and reverse engineering analyses.

Revised Catalog Copy

MSE 2053. Materials Characterization and Processing Laboratory

1.00 credits

Prerequisites: Open to MSE majors or by instructor consent.

Grading Basis: Graded

First semester of a 3-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

G. PHIL 2205 Aesthetics (#11165) [Revise prereqs]

Current Catalog Copy

PHIL 2205. Aesthetics

3.00 credits Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

The fundamentals of aesthetics, including an analysis of aesthetic experience and judgment, and a study of aesthetic types, such as the beautiful, tragic, comic and sublime. Recent systematic and experimental findings in relation to major theories of the aesthetic experience.

Revised Catalog Copy

PHIL 2205. Aesthetics

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

The fundamentals of aesthetics, including an analysis of aesthetic experience and judgment, and a study of aesthetic types, such as the beautiful, tragic, comic and sublime. Recent systematic and experimental findings in relation to major theories of the aesthetic experience.

H. PHIL 2217 Social and Political Philosophy (#11205) [Revise prereqs]

Current Catalog Copy

PHIL 2217. Social and Political Philosophy

3.00 credits

Prerequisites: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.

Grading Basis: Graded

Conceptual, ontological, and normative issues in political life and thought; political obligation; collective responsibility; justice; liberty; equality; community; the nature of rights; the nature of law; the justification of punishment; related doctrines of classic and contemporary theorists such as Plato, Rousseau, John Rawls

Revised Catalog Copy

PHIL 2217. Social and Political Philosophy

3.00 credits

Prerequisites: One three-credit course in Philosophy at the 1100 level.

Grading Basis: Graded

Conceptual, ontological, and normative issues in political life and thought; political obligation; collective responsibility; justice; liberty; equality; community; the nature of rights; the nature of law; the justification of punishment; related doctrines of classic and contemporary theorists such as Plato, Rousseau, John Rawls.

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

- A. CSE 1100 Introduction to Computing (#10925)
- B. KINS 2100 Introduction to Athletic Training I (#10667)
- C. KINS 2110 Introduction to Athletic Training II (#10688)

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

- A. AFRA 4997W Senior Thesis in Africana Studies (#6837) [W]
Proposed Catalog Copy
AFRA 4997W. Senior Thesis in Africana Studies
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; AFRA 2211 and 4996; open to students in the Honors Program; instructor consent required. May be open to non-honors students with consent of instructor.
Grading Basis: Honors
Honors Research and writing in the major with close supervision of multiple drafts.
- B. STAT 3215Q Applied Linear Regression in Data Science (#9624)
Proposed Catalog Copy
STAT 3215Q. Applied Linear Regression in Data Science
3.00 credits
Prerequisites: STAT 2215Q or STAT 3025Q or instructor consent. Not open for credit to students who have passed STAT 3115Q or 5315.
Grading Basis. Graded
Applied multiple linear regression analysis in data science, with an emphasis on modern statistical regression methods: simple linear regression and correlation analysis, multiple linear regression, analysis of variance, goodness of fit, comparing regression models through partial and sequential F tests, dummy variables, regression assumptions and diagnostics, model selection and penalized regression, prediction and model validation, principles of design of experiments, one-way and two-way analysis of variance.

V. 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. STAT 3115Q Analysis of Experiments (#9246) [Revise prereqs]
Current Catalog Copy
STAT 3115Q. Analysis of Experiments
3.00 credits
Prerequisites: STAT 2215Q or 3025Q or instructor consent. Credit may not be received for both STAT 3115Q and 5315.
Grading Basis. Graded

Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression.

Revised Catalog Copy

STAT 3115Q. Analysis of Experiments

3.00 credits

Prerequisites: STAT 2215Q or 3025Q or instructor consent. Not open for credit to students who have passed STAT 3215Q or 5315. Intended for Statistics majors or minors.

Grading Basis. Graded

Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression.

- B. WGSS 3265W Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship [W] (#9944) [Revise title]

Current Catalog Copy

WGSS 3265W. Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship
3.00 credits.

Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011; open only to WGSS majors and minors. Grading Basis: Graded

Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary, intersectional, and transnational field. Explication of the ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

Revised Catalog Copy

WGSS 3265W. Producing Critical Feminist Scholarship

3.00 credits.

Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011;

Grading Basis: Graded

Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary and transnational field. Ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

VI. Actions on S/U Graded Courses:

- A. BLAW 4881 Internship in Business Law (#11360) [Revise credits, prereqs, and description]

Current Catalog Copy

BLAW 4881. Internship in Business Law

1.00 - 6.00 credits

Prerequisites: Completion of freshman-sophomore level School of Business requirements; open to juniors or higher.

Grading Basis: Satisfactory/Unsatisfactory

Designed to provide students with an opportunity for a supervised internship relevant to one or more areas in business law. Students will work under the supervision of one or more professionals in the specialty in question. Student performance will be evaluated on the basis of an appraisal by the field supervisor and a detailed written report submitted by the student.

Formerly offered as BLAW 4891.

Revised Catalog Copy

BLAW 4881. Internship in Business Law

3.00 credits

Prerequisites: BLAW 3175 or BADM 3720 and consent of instructor; open only to business majors of junior or higher status.

Grading Basis: Satisfactory/Unsatisfactory

Internship with a host organization in the field of law, ethics, corporate social responsibility, sustainability, or public policy. Student performance will be evaluated on the basis of an appraisal by the host organization and a detailed written report submitted by the student.

Formerly offered as BLAW 4891.

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

From the 2/7/22 and 2/21/22 meetings

Scholastic Standards Committee
To the University Senate
February 7, 2022 – presentation
March 7, 2022 - vote

Update of Syllabus Requirement to Include Make-Up Assignment/Assessment Policy

Rationale:

In an effort to help instructors manage requests by students for make-up opportunities, instructors should include clearly established course policies and expectations in course syllabi. This will provide students a clear set of course expectations particularly as they relate to late or missed assignments/assessments/projects. Syllabi which include policies and expectations related to possible make-up opportunities will allow the student to make informed decisions about course engagement, participation and what to do when needing to miss class due to illness or extenuating reasons. Extenuating reasons for missing a class component may not be easy to document and opportunities to address missed course components will help both instructors and students. Clearly established course policies which outline what a student may do to make up missed work will help to avoid the back and forth between student and instructor when make-up work is requested.

The SSC believes this policy will be helpful to:

1. Students, who will be fully aware of the policy for each class;
2. Instructors, who will refer to their pre-determined policy rather than having to make ad hoc decisions throughout the semester; and
3. The Dean of Students office, whose members will have full information about each class's policy as they support students with questions or concerns.

Guidance on and example of make-up policies will be developed and kept up to date on the Provost's website.

In reviewing the language from Senate By-law II.E.9, which states "The Instructor concerned is given full and final authority (except in the case of final examinations) to decide whether or not a student is permitted to make up work missed by absence and on what terms," the SSC confirms that it is up to the instructor to determine the precise nature of the policy, which may be not to accept missed assessments.

Current By-Law

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will be taught, when and how learning will be assessed, and how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

Proposed By-Law

2.E.II

Responsibility for the Academic Assessment of Students

The authority to determine a student's grade in a course lies with the instructor of record. In order to minimize student misunderstandings, course requirements must be stated in the syllabus for the course. Instructors shall provide, in writing on the first day of class, syllabi and schedules if not included in syllabi, to students in their courses, including internships and independent studies. Instructors shall specify:

- what will be taught,
- when and how it will be taught,
- when and how learning will be assessed,
- if, when, and how missed assessments (for which medical documentation cannot be required) will be handled,
- how grades will be assigned, and
- (for distance education courses) how student identity will be authenticated.

**Scholastic Standards Committee
To the University Senate
Present: 3.7.2022 & Vote: 4.4.2022**

SSC Proposed By-Law Change on 26-Credit Limit for Accessing P/F By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Background:

The Covid period has made students, faculty, and advisors far more aware of the P/F option, which was previously used by students doing exploratory work without the stress of a grade (as a course had to be converted to a P/F grading basis by the tenth day). Given that the date for P/F grading has now been extended to the eleventh week of the semester, it is now widely used for students to manage their stress levels and their GPAs. Given this usage, it should be **open to first-year students**. This is an equity issue given unequal access to college credit in high schools.

The SSC considered three major arguments against this change:

1. There is a concern that the P/F option may obscure poor academic performance. The P/F option therefore remains unavailable to students on scholastic probation. Additionally, the SSC recommends **the addition of a restriction to one P/F course per semester**.
2. There is a concern that students in some high-enrolment courses will be disadvantaged because they may need to repeat those courses on repeat forgiveness, which will alter their enrolment appointment. A list of these courses is currently available at the registrar's office, and communication must be made to all advisors in order to ensure that students are making the P/F decision with full information.
3. There is a potential "slippery slope" in changing the by-laws on the Pass-Fail Option for a third time in three years (previously for Covid mitigations and then permanently changing the deadline to the eleventh week). The SSC feels it is important to maintain the three-course (twelve-credit) limit on P/F courses. It is reviewing the question of whether or not to also recommend removing the restriction on students on academic probation.

The SSC examined peer and aspirant policies on P/F and found a wide range of policies. UConn is well in line with our peers and aspirants with our current policy as well as with the proposed policy.

Current By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who has earned at least 26 credits and is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than three courses, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail Page 26 of 41 approved 12.21.2021 option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the

course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student's advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

During the semester the student completes the course and is graded in the usual way by the instructor; and the instructor submits a letter grade (per 3a, above). This letter grade is translated into a 'P' ('D-' or above) or remains an 'F.' In neither event will a course taken under the Pass-Fail option be included in the computation of the semester or cumulative grade point average, but a grade below 'C' makes the student ineligible for Dean's List. The individual schools and colleges have the privilege of adopting the PassFail option with or without supplementary restrictions. Students are referred to the detailed statements of the various schools in the University Catalog for such restrictions.

Proposed By-Law:

By-Laws, Rules, and Regulations of the University Senate, II.E.3.b, Grades Not Used to Calculate the GPA (Pass-Fail Option)

Pass-Fail Option. A student who ~~has earned at least 26 credits and~~ is not on scholastic probation may elect a maximum of 12 credits (not including credits on P/F recorded in spring 2020) to be distributed over not more than ~~one course per semester and~~ three courses ~~total~~, to be recorded as 'P' for Pass or 'F' for Fail on his or her permanent record. Courses taken Pass-Fail may only be used as electives; they may not be used to satisfy general education, school/college, major or minor requirements. Students who are selecting a course for the Pass-Fail Page 26 of 41 approved 12.21.2021 option or want to convert a Pass-Fail back to a graded basis must do so by the eleventh of the semester. Students who convert to a Pass-Fail and then revert the course back to a graded basis cannot again convert the course back to a Pass-Fail. Students seeking to put a course on Pass-Fail after the eleventh week of the semester must get approval from the student's advisor and from the Dean or designee of the school or college in which the student is enrolled. Approvals are given only for extenuating circumstances beyond the student's control; poor academic performance is not an extenuating circumstance. For courses taught outside of the fall and spring semesters, these deadlines will be adjusted in a pro-rated fashion by the Registrar.

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**Faculty Standards Committee
To the University Senate
March 7, 2022**

Resolution in support of convening a University-wide task force to operationalize “evidence of teaching excellence beyond SET “(formerly known as SET+ or SET Plus)

Context

The Faculty Standards Committee (FSC) Working Group has identified problematic issues within the use of our current teaching evaluation process

- The current SETs are overemphasized as evidence of teaching effectiveness.
- Department heads, PTR committees, deans, directors, etc., employ the SET survey as a metric for several purposes, including evaluating instructor performance, eligibility for awards, etc. Not everyone using SETs for these evaluative purposes fully understands the limitations of the current SET, such as inherent bias, appropriate use of comments; and use of data (i.e., what is professional and ethical responsibility when using this data).

Holistic teaching evaluation efforts have been repeatedly discussed over a period of years, but actual implementation is scattered and varies in comprehensiveness and buy-in.

- Institution-level guidance has not been specific enough to enable (and motivate) departments to invest in tackling the challenge of developing a meaningful assessment of evidence-based teaching excellence beyond the SET.
- There continue to be limited consequences for departments and programs that do not produce and follow policies beyond SET.
- Individual committees at the department level or FSC level do not believe they possess the mandate or agency to move more progressive national examples of evaluation models forward to mitigate recognized problems.

Therefore, the FSC Working Group recommends that an institutional strategy is needed to address the shortcomings of the current evaluation system.

Motion to Recommend:

- Phase out the current SET+ nomenclature and policies – they have proven to be confusing and do not address the key issues identified with the current SET.
- Create a task force to be formed and charged by the Provost that includes all relevant stakeholders (Provost’s office/administration, senate, AAUP, ODI, OIRE, faculty, students), and clearly identify to whom the task force’s recommendations will go.
 - Considerations should be given to a manageable size of the task force (10-12 members)
 - Suggest task force be assembled spring 2022; major work next year, with a report of recommendations to the Provost and University Senate by end of 22/23.
- Create a standing committee distinct from the taskforce
 - charged with monitoring effectiveness, evaluating the impact, identifying potential concerns of the SET and teaching evaluation strategy beyond SET, and recommending regular revisions to the Provost’s Office going forward

- members serving for a set term (e.g., staggered 3year) and distributed representation of units over time.
- As an expression of shared governance and facilitation of buy-in and accountability, the communication strategy to the broader community of UConn instructors should be transparent, provide mechanisms for frequent input and recognize time spent on the thoughtful engagement of contributors.

Specific Charge and Scope of Work

The task force's main purpose should be to develop and recommend a supplement to the existing SET that narrowly addresses the key shortcomings identified by the FSC Working Group, as well as feedback from previous studies of this issue: Specifically, the task force should address:

- A name that better reflects the purpose of the supplement – SET+ misguidedly still positions the SET as the “primary” or most important element of evaluation of teaching
- An explicit framework and process for identifying what contextual factors may be at play for an individual faculty member related to their positionality, how identities or topics taught might bias evaluations, and how unintended, inequitable impact can be mitigated.
- A focus on both formative and summative feedback to the faculty member that provides explicit examples of their current positive teaching practices, as well as actionable feedback in areas of needed improvement.
- Outline a pathway with specific benchmarks to define, develop, evaluate, and reward teaching excellence beyond tweaking or replacing instruments. Recommendation may include minimum teaching criteria, what actions should be taken on department and/or institutions level (including identifying point person on meso and macrolevel)
- Option to conduct limited temporary feasibility experiments, e.g., with student course experience evidence and peer reviews.

Report to the University Senate on the **Regional Campuses**

Carl Lejuez, Provost

March 7, 2022

UConn

Regional Campuses

- **Avery Point Campus**
Annemarie Seifert, Director
- **Hartford Campus**
Mark Overmyer-Velázquez, Director
- **Stamford Campus**
David Souder, Interim Director
- **Waterbury Campus**
Angela Brightly, Interim Director

Avery Point Campus



Student Outcomes

- A positive outcome of the pandemic is increased student awareness of the Avery Point Academic Center which has seen an overall 112% increase in activity over the previous year
- Introductory Biology lab courses utilized undergraduate TA's to assist during lab instruction providing students with an opportunity to continue in-person labs through the pandemic

Academics and Research

- CT Initiative on Environmental Research of Offshore Wind (CIEROW)
- Avery Point UG, Mona Peyravi, recipient; ASA Connecticut Space Grant Consortium's Undergrad Research Grant for her work *Supporting Inclusive Group Work in Studio-Style Physics Courses*

Outreach and Community Engagement

- Avery Point Athletic department volunteered roughly 200 hours to local organizations in 2021-22
- Avery Point faculty, staff, students, and family members raised the 2nd highest amount in donations for the American Heart Association Eastern CT Heartwalk

DEI

- Fall 2020 establishment of the Avery Point Diversity, Equity, and Inclusion Committee
- Marine Sciences selected to partner with American Geophysical Union (AGU) Bridge Program
- New Avery Point Faculty Learning Community: STEM Disability

Enrollment Data

Total Enrollment Fall 2021: **550**
UG: **458**; Grad: **56**; Non-Degree: **36**
Student-Faculty Ratio: **16:1**
First-generation students: **39%**
Students of color: **34%**
First year retention rate (F20): **81%**

CT National Estuarine Research Reserve (NERR) – Jan 2022

- NOAA funding - \$750,00/yr
- Reserve includes AP campus
- Functions as a Center under OVPR

Individual Accomplishments

Dr. Senjie Lin, Marine Sciences, profiled on AAAS Member Spotlight;
Dr. Noemi Maldonado-Picardi, recipient of the 2021 Outstanding Professional Staff Advisor Award

Hartford Campus



Student Outcomes

- Majority first-gen campus; increased first-year retention rate from 83% in 2017 to 85% in 2020
- COVID has impacted student outcomes
- 2,445 student sign-ins to the Academic Achievement Center with an average gpa of 2.96
- UConn Connects: 70% success rate for students on probation; 31% of successful students ≥ 3.0 gpa

Academics and Research

- Sustainable Global Cities Initiative (SGCI):
 - 3 external grants under review (\$3.5M); 3 grants in works: NSF, Kauffman & CT Health Foundations ~\$3M
 - Anti-racism, Education, & Community Symposium \$15k funded by FIIREGS Grant
 - New SGCI Faculty Fellowship Program
- Hiring search is underway for next CT State Historian

Outreach and Community Engagement

- Collaborating with ISS on grants to bring ConnCAP and Upward Bound to Hartford Public Schools
- Designed First-Year module for students: *Faith in the University: Appreciating UConn's Multi-Religiousness* in collaboration with Hartford International University for Religion and Peace
- Developed Anti-Racism, Education and the Community Symposium with Hartford's HartBeat Ensemble with play based on UConn BIPOC student experiences in the classroom

DEI

- Working with heartbeat ensemble to provide DEI training in April with Campus students, staff, and faculty.
- With recent new hires, campus staff is now comprised of 48% BIPoC

-2017-2021 UG enrollment from 1200 to 1650 (Federally designated MSI, AANAPISI, emerging HSI)

New SFA Graduate Program; space in Wadsworth Atheneum Museum

By 6 mo post-graduation, 82% of students employed with the vast majority employed in CT

Accomplishments

- \$1M for scholarships (The Hartford)
- Alumni successes
 - July Leon, Obama Fellow
 - Dave Steuber, Hartford Mayor's Chief of Staff

Stamford Campus



Student Outcomes

- 77% retention after 1 year, 58% graduated in six years

Academics and Research

- Introduced interdisciplinary faculty research series
- MS in Fintech to launch Fall 2022

Outreach and Community Engagement

- Partnerships with AT&T to install 5G hotspot & Synchrony for on-site internships
- New internships at GE Appliances Co-Create facility
- Launched Stamford Startup Studio; 2 semester entrepreneurial co-op with Werth Inst

DEI

- Launched Affinity Center
- Applied for recognition as Hispanic Serving Institution (HSI) – 31% of UG students

Other Accomplishments

- Visits from Mayor Simmons, Governor Lamont, and Senator Blumenthal
- Partnered with Netflix to have two movies filmed on campus

Fall 2021

Enrollment: **2,405 UG + ~ 500 Grad**

Students of Color (UG): **66%**
1st Gen Students (UG): **48%**

DMD Assistant Professor Oscar Guerra won two Emmy awards for his documentary

Team of MS students in Financial Risk Management won 1st place in international Bloomberg trading competition

Waterbury Campus



Student Outcomes and Updates

- For Waterbury students on probation, 75% retained after fall 2021
 - Piloting Advising Academic Success Plan for Scholastic Standing to support students on probation
- New student lounge space opened fall 2021, tripling student space on campus

Academics and Research

- 35% enrollment growth in Allied Health from fall 2020
- Science lab expansion: Anatomy & Physiology, Biochemistry, Organic Chem Lab
- Physics faculty research project on “Mixed Reality-Based Physics Instruction” OVPR grant funded, extended to include Storrs Physics faculty and Salisbury University

Outreach and Community Engagement

- Partnerships with Waterbury Health Dept, Health 360, Center for Human Development, St. Mary’s Hospital, Griffin Hospital, Access Rehab, WTBY Chamber of Commerce Healthcare Council, United Way of Greater Waterbury
- Waterbury Community Garden (9th yr) provides produce to food-insecure residents of Greater Waterbury – partnering with Osher LLI and funded by CT Community Foundation

DEI

- Active Campus Diversity, Equity and Inclusion Committee
- CLAS grant for DEI performance, Social Identity Activity workshop for FYE and campus

Enrollment

272 Fall 2021 1st Year Admits; 920 Total Enrollment
55% Students Are First Generation
53% Students are Racial and Ethnic Minorities
55% Receive Need-based Grants

HSI Recognized Campus

Hispanic-Serving Institution: Eligible for HSI authorized grants to help augment opportunities for Hispanic students, financial wellness support, upgrade facilities, community outreach, etc.

Waterbury Promise

Partnership between City of Waterbury/UConn available to Waterbury’s graduating high school students. The Waterbury Promise Scholars at UConn will receive \$5,000 per year from the University to be split between fall and spring semesters, paired with generous need-based scholarships from the Promise program.

Report to the University Senate on

Undergraduate Education and Instruction

Michael Bradford, Vice Provost

March 7, 2022

UConn

Undergraduate Education & Instruction

- **Center for Excellence in Teaching and Learning (CETL)**
Associate Vice Provost Peter Diplock
- **Honors and Enrichment Programs**
Associate Vice Provost Jennifer Lease Butts
- **Institute for Student Success (ISS)**
Associate Vice Provost Tadarrayl Starke
- **Center for Career Development (CCD)**
Assistant Vice Provost James Lowe
- **Veterans Affairs and Military Programs (VAMP)**
Director Alyssa Kelleher
- **Student-Athlete Success Program (SASP)**
Director Ellen Tripp

Center for Excellence in Teaching and Learning

Significant Accomplishments

- CETL's team of faculty development, eCampus, and educational technology staff provided **extensive training** to more than 8,000 participants in workshops and webinars, >500 individual consultations, and **extensive support for all instructors**
- Supported development and launch of **Pop-Up Courses: U.S. Anti-Black Racism** (4,000 enrollments F20, S21, F21), **Climate Crisis: Take Action** (2,000 enrollments S21, F21), **Confronting Anti-Asian Racism** (1,800 enrollments S22), **Why the Jews? Confronting Anti-Semitism** (1,300 enrollments)
- Enhanced depth and breadth of DEI programming in collaboration with ODI and other partners to advance **equity minded and inclusive teaching practices**
- **Writing Center** collaboration with CAP/ISS and UConn Cultural Centers launched **Racism in the Margins** conference (600 participants) and ongoing workshops on anti-racist writing assessment
- UConn **Early College Experience (ECE)** enrolled 12,571 students attempting 76,000 credits partnering with 208 high schools and 1,487 certified UConn ECE instructors
- eCampus supported development of 65 online courses, 46 GRAD & 19 UGRD and our web and digital marketing team continue to support 50 online graduate degree and certificate programs including top ranked programs from Nursing, Business, ISG CAHNR, Engineering, Neag, CLAS <https://online.uconn.edu>



Honors and Enrichment Programs



Office Accomplishments

- Implemented a new application for the University Scholar Program that enhances the holistic review of applicants.

New Initiatives

- Redesigned medical and dental applicant advising to be more competency-based, developmental, and student-centered.

Partnerships

- BOLD collaborated with Educational Leadership to develop a Graduate Certificate in Emerging Women's Leadership.

DEI

- Cross-EP effort to implement implicit bias mitigation strategies (e.g., in review and selection committee processes).

Individual Accomplishments

- Sena Wazer '22 and Sage Phillips '22 were named Truman Scholars, the first time UConn had two Scholars in one year.

Honors 1st year incoming class Fall 2021 moved to **test-optional**:
566 students (Storrs and Stamford)
58% minoritized students
22% first-generation students

16 Honors (GPS) **peer advisors** hired to help students across the campuses navigate the new Honors requirements.

Disbursed over \$630,000 in support of **undergraduate research** across 207 awards in 10 funding programs.

Institute for Student Success



Office Accomplishments

- Received \$2.5 million 5-year renewal for the NSF-funded LSAMP program
- Awarded \$4.23 Million in additional grants to promote college access & success for underrepresented students at UConn and across the State

New Initiatives

- Expanded pre-college access programming to all 5 UConn campuses, serving 1400+ middle & high school students across the state
- Launched 2 First Gen FYE and First Gen First Year Writing sections
- Established 2 new Learning Communities (*ASL & Deaf Culture* and *Neurodiversity in Engineering*)
- Launched the Office of Student Retention to better support student success efforts across the UConn system

Student Success Highlights

- Achieved 97% 1st-Year Retention rate for SCHOLA2RS House students (14% higher than all other UConn Black males)
- Fall 2021: Learning Community students' GPAs 4% higher than non-Learning Community students
- 44% decrease in CAP/SSS student DFW rates (Fall 2020 to Fall 2021)
- 100% of students in ISS Pre-College Programs graduated high school in 2021

Innovative Programming

- CAP/SSS partnered with Global Affairs to provide 19 students virtual summer global internships and a winter domestic cultural experience in Hawaii in 2021

FYE enrolled 93% of 1st Year students at Storrs.

Since 2016, LSAMP UConn has seen a 62% increase in participation

20% of students served by ACES are non ACES-students seeking advising

Staff Recognition:

Dr. Bidya Ranjeet - 2022 Outstanding Alumni Award, Neag School of Education

Helena DeBald – Recipient, LTE Design Sprint Grant

Center for Career Development



Office Accomplishments

- National Career Leadership Collective (CLC) Award for Innovation in Programming
- National Association for Colleges and Employers (NACE) Members Choice Award Finalist – Innovation in Programming
- NACE22 National Conference Presentation: Engaging Career Champions to Support a Mission of Career Everywhere
- Multiple virtual presentations at NACE, Eastern Association of Colleges and Employers (EACE), CLC and NASPA

New Initiatives

- Conducted IRB-approved research study on the impact of identity on career development, receiving 1,500 responses
- Entrepreneurship Month – partnering with Connecticut Small Business Development Center and community partners
- Developed and implemented a 5-part career-readiness curriculum for La Comunidad Intelectual Learning Community
- Collaborated with CETL to integrate career readiness concepts into the classroom
- Partnered with Student Employment to expand development of students through on-campus internships
- Partnered with Universitas 21 and other member institutions to launch global virtual micro-internship program

Partnerships

- Chair Corporate Advisory Council consisting of representatives from Connecticut's largest employers
- 2,200 Connecticut companies are registered in Handshake, our portal connecting students to employers
- 2,143 jobs or internships are currently posted, spanning all majors
- 735 companies and organizations attended career fairs and on-campus interviews
- Received \$19,000 grant from Collins Aerospace subsidizing women and black students' conference attendance

DEI

- The DEI Committee, in its seventh year, delivered 25+ programs with a specific focus on Diversity, Equity, and Inclusion
- NACE Honorable Mention Award for Excellence in Diversity, Equity and Inclusion programming
- Presented *"Extending Beyond a Committee: Promoting DE&I as an Entire Career Center Team"* for the CLC National Conference, NACE Webinar series, and EACE webinar series
- Presenting *"Researching the Intersections of Identity & Career Development"* at the NACE 2022 National Conference

Individual Accomplishments

- Received two of the five UConn Spirit Awards; one for University Citizen and the other for Inclusive Excellence
- Elected to Board of Directors for National Association of Colleges and Employers
- Elected Chair of Employability and Careers Group for Universitas 21

73% vs. 54%

The percent of UConn students utilizing services provided by the Career Center during their undergraduate experience is **19 percentage points higher** than the national average.

STUDENT ENGAGEMENT

- 5,175 one-on-one coaching sessions
- 390 career-related presentations
- 17,396 students active in Handshake
- 550,990 website page views

CAREER CHAMPIONS

- 430 faculty, staff, employer, and alumni
- 26 events with 480 participants
- 140 faculty and staff requested presentations

Office of Veterans Affairs and Military Programs

Office Accomplishments

- Second ever virtual military student orientation; Reinvigorated and improved student employment; Intensive compliance evaluations from both the VA and DoD – VAMP and UConn deemed fully compliant; Continued to extend online and virtual offerings to support students

New Initiatives

- Student leader selected to attend conference at West Point; AFROTC relocated in order to better facilitate learning and interactions between students; increase social media presence and brand marketing; increase internal and external outreach

Partnerships

- Reinvigorated partnerships with the State and Federal VA in CT; the US Army War College; AROTC and UConn Kinesiology; AROTC and Norwegian Embassy; Maj Rogers-Reed of AFROTC and AACC

DEI

- Initial results of research into UConn's veteran community reveal UConn's vets are more diverse than the military overall or the CT National Guard; AROTC appoints first female Ranger Challenge Team Captain; AFROTC's Maj Rogers-Reed recognized for her inclusion and outreach work

Individual Accomplishments

- Bethany Grabowski, Program Assistant recognized regionally as University Employee of the Quarter for AFROTC

Over 800 military affiliated students throughout all campuses, many of whom deployed overseas in 2021 or in state to help with COVID response.

AFROTC Commissioned 16 Officers
AROTC Commissioned 25 Officers

Veterans History Project poised to begin interviews again as soon as COVID conditions allow

Student-Athlete Success Program



- SASP is now located in the Greer Fieldhouse
- SASP has partnered with CSD and Mental Health to work collaboratively to enhance learning support services for students.
- SASP is working with Mental Health and the Division of Athletics to bring Victoria Garrick, founder of *"The Hidden Opponent"*, to campus in March, to discuss various mental health strategies and how to create supportive environments.
- Alana Butler, Associate Director, is leading the DEI Committee within the Division of Athletics on multiple initiatives such as educational workshops, sponsored speakers, helping organize the first ever Pride games, etc..

65% of our Student-Athlete population achieved over a 3.00 semester and cumulative GPA from Fall 2021

NCAA Graduation Success Rate of 92%
15 Teams achieved over 90%
7 Teams posted a Perfect Score of 100!

Due to NCAA changes in eligibility due to Covid, we have 46 students pursuing graduate degrees.

Senate University Budget Committee
To the University Senate
March 7, 2022

Review of Senate Committee Charge:

University Senate Budget Committee: “This committee shall review the planning, 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.”

Motion:

The USBC moves starting immediately that there be direct USBC participation in the establishment of fiscal priorities and direct participation in the budget development process across university programs and offices.